

News Items

Mind the Engagement Gap: A National Study of Pupil Engagement in England's Schools

“...engagement of young people in their education is something that we should seek to get a measure of and unravel, as it can act as a valuable predictor for attendance, motivation and at the simplest level, enjoyment of school.”
(Dame Sue John, RCELI Chair)

Back to sunny June and the SWIFT Summer Conference.

If you were in the audience for the presentation by Professor John Jerrim and Steph Hamilton from TEP (The Engagement Platform), you will recall the promise of findings about the drop-off in engagement for some Year 7 students.

Mind the Engagement Gap: A National Study of Pupil Engagement in England's Schools is now published.



As the largest-ever study of pupil engagement in England, the headlines are stark:

More than one in four pupils begin to disengage from school during Year 7.

This new research identifies the first year of secondary school as a critical flashpoint in children's education — with most pupils never fully re-engaging with school again.

Using insights from over 100,000 pupils across England through TEP, the Commission tracked how pupil engagement changed across the 2024 – 2025 academic year. The data offers a uniquely detailed national snapshot of when and how pupils start to disconnect from school — and the impact this has on attendance, wellbeing and longer-term outcomes.

Data shows that levels of enjoyment, trust, agency and safety drop dramatically among Year 7 pupils and never fully recover. While pupils in primary school report consistently high engagement — averaging over 8 out of 10 in key areas — this collapses during the first year of secondary.

Disadvantaged pupils and girls are hit hardest:

- Pupils eligible for Free School Meals report lower levels of trust, enjoyment and belonging — with the gap widening through secondary.
- Girls are more likely to feel unsafe or worried, particularly in Years 7–9, despite showing higher academic drive than boys.



Reports by **Jude Baylis**
SWIFT Executive Assistant

FIND THE FULL REPORT [HERE](#)
FIND MORE INFORMATION ABOUT TEP [HERE](#)

School Business Management Professional Community adds purpose

Often the backbones of Schools and Trusts, Business Managers can be the unsung heroes and heroines who oversee the smooth running/ working/ functioning (all!). Aptly, we were glad to start this new term purposefully with the Autumn Term Business Management Professional Community.

Chaired by Matt Burrell, Business Manager at St Cuthbert Mayne School, there is a collaborative and informative tone to these online sessions. Fellow Business Managers are encouraged to participate actively, share feedback, and engage in the sessions and to feel empowered through practical insights and professional development opportunities.

Professional Communities are FREE for SWIFT Members and are designed to provide updates on priorities that connect to the best of regional, national available evidence.

In this session there were five pacy presentations that covered services and tools for reducing food waste, wising up to Artificial intelligence, CPD pathways for School Business Managers, eco-friendly printers and the thorny issue of school recruitment.

Head of Educatering, co-founder and passionate and caring foodie for schools, Rob Stevens presented a compelling session on some tried and tested ideas to tackle food waste with the dual challenge of saving money and reducing food waste.

Consider your menu planning tailored to what pupils like to eat. Educatering treating school meals like a restaurant experience, with the children and young people as valued customers. Think about your portion control. Weigh the ingredients to see what they look like as visual guides for the catering team to avoid over-serving. Graduated portion sizes should be based on age groups. Two fish fingers for Foundation children going up to four for Year 6 to meet those growing appetites. Trayless dining. A revelation! Without the temptation of a pudding in waiting on the tray the children are more likely to focus on their main course first and foremost. And more besides...

Director at SchoolPro TLC, Ben Craig delivered an insightful presentation on AI and Data Protection in education. With rapid advancements in processing power, schools face both opportunities and risks and highlighted the importance of understanding AI as both a friend and foe.

As experts in Data Protection and Compliance and former teachers and school leaders themselves, Ben shared the essentials of AI good use through training your staff, integrating AI responsibly, and maintaining robust Data Protection practices.

Consider the Do's:

- Fact-check AI-generated information before using it.
- Use AI to assist with lesson planning, resource creation, and administrative tasks.
- Use school-approved, closed AI tools where possible.
- Train staff and pupils on responsible AI use and ethical considerations.
- Be transparent—disclose AI use in reports, planning, or educational content.
- Monitor AI's impact and regularly review policies to ensure compliance.

READ THE FULL ARTICLE [HERE](#)

Interview with Harriet Sleath, Teacher of Modern Foreign Languages at Teign School

“Regular feedback and knowing that I will have a moment where my Mentor and I are going to sit down, with a cup of tea and reflect and have that time together scheduled into my week, has been the most valuable part for me as an Early Career Teacher.”



Sometimes life turns full circle.

Harriet Sleath is in her first year of teaching French and Spanish at Teign School (part of Education South West); which happily happens to be her own former secondary school.

This Devon girl got the bug for Languages when she was at school and studied Spanish at GCSE and A Level and French to GCSE, before going overseas to put her language learning into working practice teaching English as a Foreign Language (TEFL) in Spain for a year, and then further afield to Mexico for eight years.

As well as teaching Languages, Harriet was recruited by her former Teacher of Music at Teign to teach Music to Key Stage 3 as she plays the piano. This is providing further additional joy in Harriet's timetable with some cross-curricular Languages music-making. Remember, the traditional French nursery rhyme, "Frère Jacques..." ?

Harriet trained last year with SWIFT Teacher Training, of which ESW is a partner, as Kingsbridge Teaching School Hub (based at the Community College) is one half of SWIFT.

1. What did you most enjoy on your teacher training course?

There are two things in particular that I enjoyed on the teacher training course with SWIFT.

Firstly, I enjoyed seeing the progression of students that I got to meet over the course of my two different placements.

I felt very grateful to be in two different schools and for the time to get to know the students and especially seeing them make that progress with me. I think I had thought as a trainee teacher I might be a bit like a fly on the wall and not get to know the students very well. But having that opportunity to teach them something and witness that light bulb moment when they fully understand, or even when they ask me an insightful question were some of the most enjoyable moments, because they offered me an opportunity to explore what the students themselves would like to learn. I think, discovering what was interesting for them definitely shaped me as a teacher.

The second thing was being given the space to find my own personality as a teacher.

I feel very lucky as both my Mentors were fantastic and allowed me to take the time to realise what I want to be as a teacher, what I want my teaching to look like, and what I want to bring to my classroom environment. For me, this was very important.

2. What was the greatest learning curve and how did you overcome it?

My greatest learning curve was adaptive teaching in learning how to manage and meet the needs of a wide range of learners in one class.

During my training year, a lot of the focus was on adapting to SEND students, and those with significant barriers to learning, and quite rightly so.

I am still finding that balance in adapting to students' needs, whilst also continuing to inspire and interest other students who have less barriers to learning, or who are simply more passionate about the subject. Finding that balance was one of the biggest learning curves; but being able to again work with my Mentors and have that time to learn and try out different things in the classroom was important to help me overcome that barrier as part of my learning curve.

3. What have you found to be particularly rewarding in your first term?

Firstly, it has been rewarding to build relationships and trust with students.

I anticipated it would be difficult coming in as a brand-new teacher and in an environment where students know that I was a trainee teacher. However, I wanted the students to be able to get to know me; hence, it was particularly rewarding in the first term that students who already felt comfortable in coming to talk to me, and who trusted me as their Teacher of Spanish and asked me questions about the Spanish culture.

Secondly it has been rewarding to take part in some of the school's extracurricular activities and feeling part of a collaborative student and staff community. Seeing the students outside of my classroom doing something that they enjoy, and showing them my other passions, pushing myself out of my comfort zone has been some of the most rewarding moments of the first term.

4. How is the Early Career Teacher Programme helping you in your first year of induction?

It is helping me a lot!

My school Mentor is fantastic, and their guidance has been invaluable. Being able to refine some elements like my routines: for example, countdowns and waiting to have everybody's attention, has been very helpful.

Regular feedback and knowing that I will have a moment where my Mentor and I are going to sit down, with a cup of tea and reflect and have that time together scheduled into my week, has been the most valuable part for me as an Early Career Teacher.

5. What are your hopes for the teaching of Languages in our schools now and in the future?

This is a big question, and I could talk about this for a LONG time!

[READ THE FULL INTERVIEW WITH HARRIET SLEATH HERE](#)

The Power of a Conversation with a Trainee MFL Teacher with Devon Research School

By serendipity, continuing the theme of language learning, you may find this blog interesting for Devon Research School by Georgia Fielding about her research into inclusive language learning and motivations.

Can you tell us about your route to MFL and research – what motivated you?

I started learning Spanish in year 7 and chose to take it at GCSE and A Level. Despite achieving A/A*s, I experienced difficulty with certain aspects of language learning; I faced anxiety around speaking exams and struggled to learn opaque expressions, such as some idioms. I also took longer to reach the same level of fluency as my peers and found it frustrating and embarrassing.

When I was 18, I was diagnosed as autistic and suddenly everything began to make sense. During the diagnostic process, I discovered that when I was a baby, the development of my native language was also delayed but then, in my mother's own words, "eventually caught up". As I undertook a degree in ab-initio Italian, I once again saw how my learning processes for L2 differed significantly to that of my peers but this time with the knowledge that I was neurodiverse.

Observing the parallel between my L1 and L2 acquisition was fascinating. Learning a second language is hard for anyone but there appeared to be extra barriers for autistic learners. It's these barriers that I hope to reduce in becoming an MFL teacher. It was also the main motivation behind my journey into research and my eventual research proposal: after so many years of learning languages in environments and through methods that weren't best suited for me, I wanted to ensure that more autistic individuals felt supported to learn a language.

Can you tell us a little about your academic background?

In 2024, I graduated from the University of St. Andrews with a First Class Master of Arts degree in Spanish and Italian. I completed two dissertations, specialising in the representation of women in cinema and through gendered language. Following my undergraduate degree, I was accepted into the University of Oxford to complete a Master of Studies in Linguistics, Philology and Phonetics. During my time at Oxford, I was examined in generative syntax, autosegmental phonology and articulatory phonetics. I also studied Spanish morphology, establishing new grammatical mechanisms to account for a non-binary gender system and Psycholinguistics.

You've been looking into the use of semantic memory and idiom comprehension in autistic learners. Can you tell us a little about that topic?

For my Psycholinguistics studies at Oxford, I designed a research proposal focused on exploring how autistic individuals comprehend idiomatic expressions and how this method might differ to typically developing (TD) individuals. In particular, I aimed to ascertain whether Autistic Spectrum Disorder (ASD) individuals store idioms holistically (as whole units with their meaning attached), like TD individuals, or whether they store idioms as individual words.

This aim would be achieved by presenting ASD and TD groups with idiomatic phrases primed for either their literal or figurative meanings. Both groups would be asked to decide if the literal or idiomatic sentences matched a target word (a word that appears after the sentence) that is either related or unrelated. By recording reaction time and using electroencephalography (EEG) to measure the amplitude of P600 and N400 event-related-potentials (ERPs), the study would reveal how cognitive processes in autistic individuals affect real-time language comprehension.

Figure 3. Example of stimuli for lexical decision task.

Prime + Target word	Control noun phrase	Idiom	Prime phrase	Target word	Relatedness
Fig+Fig	The man	broke the ice	in the conversation	Speak	Related
Lit+Lit	The man	broke the ice	in the glass	Destroy	Related
Fig+Lit	The man	broke the ice	in the conversation	Destroy	Unrelated
Lit+Fig	The man	broke the ice	in the glass	Speak	Unrelated

What do you see happening in the future? / What further research would you like to see?

It would be beneficial for the autistic community to see more research around L2 acquisition. A better understanding of the cognitive processes that occur in the brains of autistic individuals would help inform teaching practices. For example, if the results from my proposed research showed that idioms are processed compositionally in ASD, teachers could adapt lessons by firstly identifying semantic cues for each word (e.g., "spill" and "beans" in "spill the beans") and then introducing the idiomatic meaning ("to reveal a secret"). This could be repeated in the target language.

By Georgia Fielding, currently an MFL SWIFT Teacher Training trainee



Supported by the Education Endowment Foundation

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

Understanding the New Ofsted Framework with SchoolPro SEND

Understanding the New Ofsted Framework Through SchoolPro SEND Expertise

The September 2025 Ofsted framework reforms have sparked debate across the education sector, particularly among SEND professionals and SENDCOs with the new 'Inclusion' evaluation grade. While change can feel daunting, SchoolPro SEND believe these updates bring a fresh opportunity to embed inclusive education more deeply into school life.

Rather than resisting the inevitable, we must shift our focus to what these reforms make possible: greater accountability for SEND provision, better recognition of inclusive practices, and stronger frameworks for advocating for the needs of all learners.

What does the new Ofsted framework say about inclusion?

Ofsted confirmed that every education inspection will include a focus on the provision for disadvantaged children, those with a Special Educational Need or Disability (SEND), and those who are known to social care – through a specific grade in their report, 'inclusion'.

The new framework followed feedback from a consultation that took place earlier this year. Ofsted have therefore committed to:

- **Putting children first by raising standards, especially for the most disadvantaged and vulnerable.** By introducing a new inclusion evaluation area, Inspectors will evaluate whether education providers are identifying and offering high-quality support for all children and learners, especially those who need additional support.
- **Starting with what the government asks providers to focus on, through their statutory obligations or non-statutory guidance.** This will include investigation into how schools are using targeted funding (e.g. pupil premium, high-needs funding) set aside for those with additional needs.
- **Making inclusion a key theme across all evaluation areas.** The grade for the 'inclusion' evaluation area will be based on the specific standards in that area, which focus on leaders' ambitions, intent and identification of those who need support. Inspectors will also consider the impact of leaders' work on inclusion across other evaluation areas.
- **Revising how they describe and approach inclusion.** Ofsted agree that it is not for them to define inclusion but describe this as their approach to it. In their new toolkit and inspection instruments, Ofsted now refer to inclusion as "children and learners who are disadvantaged, those with SEND, and those who are known to children's social care".

What does Ofsted inclusion grading mean for mainstream schools?

In the new framework, Ofsted states that disadvantaged and vulnerable children are at the heart of reforms. According to Sir Martyn Oliver, Ofsted Chief Inspector, "Ofsted exists to keep children safe and improve their lives." Inspectors will consider how schools are supporting:

- Socioeconomically disadvantaged pupils (those eligible for the pupil premium)
- Pupils with SEND (pupils receiving additional support and those with an EHC plan)
- Pupils who are known (or previously known) to children's social care
- Pupils who may face other barriers to their learning and/or wellbeing, which may include pupils who share a protected characteristic

However, Ofsted recognises that barriers to learning may not always be a fixed or distinct category. Inspectors will look for evidence of schools accounting for the specific needs of pupils that may encounter obstacles in education.

To meet Ofsted standards, this means that schools need to show practical steps towards improving inclusion, such as identifying, assessing and meeting needs, and reducing barriers.

Inspectors consider the extent to which:

- Leaders understand that the most effective inclusion strategy begins with high quality inclusive teaching
- Leaders have established a culture in which staff understand the range of barriers that pupils may face to their learning and/or well-being
- Leaders make sure pupils receive effective support, consult with external specialists and implement their advice as necessary, and ensure that appropriate reasonable adjustments are made
- Leaders work closely with parents, taking their views into account and making best use of their knowledge of their children
- Leaders make sure that any alternative provision the school uses is suitable and safe, and the decisions to place pupils in it are made in pupils' best interests
- The published school accessibility plan meets the requirements of the Equality Act 2010, is implemented effectively and is reviewed regularly

SchoolPro SEND is here to help your school turn legislative updates into meaningful impact.

Whether you need to review your provision, strengthen staff confidence, or embed SEND into strategic planning, the Team can support you every step of the way. **Get in touch** to explore how we can help your school deliver stronger outcomes for every learner **by emailing contact@schoolpro.uk or call 01452 947633.**

By Richard Morley, SchoolPro TLC

READ THE FULL ARTICLE [HERE](#)
FIND OUT MORE ABOUT SCHOOLPRO TLC SEND SERVICES [HERE](#) AND
ALL OTHER SERVICES [HERE](#)
FOLLOW ON LINKEDIN [HERE](#)



Supporting Inclusion Through Whole School SEND | Training, Tools, and Upcoming Events

Whole School SEND (WSS), hosted by *nasen* and funded by the Department for Education, is a national initiative committed to improving outcomes for learners with SEND across all mainstream educational settings. Through the Universal SEND Services (USS) programme, WSS empowers educators with FREE, high-quality professional development, resources, and events designed to foster inclusive practice.

WSS is built on five key principles:

1. **Collaboration and Knowledge Exchange**
2. **Every Leader a Leader of SEND**
3. **Inclusive Pedagogy – Universal First**
4. **Regional Expertise for National Impact**
5. **Equity, Evidence, and Sustainability**

These principles guide a wide range of FREE CPD opportunities, including online units, spotlight sessions, and regional conferences, all aimed at embedding inclusive practice into the heart of school culture.

Flexible Online CPD Units: Learn Anytime, Anywhere

We have developed a library of FREE online CPD units, designed to be completed in under an hour. Each unit provides clear, evidence-based guidance and practical strategies that can be implemented in any setting and address the most commonly occurring barriers to learning in the classroom. Ideal for busy educators who want to deepen their understanding of SEND-related topics at their own pace and include the following topics:

- **Speech, Language and Communication Needs (SLCN)**
- **Creating Emotionally Safe Environments**
- **Understanding Behaviour as Communication**
- **Promoting Mental Wellbeing**
- **Supporting Sensory Differences**

“Clear and concise, evidence-based information. Approaches can be achieved by all schools without the need for expensive resources!” [Online CPD Units | Whole School SEND](#)

New Autism Awareness and Inclusion: Train the Trainer Package

We have launched a brand-new, DfE-funded “Train the Trainer” package designed to help schools deliver high-impact autism training with confidence and ease. This resource is ideal for School Leaders, SENCOs, and Inclusion Teams who want to build whole school staff understanding of autism and inclusive practice—without needing extensive preparation time and includes:

- **A recorded webinar offering essential context and planning guidance**
- **A set of ready-made training slides with speaker notes, activities, and recommended reading**
- **A step-by-step video guide to support delivery and implementation**

This new training is aligned with the latest DfE and Education Endowment Foundation (EEF) standards and is suitable for a wide range of roles, including Assistant and Deputy Headteachers, Inclusion Managers, and Lecturers and is designed to be flexible, accessible, and tailored to your school’s unique context. [Autism Awareness and Inclusion | Whole School SEND](#)

Webinars and Events: Connect, Learn, Share

Whole School SEND also run a dynamic programme of live webinars, spotlight sessions, and professional development groups. These events offer practical strategies, specialist advice, and opportunities to connect with other professionals across the country.

Whether you are looking to explore inclusive pedagogy, deepen your understanding of specific needs, or share best practice, there is something for everyone. [Events listing | Whole School SEND](#)

South West SEND Conference: Belonging Matters: Tuesday 18 November 2025

The Team is excited about our first-ever Southwest Regional SEND Conference at Sandy Park Conference Centre, Exeter.

Theme: Belonging Matters – Creating Inclusive Environments for Learners with SEND

This FREE DfE-funded event will bring together educators, leaders, and practitioners to explore how schools can foster a genuine sense of belonging for all learners and includes keynote speakers: Amjad Ali – The Importance of Belonging, Dean Beadle – Inclusion from an Autistic Perspective and Ben Mitchell – Inclusive Careers Education.

Practical workshops will focus on adaptive teaching strategies, identity and intersectionality, and everyday provision for learners with SEND, plus networking opportunities to share experiences and seek advice.

The event is fully booked, *but in the event of a cancellation*, if you would like to be added to the waiting list contact [here](#)

For any questions, or if you would like to be added to our half-termly updates or you want any further details on how WSS can support you and your school, please get in contact with myself or one of the other Southwest Team Members.

By Jeanette Savage, Deputy Regional SEND Lead for the Southwest

FIND MORE INFORMATION ABOUT WHOLE SCHOOL SEND [HERE](#) AND CONTACT JEANETTE SAVAGE [HERE](#)

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

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Educatering Enjoy Local School Food Success during MP Visit

Earlier this month South Devon MP Caroline Voaden visited Stokenham Primary School, her first school visit since being appointed Schools Spokesperson for the Liberal Democrats.

Welcomed by Headteacher, Tessa Coulthard, Caroline toured the school, met Reception pupils enjoying their lunch, and braved the rain to explore Stokenham's popular forest school, where children learn and play outdoors through the seasons.

During her visit, Caroline spent time with Sarah, Educatering's Area Manager, and met John Pritchard, Managing Director of Educatering, which provides the school's freshly prepared, locally sourced meals. Together they discussed Educatering's rapid growth across the South West and its commitment to using local suppliers, seasonal produce and short supply chains, reducing food miles while supporting Devon's farming community.

Caroline praised Educatering's innovative approach to school food:

"The work Educatering is doing should be applauded. By using a community of growers and focusing on locally grown, healthy ingredients, they are reimagining what the school lunch could be. At an affordable price for schools, it's also supporting our local farming communities and ensuring children eat nutritious food that helps them grow and learn."

Educatering's efforts to cut food waste, with some partner schools achieving reductions of up to 75%, were also highlighted in the discussion - a key part of the company's commitment to sustainability and value.

As Schools Spokesperson and member of the Education Select Committee, Caroline reaffirmed her belief that "education is the best investment we can make in our children" and that good food plays an essential role in helping every child thrive.



"We're proud to be part of the national conversation about how the right food, delivered in the right way, can help children thrive, today and in the future."

(Jamie Walsh, Founder and Director of Educatering)

A reminder of the Top Tips to Reduce School Waste (and Increase Profits)

1. **Menu planning** tailored to student preferences.
2. **Treat school meals like a restaurant experience**, with students as valued customers.
3. **Portion control**, weigh the portions and use visual guides to prevent over-serving.
4. **Graduated portion sizes** based on the children's age groups.
5. **Trayless Dining**, so that students focus on their main course rather than pudding.
6. **Monitor waste patterns** by literally checking the bins (really!).
7. **Engage students in healthy eating initiatives.**
8. **Pre-order lunch systems** to reduce waste and improve efficiency.
9. **Donation and composting procedures**, including selling leftover food to staff.



Take Control Of Your Kitchen

At Educatering, we do things differently.

We help schools build their own in-house catering teams; trained, supported, and serving fresh, nutritious meals every day.

**You keep your people.
You keep your facilities.
You keep control.**

www.educatering.uk
rob.stevens@educatering.uk
07590 988940

FIND OUT MORE ABOUT EDUCATERING [HERE](#) AND CONTACT [HERE](#)
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Exeter Supply Partnership Reconnect

We have had a fantastic start to the Autumn term at Exeter Supply Partnership (ESP) welcoming new team members, reconnecting with teachers and Teaching Assistants through professional development sessions and building relationships with new schools across Devon and Torbay.

We consider ourselves very, very lucky to work alongside such inspiring educators who make a real difference every day.

Here is what Georgina, one of our valued teachers, had to say about her experience last half term:

“Thank you and all staff of Exeter Supply Partnership for boosting my confidence by sending me to wonderful schools that have inspired me and have helped me grow professionally.”

If you are a primary school in Devon or Torbay looking to partner with a local not-for-profit organisation that puts education and community at its heart, we would love to hear from you.

📞 Call us: 01392 927171

✉ Email [here](#)

🖥 Register your school online [here](#)



FIND MORE INFORMATION ABOUT EXETER SUPPLY PARTNERSHIP [HERE](#) | CONTACT [HERE](#)
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A Good Read with Mr T's Instructional Series



As the early winter sets in, we all need a boost sometimes.

Heading into the stormy season, perhaps now is the time to hunker down, pick up a good book and settle down, whilst the world outside rages and wrangles with itself.

Across my collection of books abounds a wide offering of thoughts, ideas and insights to help you, to help yourself!

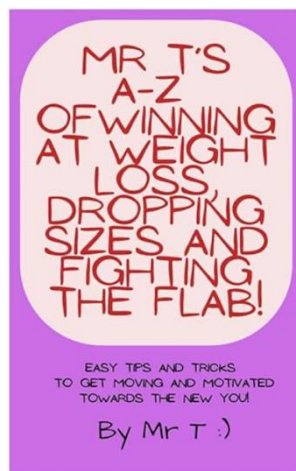
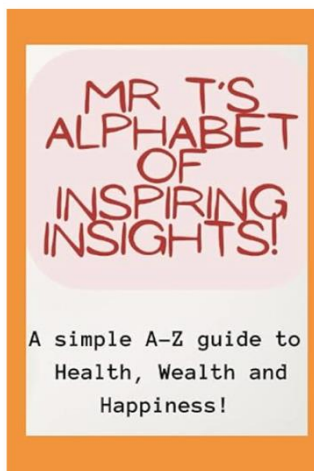
You might not be able to control the global factors, but you can always control how you engage with them: strong mind, a stronger body and clearer thoughts.

These books will give you quick wins, reliable strategies and a great deal of amusement as you read. Realistic yet serious, humorous yet helpful – what more could you want?

[Click on the books to link to buy Mr T's instructional tomes.](#)

[Mr T's Alphabet of Inspiring Insights is also available an Audible Audiobook \[here\]\(#\)](#)

By Day, Mr T is Christopher Tribble, Headteacher at Honiton Primary School



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