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www.sw-ift.org.uk

#rootedinpartnership

Welcome from Martin Smith

Executive Director of SWIFT

Dear Colleagues

This May issue of UPDATE brilliantly exemplifies what a mature school-led system looks like.

The many high-quality articles bring together expertise from individual schools, Multi Academy Trusts, education partners and the National Institute of Teaching.

Within this mature system, the role of evidence-informed practice stands out through the work of the Research Schools' network as an example.

I believe that amongst the many challenges facing the profession we can all take pride in how, as schools, we are driving the profession ever onwards.

What enables that connectivity is partnership.

Partnership is at the heart of what SWIFT is all about. On that note, we are working closely with our Teaching School Hub colleagues, OneCornwall to develop and widen the scope of our partnership across the region. Later this Summer Term I will be engaging with different groups of stakeholders to share and consult on the partnership.

[Watch this space!](#)

2026 Summer Conference

Thursday 18 June 2026 | 0830 – 1535 | Exeter Racecourse

Final few places!

FIVE school weeks today it will be our 2026 SWIFT Summer Conference: **Thursday 18 June 2026 at Exeter Racecourse.**

Will you be with us?

Join us for the day and be inspired by presentations on:

AI and Assessment | Equity, Wellbeing and Leadership | Care and Culture | Disadvantaged High Attainers | Masculinities in Schools | Oracy.

Hear up close from this year's speakers:

Sally Apps, Daisy Christodoulou MBE, Agnes Fitzpatrick, Steve Margetts, Shaheen Myers, Sufian Sadiq, Kamila Sidiqi, Nick Wakeling and Lewis Wedlock.

Network with like-minded colleagues and enjoy some lovely food from Goosemoor Educating.

Find out about educational-related services from exhibitors: [Exeter Supply Partnership](#) | [PHP Law](#) | [Rhino Play](#) | [Tute Education](#) | [YPO](#)

SWIFT Members £100 | Standard Ticket £150

Discounts available for LSSW / SWIFT NPQ Alumni + ECT Induction Leads / Mentors + ITT and NPQ Facilitators + ITEC / ITT Coordinators and Mentors

Be part of the conversation to shape the year ahead #SWIFTConf26

[BOOK YOUR PLACE AT THE SUMMER CONFERENCE HERE](#)

National Institute of Teaching Teacher Educator Development Day

The National Institute of Teaching (NlOT) Teacher Educator Development Day took place at the end of last month at the Birmingham Campus originally conceptualised around the themes of the NlOT rubric, with an opportunity to network and share, and learn from the dedicated research team at the NlOT.

Led by Kyle Bailey, NPQ Lead for the South and West at NlOT since 2024, Kyle's other day job is Birmingham South Teaching School Hub Lead. In his NlOT role, Kyle benefits from working with great people, including members of our SWIFT Teaching School Hub Team, Jen Knowles and Fiona McNeile, and OneCornwall partners; as well as other Associate Colleges, with whom Kyle has been working closely to better understand the needs of their regions.

Kyle is privileged to visit Campus Facilitators, many of whom are serving school leaders, which prompted his thinking for the day in recognising the need for colleagues across to country to meet in-person. He also wanted to give back and to amplify the work of Facilitators and to enable them to bring and share concrete resources to their NPQ delivery sessions.

The three main aims of the Development Day were:

- 1. To strengthen the professional skills and expertise of teacher educators.**
- 2. To engage critically with research and apply it to inform and enhance practice.**
- 3. To build, sustain and deepen relationships between local colleagues.**

The audience of 80 colleagues spun the spectrum of the Golden Thread, including those currently leading the Early Career Teacher Programme, Teaching School Hub Directors, Heads of Professional Development at Multi Academy Trusts – plus representation from the Local Authority, and colleagues who currently work / do not work with the NlOT. Kyle is keen that colleagues are aware that the NlOT is more than its programmes and offers huge research opportunities.

Keynotes included Dr Chris Baker, who leads professional development at the Cabot Learning Federation (partner with Ambition Institute), on Why Teacher Educators are Essential for Sector Improvement - focusing on the role and challenges as a Mentor, Facilitator, and Head of Professional Development in school. NlOT Executive Director for Programmes, Reuben Moore led on Horizon Scanning and Implications for the Sector and Input on the Curriculum Assessment Review changes. Too often, information can be provided piecemeal and Reuben gave an overview on what is currently in place and what colleagues might need to consider and change.

Finally, Margaret Mulholland from ASCL led the keynote on Supporting Other Teachers in an Educational Landscape with Greater Need, building on Reuben's overarching themes, as well as inclusion – always a relevant focus for Schools and Trusts and a current big priority for the Government following the recent White Paper.

Delegates could choose to attend a variety of workshops. All of which shared the purpose of thinking through how to design and conceptualise teacher education.

“I feel energised as a Teacher Educator at a time when I was beginning to feel demotivated. I now want to push beyond my current remit to action system level change within my organisation and feel that the work today has helped empower me with tools and starting points for those conversations.”

Report by Jude Baylis, SWIFT Executive Assistant

[READ THE FULL ARTICLE HERE](#)
[FIND OUT MORE ABOUT THE NIOT HERE](#)

The Move to a Smartphone-Free Environment at Kingsbridge Community College

“Piloting a smartphone-free environment at KCC has already shown the difference it can make, helping our students to engage more fully in their lessons, interact with one another, and build resilience.”

At Kingsbridge Community College (part of Education South West), the move towards a smartphone-free environment has developed as part of our wider commitment to student wellbeing, focus, and positive development.

The decision was informed by listening carefully to students, parents, and staff, alongside growing national discussion about the impact of smartphones, social media, and constant connectivity on young people. We began by piloting the approach earlier this academic year, allowing us to test and refine the policy in a structured and supportive way.

Our intended outcomes were to create a calmer, more focused school environment where students could engage fully in learning and social interaction without the distraction and pressure of smartphones. We also wanted to reduce stress, improve concentration, and support students in developing stronger face-to-face relationships and resilience in everyday social situations.

Preparation involved extensive engagement with students, parents, and staff to gather views and ensure clarity of purpose. We also implemented a pilot phase, which allowed us to test systems, gather feedback, and identify practical considerations before the rollout. This helped ensure that expectations were clear and that routines were well established.

As with any change, there were initial questions around routines and practical implementation. Some concerns were raised about consistency and how the policy would work in practice across the school day. There was also the need to ensure clarity for all stakeholders during the early stages of the pilot.

We addressed challenges through clear communication, consistent expectations, and a phased introduction via the pilot. This allowed us to respond to feedback in real time and refine systems. Working closely with staff, students, and families helped ensure any concerns were quickly resolved and understanding was strengthened across the community.

The most rewarding aspect has been seeing the overwhelmingly positive impact on the school environment. Teachers have reported improved concentration in lessons, students are interacting more positively with one another, and the overall atmosphere is noticeably calmer and more focused.

My top tips for other schools and MATs looking to introduce similar measures would be:

- 1. Start with a clear purpose focused on wellbeing, learning, and student development**
- 2. Engage early with students, parents, and staff to build understanding and support.**
- 3. Pilot the approach to test systems and gather feedback before full rollout.**
- 4. Communicate clearly and consistently at every stage of implementation.**
- 5. Maintain calm, consistent routines and respond quickly and constructively to feedback.**

Report by Tina Graham, Principal at Kingsbridge Community College

[READ THE FULL ARTICLE HERE](#)

Golden Thread Programme Updates

National Professional Qualifications Autumn 2026 Cohort

The application window for the SWIFT Autumn 2026 cohort of National Professional Qualifications (NPQs) is likely to open in late June.

The Department for Education (DfE) have not released information relating to Cohort scholarships and school eligibility, but this information will be confirmed early next half term.

We anticipate substantial demand for scholarship places and encourage application as early as possible, - ideally before the end of the Summer Term. If you are interested in undertaking an NPQ or are looking for opportunities to support professional development and staff retention, please ensure you sign up via our [Expression of Interest Form](#) to receive early notification of the application window opening and full details of scholarship funding/eligibility.

Early Career Teacher Programme (ECTP) | September 2026 Registration Update

The DfE have launched a new 'Register for Early Career Teacher' service (RECT) which schools will access to register Early Career Teachers (ECTs) starting in September 2026. The official date to register ECTs starting in September is **Monday 15 June 2026**.

Please use the link [HERE](#) to notify us of any Year 1 or Year 2 ECTS joining your school in the academic year 2026 - 2027.

We will contact you with full information on the Appropriate Body Service registration process and steps you need to take on the RECT service including helpful guides and recordings.

National Institute School-Level Professional Development Research Project

The National Institute of Teaching is exploring how professional development works in schools, focusing on the DfE's 'Golden Thread' of ITT, ECTP, and NPQs.

To facilitate this, we would be very grateful if you would consider completing the National Institute of Teaching (NioT) survey. Your insights will not only contribute to an original research study, but also directly shape the sector-wide guidance on professional development the NioT will be producing as an output from the research.

It only takes 12-15 minutes to complete, and every input is valuable in helping the NioT to ensure their work is grounded in real school practice and is useful for those working in schools and trusts.

Thank you for your support.

By **Fiona McNeile**, SWIFT Teaching School Hubs' Programme Manager

FIND THE NIO T RESEARCH_EXPLORING SCHOOL-LEVEL PROFESSIONAL DEVELOPMENT IN SCHOOLS ACROSS ENGLAND SURVEY LINK HERE



Interview with Anthony Lees, Deputy Head of School for Marpool Primary School & EdTech Lead for the Cornerstone Academy Trust



“I believe the power of technology is about bringing equity of opportunity to learners - to all pupils and students - by raising universal provision, and not simply through the accessibility tools, which are the obvious quick wins, (i.e. text to speech, speech to text etc), all of which is hugely important and makes a big difference to teaching and learning.”

Deputy Head of School for Marpool Primary School in Devon, Anthony is also the EdTech Lead for the Cornerstone Academy Trust. Previously Ant was the Primary Lead for The National Centre for Computing Education (NCCE) Computing Hub for Devon and Dorset and for the Cornerstone EdTech Demonstrator School.

Other roles include a Specialist Leader of Education (SLE) and SSAT Lead Practitioner Facilitator and Ant is currently supporting the RISE Digital Skills and AI Hub.

For 15 years, Ant has led the Trust's EdTech strategy and approach to online safety, driving the one-to-one device programme within the project-based curriculum, and maintains the Trust's Microsoft Showcase School Status.

In addition, the SWIFT Team are grateful to Ant who has trained us over the years on various aspects of digital learning, and we are always grateful to learn from his expertise.

As AI moves apace for us all and is part of the SWIFT professional development programme this year, it seemed a timely juncture to find out more about Ant's journey and work in the world of digital learning.

1. What has been your personal journey into digital learning and AI?

Reflecting for this interview, it has been a very interesting journey!

I was a class teacher for about ten years, then spent some time in different schools teaching Music. After a short time in Broadclyst Primary School doing various music-related teaching my role gradually moved into EdTech, as I was a bit of a nerd, as well as into Music and choirs. Gradually my role became more about the EdTech and staff development and training and suddenly, I had found a niche for something that I loved.

Broadclyst had already academized at the first opportunity and within a few years of being in post, it became apparent that this area was growing and it needed to become a Multi Academy Trust, and it was by building some Free Schools and taking other schools into the Trust my role evolved into leading EdTech for the Trust, but also staff development and CPD, as we have a lot of Early Career Teachers within the Trust and my role included supporting them.

During this time, Cornerstone got further involved in running the Science Hub for the area and gradually, I became a Senior Professional Development Lead for STEM, taking on the running of the primary arm of The National Centre for Computing Education (NCCE) for Devon and Dorset in partnership with Exeter Maths School. My role evolved from leaving the classroom to becoming heavily involved in CPD and the development of colleagues and eventually into leadership and I have been Deputy Head of a few of our Trust schools over that period too.

Because of the heavy lean on EdTech, we have been very involved in the Microsoft Showcase School Network and my roles necessitated ensuring, for example that our schools maintain the Showcase Status, training up our staff to be Microsoft Innovative Educator Experts, and securing Microsoft Certified Educator (MCE) accreditation. That has been a fun part of the journey as we have always been at the forefront of trying to push what is innovative in education and how technology can leverage the best support for learners and teachers and as AI has moved to the forefront, it has become our new horizon.

As I said earlier, I am a bit of a nerd and a tinkerer, as far as technology goes, and I have always been *aspirationally* looking for what is the next best app, the next best tool for myself, but also for technology; which I would call “a hopeful unsettledness.”

2. What do you find to be most rewarding in your role as EdTech Lead for the Cornerstone Academy Trust?

For me at the core, I think it is about supporting and developing colleagues, because I find that very rewarding and I also know that it is the best way to have an impact at scale to improve the opportunities for learners. Now that I am not in the classroom myself, that is my best vehicle and is very rewarding.



3. What do you believe to be the main benefits of digital learning and AI in education today?

Building on the second question, I believe the power of technology is about bringing equity of opportunity to learners - to all pupils and students - by raising universal provision, and not simply through the accessibility tools, which are the obvious quick wins, (i.e. text to speech, speech to text etc), all of which is hugely important and makes a big difference to teaching and learning.



READ THE FULL INTERVIEW WITH ANTHONY LEES AND HIS TOP TIPS FOR USING AI [HERE](#)
FIND MORE INFORMATION ABOUT THE RISE DIGITAL SKILLS AND AI HUB [HERE](#) AND YOU CONTACT ANT [HERE](#)

One Step Ahead: How Adaptive Teaching Closes Gaps Before They Open with Cornwall Research School

Picture this: you've planned a lesson carefully, the learning objective is clear, and you're fifteen minutes in when it becomes obvious that half the class hasn't grasped a foundational concept you assumed they had. What do you do next? How teachers answer that question, in the moment and in their planning, is at the heart of two terms that appear increasingly in education research and school improvement conversations: responsive teaching and adaptive teaching. They are related, but they are not the same, and understanding the difference can sharpen how we think about inclusion, planning, and day-to-day classroom practice.

Responsive Teaching: reading the room, live Responsive teaching is what happens in the moment.

It is the process of using immediate checks for understanding—questioning, mini whiteboards, exit tickets, hinge questions, to gauge where pupils are and then adjusting the lesson accordingly.

If a quick cold-call reveals a widespread misconception, a responsive teacher pauses, re-explains, uses a different analogy, or offers a worked example before moving on. If most pupils are secure but a small group are not, they might redirect support to that group while others continue independently.

The key characteristic is immediacy. Responsive teaching requires teachers to be genuinely attending to pupil understanding throughout a lesson, not just at the end, and to be willing to change course when the evidence warrants it.

The Education Endowment Foundation's (EEF) guidance on Metacognition and Self-Regulated Learning highlights the importance of teachers monitoring pupil understanding and adjusting instruction accordingly (EEF, 2025). This is responsive teaching in practice.

Adaptive teaching: planning ahead as... Adaptive teaching is the wider concept.

It includes responsive teaching, but it goes further: it also involves proactive planning that anticipates likely barriers to learning before the lesson begins.

An adaptive teacher does not wait for a misconception to emerge and then scramble to address it. They consider, during planning: *Where might pupils struggle with this? What prior knowledge might be shaky? What scaffolds or representations might I prepare in advance so that all learners can access the content?*

This might mean preparing a partially worked example for pupils who need it, selecting vocabulary that is explicitly taught before the main task, or sequencing practice activities in a way that builds confidence progressively.

The EEF's SEND in Mainstream Schools guidance describes adaptive teaching as replacing traditional "static differentiation", where pupils are given different tasks based on fixed ability labels, with high-quality, inclusive instruction that holds high expectations for all pupils while being thoughtful about how support is structured (EEF, 2020).

What they share and why...

Both responsive and adaptive teaching reject the idea that a lesson plan, once written, is fixed. Both treat teaching as a dynamic act of attending to learners rather than delivering content at them. And both are underpinned by the same commitment: high expectations for every pupil, regardless of starting point.

The distinction matters because it reminds us that great teaching is not only about quick thinking on your feet. Strategic foresight (asking before the lesson what barriers might arise) is just as important as agility during it. Adaptive teaching, in short, includes responsive teaching, but it also requires the kind of careful, evidence-informed planning that removes barriers before they have a chance to affect learning.

By John Rodgers, Director of Cornwall Research School

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

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

Boolean and London South West Maths Hubs' Mainstream Inclusion Conference | Primary Maths

RISE

 **MATHSHUBS**
BOOLEAN

 **MATHSHUBS**
LONDON SOUTH WEST

Mainstream Inclusion Conference

How can we meet the needs of children with SEND, in mainstream primary schools, who are working significantly below age related expectations in maths?

For Primary Maths subject leaders, SENDCos and leaders

The landscape is changing. We have more children with complex SEND in our mainstream schools who are working significantly below age related expectations in maths. We know that children being taught a well-sequenced, coherent maths curriculum, where those who teach use an evidence-based pedagogy, drawing on high quality materials, is important. But what does this look like for the children who cannot access maths teaching taught by the class teacher alongside their 29 peers? What is their curriculum provision in maths?

If this interests you, if you are curious, we would love you to join us.

Hosted by the Boolean Maths Hub and the London South West Maths Hub, this is an opportunity to come together to talk about emerging practice in context from across the primary sector.

What is working? What are you finding hard? What are you thinking about and grappling with?

We have searched high and low and while we have found expert guidance in SEND and maths separately, the guidance for teaching maths to pupils with complex SEND is scarce.

While policy is in the making, let's collaborate to shape the guidance for practice in schools.

This online conference will feature a range of contributions from those in the sector starting to develop their provision in this area. You will engage in four breakout sessions of your own choice and encouraged to contribute through discussion and sharing of your experiences.



[Register Here:](#)



1.30pm - 4.00pm



Thursday 4th June



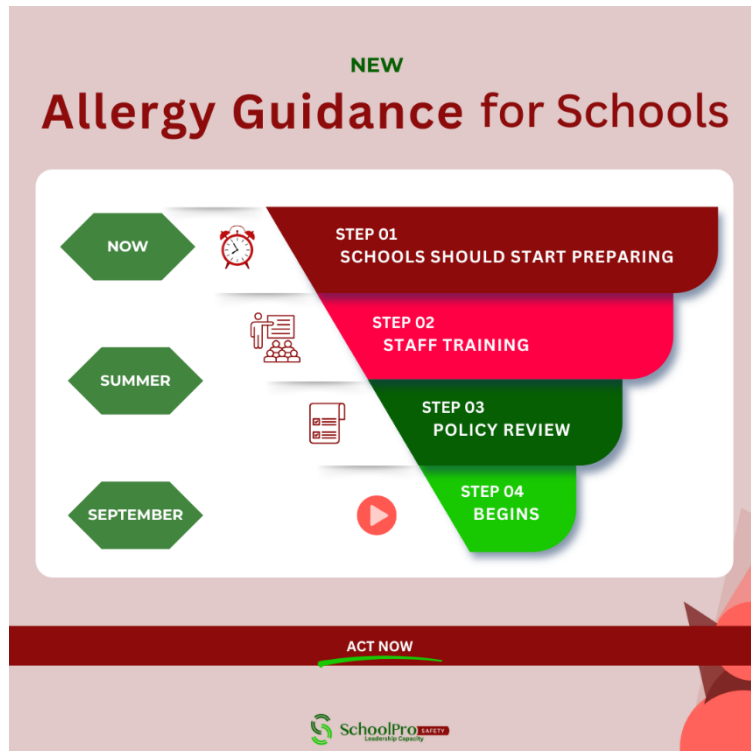
Online via Zoom

BOOK YOUR PLACE AT THE MAINSTREAM INCLUSION PRIMARY MATHS CONFERENCE [HERE](#)

Guidance on Preparing for New Allergy and Anaphylaxis Expectations in Schools from SchoolPro TLC

Our Sponsor SchoolPro TLC shares some guidance on allergy management to support you and your School/Trust.

From September, schools across England will be expected to take a more structured approach to allergy and anaphylaxis safety. Whilst many settings already have measures in place, the upcoming guidance signals a clear shift: allergy management will need to be consistently embedded, understood by staff, and demonstrably effective in practice.



What Schools Should Prepare for Before September

- Staff trained to recognise and respond to anaphylaxis**
Staff trained to recognise and respond to allergic emergencies
- Clear allergy policies and procedures**
Clear procedures for managing allergies and allergic reactions
- Maintain individual care plans for pupils with allergies**
Documented care plans for each pupil
- Access to adrenaline auto-injections (AAIs)**
AAIs such as EpiPens available for emergencies

SchoolPro SAFETY
Leadership Capacity

This change reflects a growing national focus on pupil safety and preparedness. In recent years, increased awareness of severe allergic reactions has highlighted the importance of ensuring that all staff - not just a select few - feel confident in recognising symptoms and responding quickly in an emergency.

For School and Trust Leaders, this is an opportunity to move beyond compliance and consider how confidently their teams could respond in a real-life situation.

Questions worth reflecting on include:

- **Do staff feel equipped to recognise the early signs of an allergic reaction?**
- **Are emergency procedures clearly understood and consistently applied?**
- **Have colleagues had the opportunity to practise using adrenaline auto-injectors in a safe, supportive environment?**

Taking time now to review policies, training approaches and day-to-day practices can help avoid last-minute pressure later in the year. More importantly, it ensures that staff confidence matches the expectations being introduced.

A proactive approach also supports wider organisational culture. When staff feel prepared and supported, it not only improves safety outcomes but contributes to a calmer, more assured environment for both pupils and colleagues.

At SchoolPro Safety, we work alongside Schools and Trusts to help build this confidence - through practical training, clear guidance, and hands-on support that fits within the realities of busy school life. For a deeper look at what the new guidance means and how schools can prepare effectively we encourage you to read the full article and if you would like to explore how your setting can strengthen its approach ahead of September, our team would be happy to support you.

By Jamie Bartlam, SchoolPro TLC



READ THE FULL ARTICLE AND HOW SCHOOLPRO HEALTH & SAFETY CAN SUPPORT YOU [HERE](#)
CONTACT THE SCHOOLPRO TLC TEAM ON 01452 947633 OR EMAIL [HERE](#)
FIND MORE INFORMATION ABOUT SCHOOLPRO TLC SERVICES [HERE](#)
FOLLOW ON [LINKEDIN](#)

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 [LinkedIn](#) for more updates and links to offers and news from our partners.

Our Sponsors



YOU CAN FIND MORE INFORMATION ABOUT OUR SPONSORS [HERE](#) AND READ THEIR BLOGS ON CURRENT TOPICS ON OUR NEWS PAGE [HERE](#)

Summer Term Update from Exeter Supply Partnership

Summer Term Recruitment Priorities

Recruitment remains a priority this Summer Term and we continue to support schools across Devon with reliable, experienced supply staff, offering an ethical, not-for-profit alternative that puts schools, educators and pupils first. As well as supporting schools to find the right staff for the temporary or permanent vacancies.

At a time when affordability, transparency and fair practice are firmly in focus across the sector, we're pleased that our long-standing model continues to meet these expectations.

Recent national guidance has rightly highlighted the importance of ensuring schools can access high-quality supply staff without excessive agency fees. We welcome this direction. Our daily rates have always been set transparently and sustainably, this means schools can plan with confidence, knowing that cost control does not come at the expense of quality, fairness or compliance.

Professional Development Offer

Over the coming weeks, the ESP Team will be reviewing feedback from both schools and our supply team to help shape our professional development offer for the next academic year. As the sector places increasing emphasis on workforce sustainability, our aim is to ensure CPD opportunities remain practical, relevant and genuinely useful in the classroom, helping supply staff feel confident, prepared and supported across a wide range of settings.

Over the coming weeks, we will be reviewing feedback from both schools and our supply team to help shape our professional development offer for the next academic year.

Ten Years Anniversary!

This year marks ten years of Exeter Supply Partnership, created by Devon school leaders who wanted an ethical alternative to traditional supply agencies and one that prioritised transparency, affordability and collaboration over profit. We are very, very proud of what has been built together with schools and educators over the past decade and look forward to sharing more about this milestone as the year continues.

Support for Early Career Teachers (ECTs)

We remain committed to supporting Early Career Teachers (ECTs) as they take their next steps.

Supply work can be a powerful route for gaining experience, building confidence and finding the right long-term role.

Recent success stories remind us that there is no single pathway into teaching – and that small, thoughtful moments in classrooms often make the biggest difference.


SWIFT 2026 Summer Conference

Finally, we are looking forward to connecting with Schools and Trusts at the SWIFT Summer Conference on **Thursday 18 June 2026** and continuing important conversations about recruitment, retention and support.


Book your place [here](#)

Onwards Working

The ESP Team look forward to working with you throughout this term - and for the next decade!

 **Call us: 01392 927171 Option 1**

 **Email [here](#)**

 **Register your school online [here](#)**

 **Join our Supply Team [here](#)**

FIND MORE ABOUT EXETER SUPPLY PARTNERSHIP [HERE](#)
SOUTH WEST EDUCATION JOBS [HERE](#)
CONTACT [HERE](#) | PHONE 01392 927171 OPTION 1
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Fulfilling Food for Everyone with Educatering

Teacher Lunch

Educatering not only cares for the nutritious and healthy meals to fuel pupils for a day of learning, but we also take care of the teachers throughout the school year - not least when they have training days and become pupils again for the day. Whether this be to look over new topics, update teaching techniques or catch up on paperwork; teachers need a fulfilling lunch to fuel their days too. Our Moroccan-themed lunch goes down a treat and is always a crowd pleaser!



Italiano Night

Italiano Night was on the cards for one of our smaller school sites - from signature Spaghetti Carbonara, Roasted Vegetable Ragout, Feta Salad and *certo*, freshly baked Focaccia!



Did you know?

One of our most popular cakes across all our schools contains carrots and courgettes.

Our Carrot and Courgette Chocolate Cake is loved by students and teachers – and as a bonus it is gluten and dairy free!



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

Institute for Teaching

www.sw-ift.org.uk