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IN THIS ISSUE

1 Welcome from Roger Pope CBE

Reflects on the changing times.

1 SWIFT Summer Conference 2025

2 Resilience, Equity and Inclusion in Education Conference 2025

2 A New Chapter for High Attainment | Your Future Story Launches in the South West

3 In Memory of Ghee Bowman

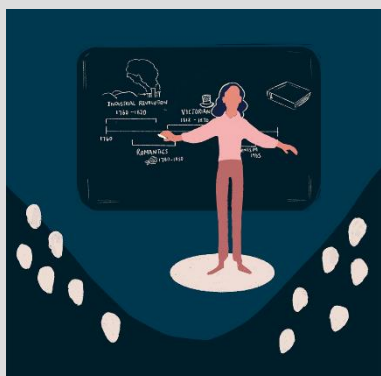
4 Interview with Sarah Plowman, School Catering Manager, and Helen Vincent, School Business Manager at Whipton Barton Infant and Nursery School

5 Cognitive Load | to Reduce or Optimise with Devon Research School

6 About Us and Keeping in Contact

6 – 9 Our Sponsors

Find out how our sponsors, Educatering, Exeter Supply Partnership and ONVU Learning can support your School/Trust.



www.sw-ift.org.uk

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Welcome from Roger Pope CBE

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

The times they are a'changin'...

I have been invited to a friend's 40th wedding anniversary party. That's great news. Less good is the 1980s dress code on the invitation. Oh Lord! What did I wear in the 1980s? I certainly do not have any of those clothes left, but not because of expanding waistline. My wife threw out and replaced all my clothes within months of our own wedding.

Part of the problem is that as far as I can remember, I wore nothing that different from what I wear today. Things have not changed that much since the 1980s – have they? After all, people are always saying schools have not changed, still have classes of 30 (plus!), teacher at the front, filling them with knowledge, school uniforms etc.

Except. When I became a Head, I found the school Punishment Book on the bookshelf. A simple exercise book in which the Deputy Head recorded every beating that he administered. One memorable entry was a boy who received six on the seat in 1979 for "Being rude to girls and cracking nuts under a table leg during a science lesson". Thankfully, the entries peter out until corporal punishment was abolished in 1986. (Interestingly, it was not declared illegal in private schools until 1998).

Except. When I became a Head in 1998, we had one and a half Teaching Assistants. When I left that school in 2016, we had 25.

Except. When naughty kids were away, no-one chased them back. We breathed a sigh of relief that they were not in class. Oh, and no-one bothered about monitoring exam outcomes. And when they did finally bother, the measure was the number who gained at least five GCSEs including English and Maths. So, few took much notice of those with special needs or poor attendance or who were unlikely to make that benchmark anyway.

So, have times changed? Yes, schools are much kinder places, with greater mutual respect and much more driven to be for the benefit of all their students whatever their circumstances. Call it inclusion if you like – it is something much more precious than the word implies.

And am I still married?

It's my 40th anniversary as I write this today, so I had better go or it might be my last...

SWIFT Summer Conference 2025

Thursday 19 June 2025 | 0830 – 1545 | Future Skills Centre, Exeter
#SWIFTConf25

Final few places available for our annual leadership professional development and networking event.

Seize the moment – two school weeks today.

Don't miss out - feedback is always consistently good:

"This is the best conference I have attended.

Every session was brilliant. I left feeling inspired."

Be part of something that counts. Book your place [here](#)



News Items

Resilience, Equity and Inclusion in Education Conference 2025 | #equityinedconf2025

“More than a briefing. More than training. More than a discussion. This is an opportunity to move from theory to collective action.”



With our collective purpose as educators, equity and inclusion in education strives to ensure that every learner, regardless of their background, location, or situation has the support and resources they need to thrive.

With this affirmation in mind, we invite school leaders, educators, and policymakers to come together to our Resilience, Equity and Inclusion in Education Conference on **Thursday 13 November 2025** in the lovely surroundings of Dartington Hall for a day of ideas, practical strategies, and inspiring stories focused on the powerful themes of resilience, equity and inclusion in education.

As a call to action, the conference will be a space to show leaders what is possible, and to remind us of the value of education with a celebration of what is already being achieved in schools in the South West and London and beyond to the war-torn countries of Afghanistan and Ukraine.

Through a spirit of possibility, a dash of ingenuity, and bags of creativity, the conference will explore how to make meaningful progress on issues that too often feel intractable and for those on the fringes of our education system. From rural and coastal schools to small settings with big ambitions, the following speakers will seek to inspire you through their stories of resilience, innovation and hope:

- **Sally Apps (Deputy CEO of Cabot Learning Federation)**
[The Importance of Oracy](#)
- **Angie Browne (Director of Being Luminary)**
[Re-enchanting Equity: Possibility, Ingenuity & Practical Strategies for South West Schools](#)
- **Leora Cruddas CBE (Founding Chief Executive of the Confederation of School Trusts)**
[Resilience, Equity and Inclusion in Education](#)
- **Zoya Lytvyn (Impact Entrepreneur, Educational Reformer and Founder of Educational NGO Osvitoria) & Anna Sydoruk (CEO of Osvitoria)**
[Providing Educational Equity and Resilience in the Midst of War](#)
- **Kamila Sidiqi CEO and Founder of Kaweyan Group of Companies and Trustee at the Kamila Sidiqi Foundation)**
[Hope Against Odds: Afghan Girls and the Right to Learn](#)
- **Mark Vickers MBE (Chief Executive Officer of Olive Academies)**
[Resilience, Equity and Inclusion in Education – A Possible Model](#)

Hosted by SWIFT and Being Luminary, this is a unique event that will engage and reignite you with fresh thinking on the important issues of resilience, equity and inclusion in education to reimagine what is possible for your Schools and Trusts.

Early bird ticket price £75 for registration before 18/7/25 (full ticket price £100).

Report by Jude Baylis, SWIFT Executive Assistant

[BOOK YOUR PLACE HERE](#)

A New Chapter for High Attainment | Your Future Story Launches in the South West

A powerful coalition of regional and national partners is launching a bold, long-term initiative to transform the educational landscape for high-attaining pupils from under-resourced backgrounds across the South West.

Led by the [Colyton Foundation](#), *Your Future Story* is a ground-breaking programme aiming to improve levels of high attainment and higher education progression for under resourced young people from the South West. Beginning in September 2025 with a pathfinder cohort of Year 7 pupils from schools across Cornwall, Devon and Somerset. It directly addresses the unique challenge of educational isolation faced by rural and coastal communities, offering a model that is as innovative as it is ambitious.

The programme's goal is to work with 1,000 academically able pupils over a decade, starting from Year 7 and supporting them through to their first year of university. Developed in response to stark evidence—including the work of Jerrim and Carvajal (2024) showing sharp declines in attainment and aspiration between ages 11–14 for bright pupils from disadvantaged backgrounds—*Your Future Story* starts early and stays the course.

At its heart is a school-centred, cohort-based model. Pupils are supported through sustained personal development and mentoring by specially trained Teacher Champions within their schools.

Simultaneously, school leaders engage in Leading High Attainment, a rigorous year-long development programme that equips them to drive systemic improvement in provision for high attainers in their schools.

The programme is supported by a formidable partnership: the universities of Exeter, Bristol, Bath and Cambridge; the Sutton Trust; SWIFT; Leading Schools South West; and partner trusts including Ted Wragg, Blackdown Education Partnership and Education South West. Together, they are creating an infrastructure to support ambition and opportunity unlike anything currently available in the region.



This is a coalition grounded in action. From residential university visits to employer partnerships and community engagement, to Teacher Champion mentoring every aspect of *Your Future Story* is designed to build knowledge, confidence and belonging for pupils who are too often left behind.

As Colyton Foundation Director Nick Wakeling notes: *“This isn’t about parachuting in one-off interventions. It’s about working together with schools, pupils and their families for the long haul—maintaining aspirations and expectations and ensuring continued academic success.”*

You can see Nick in conversation with Professor John Jerrim at the [SWIFT Summer Conference](#), where they will explore the research underpinning the programme and the wider challenge of tackling educational inequality in the South West.

Report by Nick Wakeling, Director of Colyton Foundation

[READ THE FULL ARTICLE AND APPLY HERE](#)

In Memory of Ghee Bowman



Ghee Bowman was one of those rare individuals whom, once met, you never forget.

A natural storyteller, he was deeply committed to diversity and inclusion, supporting many schools across the South West through his inspiring work.

I had the privilege of working with Ghee and his wonderful colleague and friend, Sandhya Dave, during my time as Head of History, Religious Studies, and Sociology at Coombeshead Academy. Together, they transformed the way I approached curriculum design — a transformation that shaped my work across Education South West and now in my role at Westcountry Schools Trust, as Executive Director of History.

Ghee and Sandhya built meaningful relationships with our pupils and became highly valued members of our school community. Their powerful whole-school CPD sessions on diversifying the curriculum left a lasting impression. Several staff members commented that it was *“the best training they had ever received.”*

With their support, some of our Year 9 pupils trained as Cultural Champions, engaging in a variety of workshops on topics such as mindfulness, identity, Britishness, graffiti art, and public speaking. Later, all of Year 9 participated in a dedicated Diversity Day, during which a group of Cultural Champions — Devon residents from a range of backgrounds — shared their stories and experiences. Through this, our students were able to connect with the human face of diversity.

In Ghee’s sessions, we came to understand how assumptions, labels, and discrimination can be harmful: not only to others, but to ourselves. His work helped foster greater empathy and awareness among staff and students alike. It also directly influenced my curriculum planning; I adapted NATRE resources to create an RS unit entitled *“Anti-Racist RS.”*

It is lovely to share here some of the reflections from our Year 9 students at Coombeshead:

- “I have learned to respect and accept each other.”
- “I know that racist or discriminatory language is not acceptable in school. I know what I can do if there is a racist incident.”
- “I feel empowered to be positive towards everyone in the future.”
- “I know to speak up if people say harmful things.”
- “The best part was the reading of the Qur’an in Arabic.”
- “I learned about typical stereotypes of racism and how it can hurt people. The day made me feel good because I can now spot racism.”
- “The main thing I am going to take away from today is that everyone is human and that we should not hurt people because of the colour of their skin.”

Ghee’s influence extended beyond individual sessions. When he visited Ivybridge Community College, we collaborated on a Year 9 scheme of work titled *A Closer Look: What Happened to the Evacuees of Dunkirk?* which was informed by Ghee’s local history expertise. I have often enjoyed telling my classes that I knew Ghee personally — and that he signed my book! We continue to weave stories from the *Telling Our Stories* project into our History lessons.

His early work also shaped our strategic decisions as a Trust, including our move to the *Migration Through Time* GCSE paper across all eight of our secondary schools. With a diverse student body, we believe it is essential for every young person to see their heritage, their story, and their place in our shared history. Ghee helped us understand the importance of representing all voices, ensuring every student feels seen, heard, and connected to both their school and local community.

Ghee’s meticulous research into Indian soldiers in World War Two — documented in his book *The Indian Contingent: The Forgotten Muslim Soldiers of Dunkirk* — has further enriched our teaching of this era. He generously shared his insights through a SWIFT training session, and his commitment to uncovering forgotten stories brings much-needed humanity to the study of History. As Shrabani Basu wrote, Ghee’s book *“shines a warm light on one of the little-known stories of the Second World War.”*

I will end this tribute with one of my favourite memories of Ghee. One day at Coombeshead Academy, he appeared in my classroom carrying a large vat of hot chocolate and a tray of fresh pastries. He was hungry and had charmed the catering staff into providing them! It was a moment that perfectly captured his warmth, humour, and undeniable charm.

I will deeply miss working with Ghee and learning from his wisdom, curiosity, and passion for storytelling. His legacy lives on — not only in our curriculum, but in the hearts and minds of the many staff and students he inspired.

By Becky Bailey, Executive Director of History, Westcountry Schools Trust

Interview with Sarah Plowman, School Catering Manager & Helen Vincent, School Business Manager at Whipton Barton Infant and Nursery School

“What blew me away ... was that it is all about the children and ensuring they have a good, nutritious meal, because they know how that helps with learning, and this absolutely shines through.”

Everyone likes to talk and think about food. And for children it is an essential part of their school day, which Sarah Plowman and Helen Vincent particularly understand at Whipton Barton Infant and Nursery School. Working closely with our sponsor, Educatering, Sarah and Helen plan food that children want to eat and that is also healthy and nutritious for them, to sustain them during the school day so that they are fully alert and can focus on learning.



We asked Sarah and Helen to share some insights into their school catering at Whipton Barton.

1. What are your main priorities when you are planning and serving the meals for the children?

Our primary focus is to ensure that children receive meals that are not only nutritious and balanced but also enjoyable. Collaborating with Educatering allows us to create menus that meet nutritional standards while appealing to young tastes.

We continually assess and refine our termly menus, learning from feedback and observing children's preferences. This iterative process helps us fine-tune meal offerings to better align with their likes and dislikes. Each menu is carefully crafted to provide a balanced diet, incorporating a variety of vegetables, proteins, and carbohydrates daily. Our goal is to establish healthy eating habits that children can carry with them throughout their lives.



2. What are some of the challenges in getting meals for the children that are both good for them and that they want to eat?

One of the main challenges we face is introducing nutritious meals that children not only need to be grow and be healthy but also *want* to eat. To address this, we creatively incorporate vegetables into dishes in ways that are both appealing and enjoyable for the children.

For instance, our ABC cake - a delightful treat made with apples, butternut squash, and cabbage - has become a favourite. The secret ingredient, cinnamon, adds a touch of magic that makes it irresistible. Similarly, our Bolognese sauce and pizza toppings are enriched with blended carrots, onions, and other vegetables, seamlessly integrated into the mix.

We take a considered approach to naming some of our dishes. Our courgette chocolate cake, for example, is simply listed as 'chocolate cake' on the menu. This subtle presentation ensures that the children enjoy it without any preconceived notions.

Engaging with parents is also a key part of our strategy. During progress review evenings, we host taster sessions where families can sample the meals. Only after they've enjoyed the dishes do we reveal the healthy ingredients hidden within, often to their surprise and delight!

3. Can you tell us about an aspect of your food catering that works well?

One of our standout initiatives is the salad bar, which has become a huge success among the children. Initially, there was some hesitation - 'What is that?' - but once they realised, they could choose exactly what they liked, it quickly gained popularity. *The added bonus?* They love the independence of serving themselves.

Our salad bar is a vibrant, fresh offering. For example, our coleslaw - dubbed 'purple stuff' by the children - is a hit. It's also a clever way to repurpose leftovers like cold roast potatoes or sweetcorn, which are always finished by the end of the day.

We aim to introduce our children to new flavours they might not encounter at home, hoping they will ask, 'Mum, can we have this now?' This approach sometimes educates parents too. When children request a dish, they have enjoyed at school, parents are more inclined to try it at home. To support this, Educatering have provided a cookbook featuring some of our recipes, like homemade pizzas, which we share with families.

The staff's enthusiasm for these meals is also a positive indicator. They appreciate the healthy, fresh food, and we take pride in providing meals that nourish both children and staff alike.

3. Have you seen a reduction in food waste?

Yes, we have seen a significant reduction in food waste, thanks to our partnership with Educatering. Their thoughtfully designed recipes provide precise portion sizes, helping us serve the right amounts and minimise leftovers.

Previously, managing allergens was a major concern when our catering was in-house. With Educatering's support, we have clear allergen information and compliance measures in place, giving us confidence that all dietary needs are met.

Ted
Wragg
TRUST



READ THE FULL INTERVIEW WITH SARAH PLOWMAN AND HELEN VINCENT [HERE](#)
SEE PAGES 9 AND 10 FOR MORE INFORMATION ABOUT EDUCATERING AND A SHOWCASE EVENT

Cognitive Load | To Reduce or Optimise with Devon Research School



Supported by the Education Endowment Foundation

The Problem

As a Science Teacher, I have always been wary of overloading students' working memory. Cognitive load refers to the amount of information our working memory can process at any given time. The plethora of stimuli students face in a classroom makes it vital for educators to consider strategies to manage student cognitive load so that the essential bits of what we are teaching embedded in students' long-term memory, thus causing learning to occur. If we give students too much information they can become easily overwhelmed and even the most motivated, capable students will struggle to stay engaged.

COGNITIVE SCIENCE APPROACHES IN THE CLASSROOM: A REVIEW OF THE EVIDENCE



Cognitive science approaches in the classroom: A review of the evidence (summary)

The Education Endowment Foundation's (EEF) **Cognitive Science approaches in the classroom: a review of the evidence** explores Managing Cognitive load.

The report states that teachers use many ways to manage cognitive load in their classrooms, such as chunking content, using frameworks and scaffolds, being economic with their language when giving instructions and decluttering materials. A statement from the report that stood out to me and one I wish to explore further is:

The aim of strategies that focus on managing cognitive load is not to minimise cognitive load but to optimise it - minimising unnecessary load and ensuring that working memory remains focused on the information that is being taught.

Cognitive science approaches in the classroom: A review of the evidence (summary)

The Go-To Person

I met with Emma Walsh, an experienced secondary school Biology Teacher, who is a role model in the clarity of her explanations and lesson resources. She is my go-to person for advice on this topic. We discussed why it is important to optimise students' cognitive load and the methods she uses in her classroom practice to do this.

The Why

When I asked Emma why she feels it is important to optimise cognitive load, she said:

"If you give students too much content all in one go, they will either give up, or they won't know what they are learning, or they'll get horribly muddled." She explained that if we want students to be successful in our subjects, we must pay close attention to the information we are giving them. In addition, we should be careful to ensure it aligns what our exam boards expect our students to know. Students will feel successful as they have learned something, but is it what they need to successfully answer an exam question?

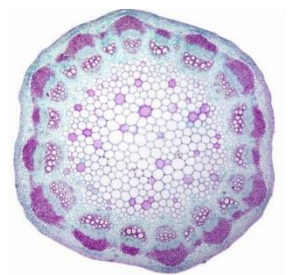
The How

Emma used one of her recent Year 10 lessons about transpiration and translocation to provide me with concrete examples of strategies she used to optimise student cognitive load.

She explained to me that students need to be able to recognise xylem and phloem from microscope images from different parts of a plant (see below). When she showed me what these images look like then, I can see why students are likely to be overwhelmed.

Emma showed me how she uses a scaffolding technique to support with this task. Scaffolding such as prompts, cues, or targeted instructions can help learners navigate the working memory demands of tasks. Evidence shows that well-targeted scaffolds are an effective approach to support students to solve problems or learn from complex tasks (Belland et al., 2017).

One example is using simplified diagrams (see below) before showing the class more complex, microscope images. As she explained, "I model to the students where the xylem and phloem are in the diagrams and then give them similar diagrams to identify the structures themselves. The idea is that we are building up to the challenge of microscope images rather than diving in straight away."



By Hannah Cox, Deputy Director of Devon Research School, Raising Standards Lead for Year 7 and Teacher of Science at Kingsbridge Community College

READ THE FULL ARTICLE [HERE](#)
READ MORE ABOUT DEVON RESEARCH SCHOOL [HERE](#)

Find out more about SWIFT and our partners [here](#) | 5

About Us

SWIFT is built on a partnership model of Colyton and Kingsbridge Teaching School Hubs; Teaching Alliances; local teacher training providers; Multi Academy Trusts; Kingsbridge Research School, Curriculum Hubs; Devon Schools Leadership Service; Teach First, The National Institute of Teaching 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 and/or you have asked to be added to our mailing list.

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

Connect with us on our socials for more updates and links to offers and news from our partners

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Our Sponsors



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ONVU Learning Reflects on Driving Meaningful Change



Further to our May issue, Commercial VP of ONVU Learning, Matt Tiplin, continues his conversation with East Midlands, Discovery Schools Academies Trust CEO, Paul Stone and reveals how thoughtful planning, transparency, and a focus on teaching and learning can drive meaningful change in schools.

1. Prioritising People: Teachers as the Core Investment

Paul Stone makes it clear that the most valuable resource in any school is its teachers. With up to 80% of a school's budget spent on staffing, he argues that the greatest return comes from investing in the people who stand in front of students every day.



"Why wouldn't you place your big investment in that biggest, most impactful resource and not on other things?"

Rather than spending on superficial or less impactful areas, Paul and his team chose to double down on quality-first teaching by investing in ONVU Learning, ensuring that every classroom starts strong, reducing the need for costly catch-up interventions later. This people-first approach not only improves outcomes but also boosts morale and retention.

2. Building Trust Through Transparency and Dialogue

Implementing change, especially one involving classroom observation and video can be daunting. Paul acknowledges the initial resistance from Unions and parents, but he emphasises the importance of honest communication and shared purpose.

"We met with stakeholders including Unions... those that joined meetings were really supportive...We were clear, firm, stuck to our policies, and explained the why."

By clearly articulating the goal of better teaching for every child and inviting stakeholders into the process, Paul built trust and minimised conflict. His approach shows that transparency and consistency are key to winning hearts and minds, even when the changes are challenging.

3. Reflective Practice as a Cultural Shift

At the heart of the initiative was a desire to bring back reflective practice, to help teachers grow by seeing themselves in action and engaging in professional dialogue. Paul compares it to elite athletes reviewing their performance to improve.

"You wouldn't have a sports person never watch themselves back and think about how can I get better to deliver and enjoy what I'm doing?"

This mindset shift required careful planning. Paul did not rush implementation. Instead, he developed a pre-implementation plan to ensure everyone: from the CFO to the Board understood the vision and the long-term benefits.

The result? A united front and a smoother rollout.

Final Thoughts

This second part of the conversation is a masterclass in educational leadership.

It shows when schools invest in their teachers, communicate with clarity, and embrace reflective practice, they create a culture where both educators and students can thrive.

As Paul Stone demonstrates, real change does come from shortcuts. It comes from conviction, collaboration, and a clear commitment to what matters most: great teaching.

The ONVU Learning Team will be at our SWIFT Summer Conference when you can find out more in-person about their video capture classroom technology that can make a difference to your teaching and learning.



FIND OUT MORE ABOUT ONVU LEARNING [HERE](#) AND CONTACT [HERE](#)

Supply Teaching | Unlocking Doors to Permanent Roles with Exeter Supply Partnership

For many educators, supply teaching offers the best of both worlds: the flexibility to choose placements, whilst gaining valuable experience in different schools. But beyond the immediate benefits, supply teaching can also be a powerful pathway to securing a permanent role.

At Exeter Supply Partnership (ESP), we see firsthand how supply teaching provides opportunities for educators to showcase their skills, build relationships with schools, and step into long-term employment. Many schools look to their trusted supply teachers when hiring, making it an excellent way to transition into a permanent position whilst maintaining flexibility.

The bridge to permanent teaching roles.

One of the biggest advantages of supply teaching is the exposure it provides to different schools, year groups, and teaching environments. This experience allows educators to develop a broad skill set, adapt to various teaching styles, and gain insight into the unique cultures of different schools. In many cases, schools use supply teaching as an informal trial period, giving both the teacher and the school time to assess whether a permanent placement is the right fit.

ESP can assist with temporary part-time or full-time cover, working with your school, to find the right teacher for you.

The recruitment support services are completely free to schools.

You can receive teacher profiles for consideration, arrange a trial supply day, meeting or interview, before making a final decision and putting a temporary cover arrangement in place, this could be for two or three weeks, half a term or more.

Many of the ESP supply team teachers are interested in temporary cover roles and the opportunities to which this may lead.

Exeter Supply Partnership will be at our SWIFT Summer Conference when you can discuss your supply teaching needs.

[READ THE FULL ARTICLE HERE](#)

[CLICK HERE TO REGISTER YOUR SCHOOL NOW!](#)

FIND MORE INFORMATION ABOUT EXETER SUPPLY PARTNERSHIP [HERE](#) | CONTACT [HERE](#)

PHONE 01392 927171 OPTION 1



Educatering's Top Tips for Tackling Food Waste

Food waste is an increasingly significant issue in schools, contributing to environmental concerns and unnecessary costs, both of which schools would rather avoid.

Studies have shown that plate waste is usually a far bigger issue for total food waste than kitchen or preparation waste, particularly in larger schools, where approximately 69% of food waste comes from children's plates.

Here are Educatering's Top Tips for reducing food waste in your school:

1. Portion Sizing

Graduate portion sizing so that children get the right amount of food for their age.

2. Implement Trayless Dining

Children eat with their eyes too, so a prettier plate equals less waste!

3. Engage Students in the Process

Create lessons on the impact of food waste and appoint student ambassadors to encourage their peers to reduce waste. Set up interactive waste trackers in the dining area.

4. Set up Pre-Order Systems

Both digital and paper systems have been shown to be effective in reducing waste.

5. Offer Diverse and Appealing Menus

We all know that when it comes to children, one size does not fit all.

You know your students best – make sure that you have input into the rotational menu.

6. Implement Student-Led Composting and Food Donation Schemes

Help the environment and local charities, while educating and empowering your students at the same time.

The Educatering Team will be at our SWIFT Summer Conference when you can talk with them about your school catering needs and taste their delicious and nutritious food.



FIND OUT MORE ABOUT EDUCATERING [HERE](#) AND CONTACT [HERE](#)

Find out more about SWIFT and our partners [here](#) | 8



Educatering
The School Food Revolution

EDUCATERING INVITES YOU

TO OUR SHOWCASE EVENT



EVENT DETAILS

Whipton Barton Infant and
Nursery School, Exeter EX1 3JP
Tuesday 8th July 2025 at 18:00pm

A LITTLE ABOUT US

At Educatering, our mission is to nurture and nourish young minds by serving nutritious, locally sourced meals that support children's health, wellbeing, and academic success. As a family-owned business, we're proud to offer a credible and compassionate alternative in school food provision - one that prioritises quality, compliance, and care. We're expanding to bring our passion for good food and tailored service to more schools, and we'd love to support your children on their school journey.

- ✓ Nutritious, delicious food made with high-quality, locally sourced ingredients
- ✓ Menus tailored to your school's ethos, demographics, and dietary needs
- ✓ Award-winning dishes developed with real feedback from pupils
- ✓ Full support from our experienced team - before, during, and after launch
- ✓ Transparent management fee of £500 per term - no hidden costs
- ✓ COSHH and HACCP compliant for safe, hygienic meal service
- ✓ Locally sourced produce, including fresh ingredients from Devon
- ✓ Children at the heart of everything we do - from farm to fork
- ✓ Try before you commit with tastings based on real school menus

CAN'T MAKE IT?

Drop us an email and we can arrange to visit your school for your own tester session and further discussions.

📞 07538 229143

✉ emily.griffiths@educatering.uk

🌐 educatering.uk



Colyton
TEACHING SCHOOL HUB



Kingsbridge
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