



Debbie Francis
New Chair of CET Board

Debbie is the Managing Director of Direct Rail Services Limited; a rail freight business which provides freight services to the nuclear industry as well as a variety of other services including intermodal freight for Tesco and several passenger services across the country. The business has a turnover of £75m and 430 employees. Debbie has 30 years of experience across a range of industries from IT to infrastructure maintenance to rail. She has also gained extensive experience throughout her career both in the UK and overseas in finance, systems, commercial, operations and business development.

Debbie has held previous positions as a governor of an independent school and an academy. She has also recently been appointed as a non-executive director of Clatterbridge Cancer Care Trust. She has a 2:1 degree in Business Studies from Liverpool Polytechnic, an MBA from Manchester Business School and is a Fellow of the Association of Chartered Certified Accountants (FCCA). She originally left school at the age of 16 with virtually no qualifications and took a rather circuitous route through education although throughout that time she continued to build steadily on her business experience and career. Debbie is passionate about business, diversity and equality, developing and promoting talent and all things 'adventuring'.

Welcome Introductions



Paula Breen
New Chief Operating Officer

Paula is an experienced Business Director having worked in both the public and private sector, skilled in the leadership and operational management of: Finance, HR, Health & Safety, Estates, IT and Administration functions. Prior to moving to Cumbria, Paula was the Director of Finance & Resources and Company Secretary of a large Academy in the North East and also Group Chair of the Board of one of the largest regional housing providers in England.

Paula has also been a Non-Executive Director for many years and currently serves as a Board Member of Eden Valley Hospice, Director of Heart of Cumbria and is an elected District Councillor in Eden District with Executive responsibility for the Resources Portfolio.

Outside of work Paula enjoys a variety of sports having represented the England Kickboxing Team for a number of years until 2014 and currently enjoys sailing, running and cycling, as well as spending time with her partner and four grown up children.

Delighted to be with CET, Paula is committed to ensuring there are strategies in place to ensure the business operation areas of Trust really make a difference to the resources available to contribute to teaching and learning outcomes for our pupils/students.



Growing Minds



We are at the beginning of an exciting journey at William Howard School. As we strive to create resilient, independent and successful learners we have started to explore the concept of developing **Growth Mindset** within school.

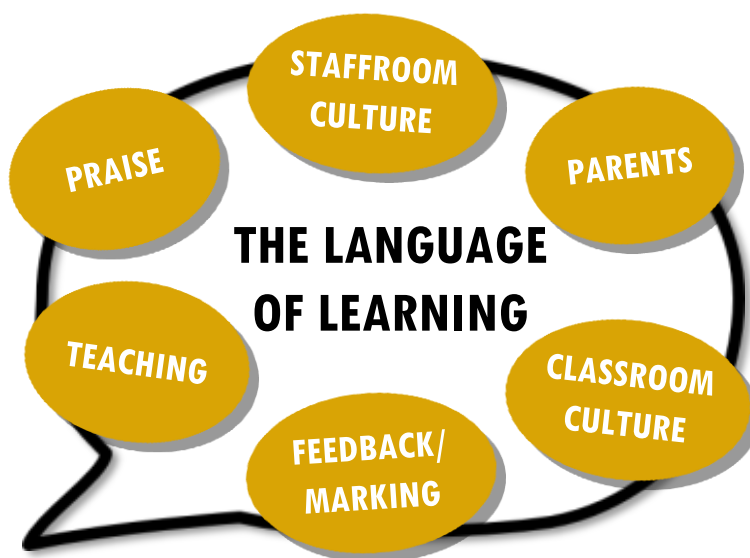
DOES MINDSET MATTER? In short, the answer is yes. How we approach anything we do is a reflection of our mindset.

We want to use the principles of growth mindset in supporting our students to become confident within their learning when facing challenges and obstacles.

Growth mindset has been developed from the research of American psychologist, Carol Dweck. Through years of working with students of different ages Dweck came to the conclusion that there are 2 types of mindset. A fixed mindset is where people believe they are born with a certain amount of intelligence and that it cannot be changed. Those operating within a growth mindset believe that intelligence can be grown and developed through hard work and effort.

We have held a session with staff to introduce the concept of growth mindset. During the session staff were asked to face a simple challenge and think about how they responded to that. There was also information about growing the brain. Growth mindset has also been a feature of teaching and learning briefings.

What we are focusing on:



We are looking at the language of growth mindset and using this as the foundation for the development of the work that we do. We have been developing the language we use when reporting on our students and will continue to develop this. There is a greater emphasis on the 'process' of learning and a move away from attaching success within learning to natural ability or inborn traits.



The intention is to help students take ownership of their learning and increase their confidence.

We want our students to realise that they can continue to develop as successful learners by focusing on 5 key areas:

- effort
- overcoming obstacles and mistakes
- responding to feedback
- gaining inspiration from others
- responding to challenge

I have a GROWTH MINDSET

My effort and attitude make all the difference

I am inspired by people who succeed

I can learn anything that I want to

I like to challenge myself

I can always improve

Mistakes help me learn

I persevere when I am frustrated

As part of the work we are looking at the mindsets of the new Year 7 students. During the taster day they attended a session on how their brain grows. It was amazing how many students did not realise that they were in control of the growth and development of their own brains. As part of the taster day the students completed a growth mindset questionnaire. The findings from this will allow us to develop appropriate interventions and strategies when working with individuals and small groups. The intention is to help students take ownership of their learning and increase their confidence. Through collaboration we intend to develop the emotional resilience of our students and better prepare them for the challenges they may face as they move forward through their learning journey.

Marie McMurdo

Growth Mindset Lead Teacher



So how we can assist in developing a growth mindset? Here are some questions we can ask ourselves:

- Are my expectations clearly presented to learners ?
- Do I praise effort, resourcefulness, and resilience ?
- Do I provide the resources and scaffolding when needed ?
- Do I set and maintain a climate to learn from mistakes and failure ?
- Do I ensure that learners were engaged in and motivated by the work ?
- Do I provide the time and resources to address learner questions and confusions ?
- Do I set a forum for learners to receive authentic feedback from me, peers, and experts ?
- Do my learners and I consider and use best practices for similar work ?

Suggested reading:

'Growth Mindset Pocketbook' Barry Hymer & Mike Gershon

'The Growth Mindset Coach' Annie Brock & Heather Hundley

'How to Develop Growth Mindsets in the Classroom: The Complete Guide' Mike Gershon



Highlights from our schools



In March, Reception children learned a lot about the work of a firefighter when they visited Carlisle Fire Station. They looked at the equipment and even had the chance to spray water with one of the hoses!



Year 5s spent a weekend at Robinwood Activity Centre in July, and were an absolute credit to Longtown Primary School.



Longtown Primary School show respect!



Year 6 pupils had a wonderful time in London, seeing the sights and enjoying lots of new experiences.

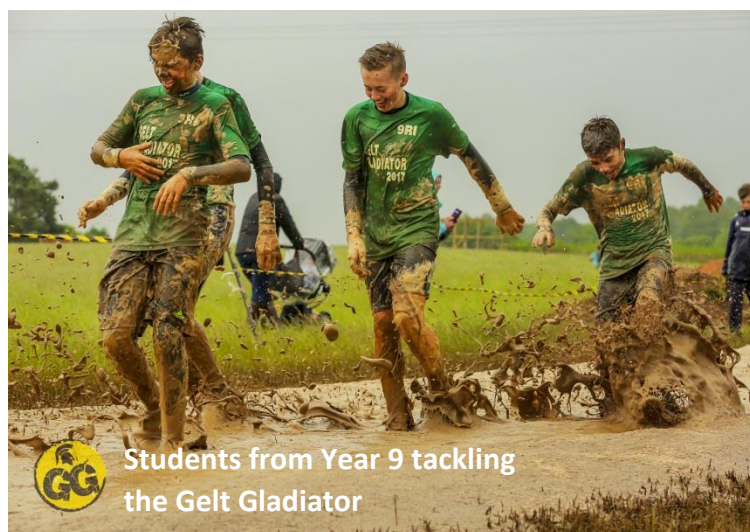
They were an asset to the school throughout the week and many members of the public took the time to stop and congratulate the children and staff on their fantastic manners and politeness when at the various attractions.

A year of adventure, change and success for **WHS**

Trying to sum up the activity and growth of a school year and its students in one article is so very hard. One's mind will meander through a plethora of events and activity.

So let's celebrate the events that have taken place this year that show off the talents of our students. To name but a selected few: the performance of *Into the Woods*, which lit up our autumn term; *Strictly William Howard*, which showcased the dancing talents of our staff; concerts, drama and dance performances; art and design technology showcases.

Then come the sporting triumphs of 6 out of 7 age range cups won in football; students selected to county and national representative level; so many students who have just participated and enjoyed the thrill of competition, whether they won or lost. Who could forget, for instance, the 200 Year 11 students running for charity in the *Race for Life* or the Year 9's doing *Gelt Gladiator*?



Students from Year 9 tackling the Gelt Gladiator

Or should we highlight some of the life defining experiences of students travelling on an exchange to Taiwan; those hosting students from Sweden and Tanzania; trips to Paris, Berlin, Iona and everywhere else in-between. The personal goals reached by those on their Bronze, Silver and Gold Duke of Edinburgh Awards; the students who have transformed our market garden into an award winning space, one that now supplies at times our own kitchens. Those are but the tip off an iceberg of rich opportunities.



Ultimately though, away from the memorable events, the achievements culturally and sporting, the acts of charity and moments of enjoyment all pale into insignificance against the progress in learning our students have made. The Year 7's, who have taken up the challenge we have given them from their transition, through to the students in Year 13, who anticipate what we hope will be their excellent results in the summer. It is the journey of each of those individuals, the knowledge they have acquired that reflects their hard work and that of the staff across the school and trust. Whatever their ultimate pathway and destination, it is the school that has guided and supported them.

Next year we will take further steps forward to secure ever greater standards. Some visible signs of change will be in the new uniform. Some structures and routines will evolve to ensure that William Howard continues to be a vibrant community committed to continual improvement. Next year we will see new students embark on that wonderful journey through the school and their own development, guided by a staff body that itself recognises **you never stop improving**. Our existing students will continue to blossom...

So can we sum up a year of our school? Probably not but hopefully we have given you a glimpse of what we are and why we all are so proud to be William Howard School and part of the Cumbria Education Trust.

Chris McAree, Headteacher



A second year of success at Workington Academy

It has been a busy and successful year at the academy, filled with the excitement of moving to our brand new building, pride in the progress we have made as a school, delight in the many student successes we have celebrated and pleasure in seeing the hard work of our students and staff so richly rewarded.

There was excitement after February half term as we moved into our brand new, state-of-the-art, £16.5 million new building. We have enjoyed getting used to our new home and the fabulous facilities and learning spaces we now have. Our official, grand opening will take place on 26 September 2017 and we look forward to announcing the very special guest in the very near future.

Awards Evenings have taken place throughout the year and epitomised all that we are proud of. We have celebrated effort, attainment, progress, academic excellence, sport, art, drama, music, attendance and good citizenship. We also presented Cumbria Education Trust awards that recognise students who demonstrate our core values of Respect, Responsibility, and Resilience.



As we approach the end of another busy and successful year, we have much to celebrate. Our website, Facebook page and Twitter feed, are full of pictures and articles about the many activities and events we have enjoyed since September, far too many to share here.

Colette Macklin, Interim Headteacher



Numerous special events and visitors have punctuated each term. In September, REACT Engineering and The National Science Museum came to school for their annual Science show. In March, students broadcast live to Radio Cumbria as part of the BBC News School Report Day.

The Year 6 Open Evening took place in September and we had a follow up open evening after moving into our new building. It was a resounding success, as were the English Department's Year 5 & 6 themed days - Gothic Day and Greek Day.



A phenomenal range of trips and visits have taken place, giving students extensive opportunities to access a whole world of learning, including: a Paris cultural visit; the Art and Geography departments teaming up to take 56 students to New York; an annual exchange visit to Taiwan; ICT and Business attended a conference in Paris; Vienna for the European Young Enterprise event; fieldwork in geography and biology; Year 7 and 8 camping; Duke of Edinburgh Award expeditions; Glasgow art trip; and many University visits.

Sporting achievements have included both individual and team successes. Ten Year 9 students had the opportunity to take part in the school winter games at the Chill Factore, the indoor ski slope in Manchester.

The year has also seen an abundance of creativity and performance with events such as the Art exhibition at the Theatre by the Lake in September; the Year 9 stained glass window project; Workington Town Centre Christmas Festival; and U-Dance at the Carnegie Theatre.

In amongst all the hustle and bustle, time has been made for much charitable work too. During the Macmillan Coffee morning, members of the school community wore something pink and brought in cakes and biscuits to sell. We raised hundreds of pounds and followed this up with a 'wear it pink' day.

To help launch our new topic exploring rhymes and stories from around the world, children in Key Stage 1 took part in an African drumming masterclass with Zozo the Drummer.



Zozo shared a traditional story from Africa about a greedy pig and a clever mouse. The children practised singing parts of the story, before adding musical instruments and drum beats to accompany the tale. They learnt about syllables and how to use them to break down words into beats. This helped them to count out simple beats and drum in time with one another. The children also developed their understanding of using percussion instruments in different ways to make different sounds, but their favourite part was definitely the 'monster drum roll'.

Interest in times at Yewdale Primary School

As part of their learning about 'Here and Now, There and Then', Years 5 and 6 have been learning about World War 2.

Mrs Lloyd spoke about her Grandfather's experiences during the war. He was Polish and part of the 1st Polish Armoured Division. They were a group who fought alongside the Allied forces and helped to liberate parts of Northern France, Belgium and Holland. She brought in his uniforms that some children tried on and showed medals and certificates that her Grandfather had been awarded; including the Distinguished Service Order awarded by King George and the Croix de Guerre awarded for helping French troops escape German soldiers.



Dickens Class went on a trip to the Roman Army Museum and Vindolanda near Hexham.

They had a brilliant time and really enjoyed their day despite the rain. At the Roman Army Museum they learnt lots of interesting facts about the Roman Empire, and about Hadrian and his reasons for building the wall between Britannia and the savage barbarians. They also learnt how to speak a little Latin.

At Vindolanda the guide explained how Romans had travelled there and began to build forts in the location from around 58 AD. Nine forts had been built: four wooden and the rest of stone. It was fascinating to see the writing tablets in which ink had been used to write letters or messages.



Trust-Wide Design Competition

Schools within Cumbria Education Trust and The Cumberland Building Society worked collaboratively on a competition to create a new logo design for The Cumberland Building Society's Young Savers Account during *My Money Week*, which is run by Young Enterprise. The winners were announced during the end of term.

650 entries were received with designs ranging from Lakeside views to Cumberland sausages!

Staff from the Cumberland Building Society were really impressed with the creativity and the standard of entries and appreciated how much our students and pupils had cared about their designs.

The designs from each school will be on display in the local branches and the Branch Managers came in to each school to present the prizes to the winners. The winning designers were presented with a promotional leaflet featuring their design, as well as receiving a £100 Junior ISA.

The overall winner was Leah Acton from William Howard School, as the Building Society felt that her design would work particularly well on their piggy banks. She drew the sheep to resemble coins, which fitted with the competition theme very well. Leah received an additional £250 Junior ISA prize from Barry Ridley the local Branch Manager during an awards assembly in school.



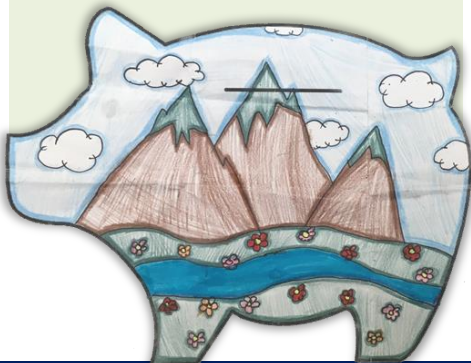
**William Howard School and Overall Winner:
Leah Acton (Year 7)**

Judges' Comments: The design at first looks like coins in a money bank but on a closer look you can see they are sheep, the logo of the Cumberland is incorporated in the design and there is a fun splash of colour to indicate a children's account.



**Workington Academy Winner:
Jade Burns (Year 7)**

Judges' Comments: This entry shows the image many people associate with Cumbria of Lakes and Mountains and the design has been well thought out separating the images into three specific areas of lakes, mountains and sky.



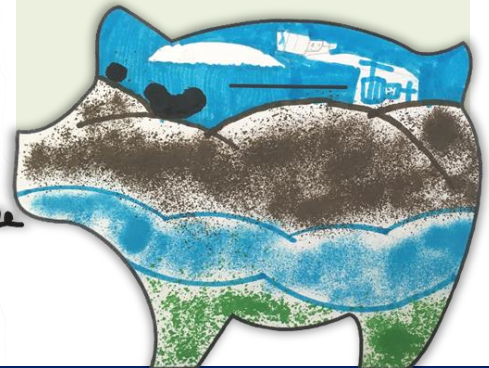
**Longtown Primary School Winner:
Charlie Armstrong (Year 3)**

Judges' Comments: Charlie's design is striking and shows a whole range of images linked to Cumbria including the rain clouds.



**Yewdale Primary School Winner:
Sonny Dover (Year 3)**

Judges' Comments: The textures of the different colour segments of the design really stand out to give the image a 3D effect.



**Cumberland
Building Society**