

Message from Chair of the Trust Board



Karen Dovaston
Chair of Trust Board

As a Trust, we would like to express our shock and sorrow at the sudden death of one of our pupils at Shoeburyness High School on Monday 28th April.

I can only imagine the pain of their parents and any siblings. One of the hardest parts of being a parent is the fear of them coming to harm.

Our thoughts and best wishes are with the family at this very sad time.

Welcome to the Spring newsletter from the Trust Board. I hope you have had the opportunity to have looked at the SECAT website and in particular, our MAT Strategic Plan that sets the direction for the Trust for the next 5 year period. Our ethos and values are set out in that document, showing what we think is important for us to be able to achieve our vision. As we say, we value the diversity and qualities of our pupils, students and staff. We have always said that we do not want 'cookie cutter' schools. We like and value the individuality of each of the schools within our Trusts. Long may that continue, sharing our experiences across the Trust to help us grow and improve.

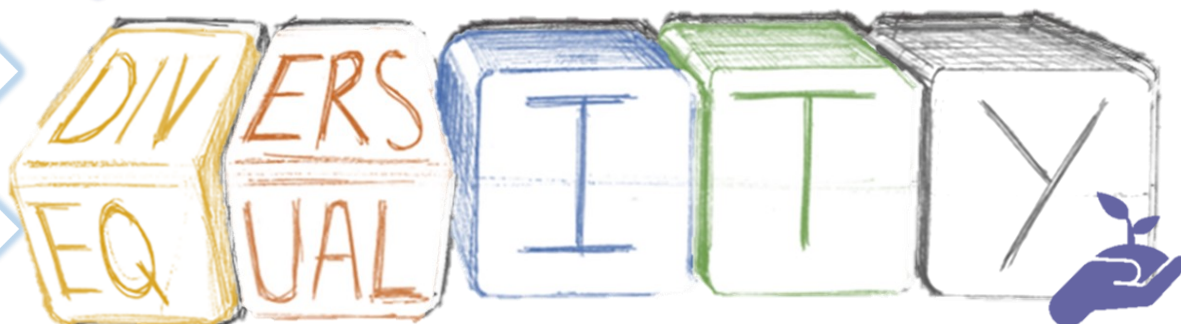


The Trust Board is strongly committed to supporting each pupil and student to reach their full potential, to discover their passion or their talent and to develop personally. We extend that also to our staff, supporting their continuing education and extending their abilities.

We are inclusive, committed to serving all of the pupils and students within our schools, whatever their abilities and talents so that they can be the best they can be, supporting and encouraging the positive from all. We hope you will join us in our journey.



EQUALITY AND DIVERSITY



VALUING THE DIVERSITY AND QUALITIES OF OUR STUDENTS AND STAFF

Groups and Clubs

School Council

Annual Observances

British Values

Buddy Schemes

Learning Powers

Mentoring

Forge lifelong friendships
built on respect and
accepting diversity



Ruth Brock
Chief Executive Officer

TITLE

Dear all,

As we come to the end of our second term and a welcome Easter break, I cannot let pass without comment, the very sad passing of one of well-loved students. It has been a very difficult end of the term. However, it brings to the fore the strength of our community – how students, staff and parents have shown their support to the family in so many ways. It is humbling to witness. Our sincere condolences and heart felt best wishes go to the family.

As we come to the end of our second term and a welcome Easter break, it is a good opportunity to review the progress we have made. Schools have returned to near on full strength, have had external educational visits, competed in sports competitions, welcomed many visitors to the schools, and put on performances. The children love it all and they have told us in no uncertain terms.

As part of our Strategic Plan, we have spent some time this term building on our work around Equality and Diversity. You will see from this newsletter, that schools have done some incredible work, with great feedback from parents and children alike. Please do take the time to see what each of the schools has been doing, and feel free to email them to let them know what you think!

I hope that you all have a restful Easter, stay safe and look after each other.

Pupils learn to treat everyone with care and respect.

Richmond
Avenue School
Ofsted 2022

Pupils have a strong sense of right and wrong, and know that protecting people's feelings and beliefs is important.



SCHOOL SITE IMPROVEMENTS

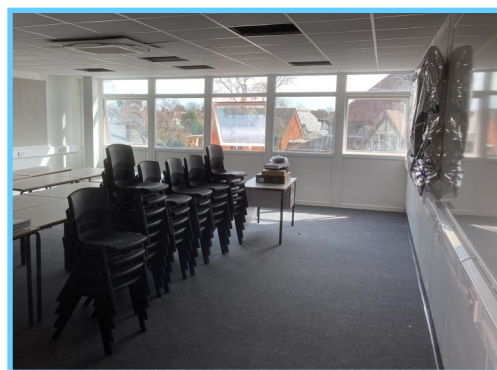


Ben Stickley
Chief Operating Officer



Work is continuing apace to upgrade school facilities across the Trust with significant investment in major improvement and refurbishment projects, funded by the Trust's capital improvement programme.

Work is nearly complete on the first phase of refurbished Humanities classrooms at Shoeburyness High School, this phase will be released after Easter with all rooms being newly constructed and provided with new fixtures and fittings including air-conditioning, new furniture and new interactive white boards in each.



New Humanities rooms in development
at Shoeburyness High School

Thorpedene has benefited from a new artificial grass lunch and play area which was completed just after half term and is now being enjoyed by the children throughout the day. Works have also just begun at Thorpedene on extensive replacement of the barked play areas to upgrade these to soft surfacing to improve year round use and to ensure the children can get the most out of their play equipment.



New lunch and play areas at
Thorpedene primary School

Works are due to start in the summer term at Hinguar to fully replace the nursery and reception outside play areas in order to upgrade these and give them a new lease of life following the degrading of some of the existing surfacing. Planning permission is being sought to enclose the swimming pool.

Bournes Green Junior school has just had a project signed off to install air conditioning in all of the classrooms and planning permission has been submitted for enclosure of the swimming pool and the complete replacement of the pool plant.

A package of works is currently being tendered for Bournes Green Junior School to upgrade the existing sports pitch and surrounding areas.



COMMUNITY AND PARTNERSHIP



Ali Gellett
Community and Partnerships Lead

I'm delighted to be joining the SECAT team as Community and Partnerships Lead. I have worked in a large secondary school as a Maths teacher, as well as having led departments as a Head of Service for the Education Department at Southend City Council, specialising in working with all the primary, secondary and special schools in Southend. I've worked in a whole range of areas including Music Education, working with Newly Qualified Teachers, organising leadership conferences for Headteachers and setting up partnerships between different community groups and agencies.

My role is to work with all those in our local community to make as much difference as we can for the people of Southend, and in particular in the Shoeburyness area. I'm excited about this new opportunity and can't wait to work in partnership with you all!



My Future My Southend is an exciting new opportunity for Southend primary school children that started in September 2021.

Children from Bournes Green Junior School, Hinguar Primary School, Richmond Avenue Primary School and Thorpedene Primary School have joined children from fifteen other primary schools in Southend to find out more about the opportunities that will be available for them when they leave school.

Every half term, children from Years 2 to Year 6 'meet' volunteers who work in a different industry via a live Zoom session. The children have to guess the volunteers' jobs and then learn about what each volunteer does. So far children have learnt about Construction, Health and Social Care, the Creative Industry and the Finance Industry. The excitement and learning has been fantastic – the feedback from children shows that the project is definitely meeting its aims of: raising aspirations, challenging stereotypes and broadening horizons. More great sessions are planned for May and June, and the project is set to grow even further next year. Thanks to all the teachers who have helped make the project such a success.



MY FUTURE MY SOUTHEND

Class discussion time – 3 minutes



You need to guess what job each of our guests does in the world of the Finance Industry!

Please decide one guess per guest.

Teacher – please type into the chat each guess along with the guest's name

e.g. James – Insurance sales person

If you don't know the name of the job, maybe guess what kind of thing they might do:



As an example of the work Ali Gellett has been doing with our pupils for My Future My Southend, each half term children in Years 2, 3 and 5 have engaged in a different theme: so far, we have had virtual sessions on Construction; Health and Social Care; Creative; and Finance. We are then looking forward to hearing from the Medical Technology and Digital industries in the summer.

These six topics are the key employability areas for Southend which means that there are going to be significant jobs in each area when the children taking part leave school. We have also been lucky enough to take some of our pupils for a follow-up visit to a construction site led by Morgan Sindall. The children had a tour of the site, got to sit in a forklift and did a hands-on activity involving electricity led by Bower Fuller. The children really enjoyed the day and it left many of them inspired.



Pupils from Thorpedene School experiencing a real construction site



SECAT CHILDREN AND YOUNG PEOPLE

Max in Year 5 at Bournes Green Juniors, along with some of his friends, has taken it upon himself to set up a lunchtime club to explore issues relating to people living with disabilities. Max has worked at home to prepare resources to share with the very popular club. Recently, they have learnt about Paralympians Stefanie Reid and Zheng Tao and have even begun learning sign language together.

At Hinguar School, Year 3 have also been looking at disability, in particular the way in which disabled athletes are still able to take part in international athletic competitions. The children have talked about this year's Winter Paralympics and studied the story of Callum Deboys, a young British Paralympian who had his leg amputated after a traffic collision.

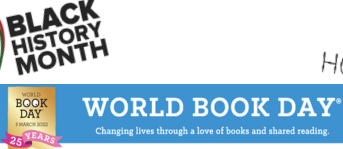
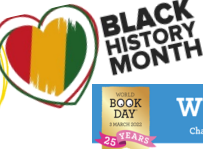


The children have thought in depth about what they can learn from athletes who refuse to let their disabilities stop them from achieving their goals. This has formed part of their Growth Mindset work enabling the children to develop their own resilience.



EQUALITY DIVERSITY INCLUSION

Annual Observations and Charity Events across our schools



At Thorpedene Primary School, we are working towards gaining the Equality, Diversity and Inclusion Quality Mark (EDIQM).

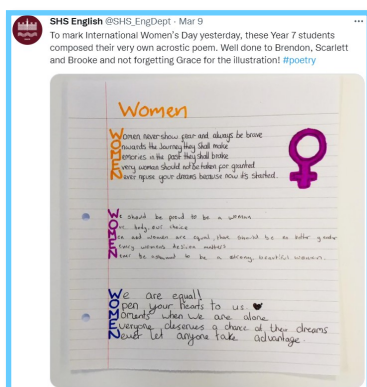
There are several ways in which diversity, equality and inclusion has been promoted: we have purchased a range of books featuring characters and themes that represent our community. We have ensured a wide variety of topics are covered in assemblies, with new topics to be added including Eid al Fitr; deaf awareness week; UK Windrush day and Southend Pride celebrations. We have also updated our curriculum overviews to ensure that the significant people we study are from a range of backgrounds so that all of our pupils feel represented and know that they too can achieve great things!

As part of our continuing development of Identity and Diversity at Thorpedene Primary School, some of our staff have been working in collaboration with other schools within Southend. As a part of this group, we have been invited to the inaugural Pupil Summit where the children will have the opportunity to voice their thoughts and ideas, whilst working with others on a range of activities including Art and Music.



Thorpedene School pupils dressing up for Comic Relief

Poetry from
Shoeburyness
High school
for
International
Women's
Day



Sponsored
Bounce at
Richmond
Avenue School



LANGUAGE AMBASSADORS

At Shoeburyness High School, a new Language Ambassador Programme has been launched for students across all years groups. The Language Ambassador Programme has been set up to champion diversity and cultural awareness, as well as to help students with their language learning and to think about the way they use words and language with each other. With teenagers driving language, it's particularly important that we give them the tools to make choices.

'I can speak Yoruba. Also, my uncle and aunties were born in Belgium and speak French fluently so being around them has helped me improve my French. Languages is part of me as it has lots of branches for my culture, my food and even the way I speak, and I would love everyone to have that'.

'I'd like to introduce cultural weeks to the school and help to educate people that do not know about different cultures. I'd like to welcome new people to my world'.

'I would love the opportunity of being a language ambassador because I would enjoy helping and I like having responsibility. I enjoy learning languages and learning to communicate with people'.

'Knowing a language and a culture is such a great accomplishment and I want to help other people understand the beauty of it'.

'I want every student to be able to celebrate their culture with pride'.

'I may not succeed in everything I do, but I always give it 110% and believe that would be really helpful to bring to others.'

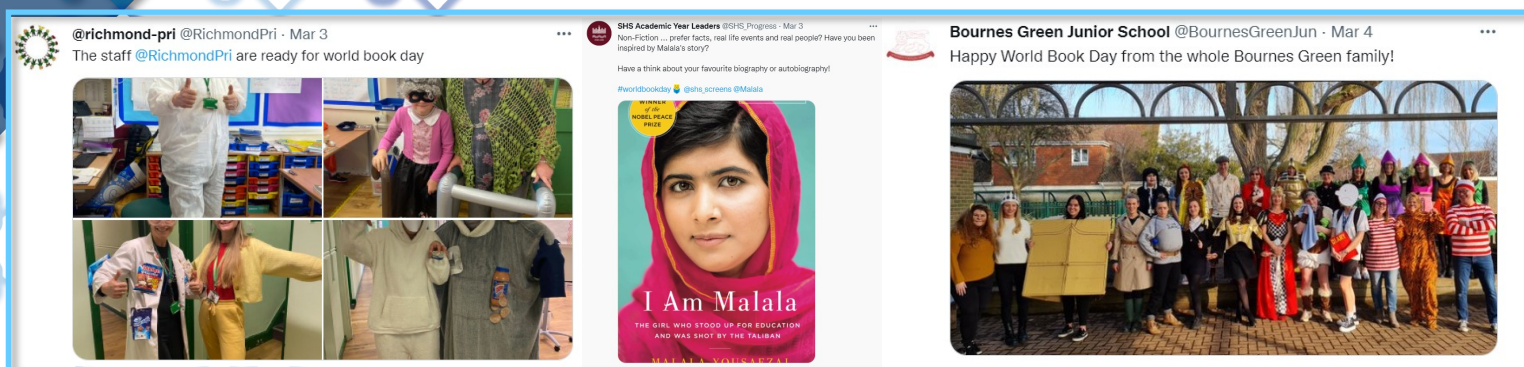
'Initially I didn't think I would like to learn another language. I found it difficult and challenging. With hard work I have found learning a language to be fun, rewarding and enjoyable. As a language ambassador, I want to help other people find their love of languages'.

In order to become a Language Ambassador, students had to apply for the post with details as to why they wanted to be an ambassador and what they thought they could bring to the role. Having had over 75 applications, this programme will be led by students, their experiences and their thoughts. This will also be to help with how any language affects us all and the power that words have, in any language.

LANGUAGES



CURRICULUM



Schools Tweeting about World Book Day

At Hinguar School, nursery children have been reading a range of different stories and completing many activities in relation to these. This term's artist was Christopher Kuster, who paints using his mouth, which the children tried to do. The children have also been listening to the story Handa's Surprise. They looked at Africa and how the country is different to England and the different animals you find there, tasting the different types of fruits in the story.



For the Oyster Class, the topic has been The Great Outdoors. The main focus has been plants and growth. The story of Wangari's Trees of Peace, which is based on the life of Wangari Maathai, an African environmentalist, who founded The Green Belt Movement to address the issue of deforestation in Kenya was shared with the children. The class were interested to learn about Wangari, her life and her determination to stand up for what she believed, even when others doubted her.

This term in Seagull class, the children have looked at Kenya and Nelson Mandela. They discussed different ways of life, culture and how important Nelson Mandela was to the South African people. They also had a fantastic trip to the Infant Music festival where they sang songs about our world and used Makaton to sign 'What a Wonderful World'.



SCHOOL COUNCIL AND LEARNING PARTNERS

Every week at Bournes Green School we all take part in 'Diversity, British Values and Festivals' assemblies. We use these assemblies as opportunities to directly address issues around protected characteristics and to explore the benefits of diversity and the need for everyone to respect and celebrate difference.

The value of democracy is a lived experience for our pupils thanks to the development of a truly meaningful school council which represents all voices in the school and demonstrates the power of elected representation to make a real difference for everyone. Our school council has recently driven improvements to the school site, celebrations as part of our behaviour policy and a number of charitable endeavours, including support for Children's Mental Health Week and Red Nose Day. We were immensely proud of the urgency with which our councillors voiced their desire to support the Ukrainian refugee crisis; this quickly led to a very well attended bake and book sale being organised across both school sites, supported by a staggering number of donations from our generous school community. Recent PSHE lessons across both schools on the topic of Dreams and Goals have ensured that, far from promoting one set of answers, values or attitudes, we encourage children and young people to explore, develop and express their own values and opinions.

Our curriculum is a vital mechanism for promoting equality and diversity. We have been working to diversify our Key Stage 1 history curriculum this term. Our new curriculum, launched in February, sees children learn about nursing through the study of Mary Seacole and Florence Nightingale and about rebellious voices through the study of Malala Yousafzi, Martin Luther King and the suffragette movement, all with specific reference to gender and race history.



Year 1 pupils immersed in a Victorian day

We have introduced and embedded 'Learning Partners' as a powerful tool to help aid both independent and collaborative learning. They help to increase the confidence of pupils by allowing discussion and support with each other before answering questions and completing tasks independently. Each week, the learning partners change, and this provides opportunities to work with everybody in the classroom. It enables new friendships to form and allows children to be exposed to a variety of learning styles and preferences. This in turn encourages and reinforces our culture of resilience, tolerance and understanding.



PEOPLE LIKE US

Humanities Club at Shoeburyness High School have spent the first term working with Active Thrive Flourish on a project called 'People Like Us'. The project focussed on the diversity of those living within Southend and the surrounding area. Each week we focussed on a different family story and different culture of those that had come to settle within Southend. Within the project the children learnt about the Windrush and the implications of racism that some of the families have faced settling in the UK. Students did a focussed study on the Holocaust and listened to the stories of a grandson talking about his Jewish father's relocation here after surviving the Holocaust and how he settled. We also looked at those that had settled here from Australia, America and Spain. Each week students completed an activity that would allow them to learn different aspects of culture, in particular we would try different food each week that was from the family's place of origin and we explored the historic and contemporary issues that each family have faced relocating to Essex. Students were encouraged to empathise and consider the wider world around them.



CHINESE NEW YEAR

On February 1st, schools celebrated Chinese New Year, learning about China and its culture as well as learning about the Winter Olympics that were about to take place in Beijing.

Throughout the day, children at Richmond Avenue worked in mixed age groups, in their house teams, to take part in a range of activities to help them learn about China and Chinese celebrations as well as further develop teamwork skills and how to support others in the school with their learning. These activities included:

- Learning about the origin of fortune cookies, and using Chinese writing to create own messages and fortunes
- Learning about Chinese dragon dances, the reasons behind them and making their own Chinese dragons
- Reading stories and texts about the Chinese culture, comparing and contrasting their own lives with others around the world.
- Taking part in winter Olympic style events and working as a team to succeed!

This day was planned to engage children in creative learning, through an alternative focus allowing children across the school to develop a greater awareness and understanding of other cultures, beliefs and interests. At Richmond, all our children understand the importance and respect of difference and by learning about other cultures and events, this has given us the opportunity to further promote and embed respect and care in our pupils.

Comments from the children reflecting on the day included:

Evie: "I liked learning to do Chinese writing because I learnt that I could write in another language."

Emma: "I enjoyed spending my whole weekend making my Chinese New Year homework for Miss Money Penny's homework Challenge."

Lily: "I liked making dragon puppets because I got to help the little ones. We saw people dancing and moving around with the dragon costumes, it was amazing!"

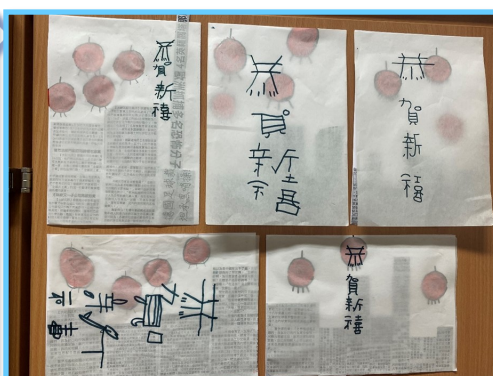
Aleah: "I enjoyed making fortune cookies because it was fun and creative. I found out why some cultures have and use fortune cookies."

Emma: "I learnt that there are 12 animals in the Chinese zodiac and that there are lucky colours."

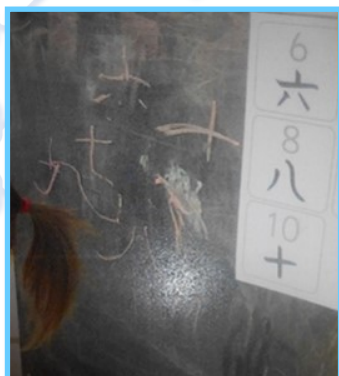
Freddy: "I learnt that China has a border with 14 countries and its capital is Beijing."

Happy





Beautiful work produced by the pupils at Richmond Avenue School



Hinguar School Seahorse Class celebrating Chinese New Year.



Shoeburyness High School wood cut prints

At Hinguar School, pupils discovered that there are 12 different animals in the Chinese zodiac and watched an animation where the animals had a race across a river to decide which order they would appear in. They learnt that the tiger represents strength and beauty and is seen as the king of all beasts in China. Other activities included:

- Creating tiger face masks and lanterns on the mark-making table.
- Drawing family portraits and writing sentences in Literacy.
- Transforming the home corner into a Chinese restaurant, with the children writing menus and taking food orders.
- Writing Chinese symbols to represent numbers on the easel and in red sand
- Taste testing prawn crackers and noodles in class. The children commented, "The noodles are soft, and the crackers are crunchy!" and, "The crackers taste like ready salted crisps!"
- Listening to traditional Chinese dragon music and wearing an authentic dragon's head to move around the classroom.
- Discovering that to bring in the new year, Chinese people spring clean their homes and decorate it in the lucky colour red to ward off bad luck.
- Creating Chinese temples in Duplo



SECAT CHILDREN AND YOUNG PEOPLE

Congratulation to Atheera, from Bournes Green has attended a Tamil heritage month program in Redbridge. She collected the excellency certificate from the Redbridge Mayor and Deputy Mayor.



My name is Saadia and I am a year 13 student at Shoeburyness High School. As part of the Student Leadership Team I have taken the opportunity to work with other members of the school community to suggest and implement some initiatives regarding diversity within the school. One of my main ideas was to set up a multifaith prayer room which I am very pleased to say will soon be opened. The facility will include a clean and quite space for prayer and contemplation where personal belongings can also for this purpose can be safely stored too. Also a washing facility will be nearby to cater to religious practises. My hopes with this space is to create an inviting atmosphere for students and staff where they can continue their regular practises inside the school.

I believe the more we know about each other, the better we can work together which I've kept in mind with putting forward my ideas for making Shoeburyness High School a cultural haven."

'Faith rooms not only allow different faiths to practice, but they also encourage interaction and mutual understanding.'



CURRICULUM

Year 4 at Hinguar School shared text this term has been 'El Deafo' by Cece Bell. This is an auto-biographical graphical novel describing the author's challenges she has experienced whilst growing up.

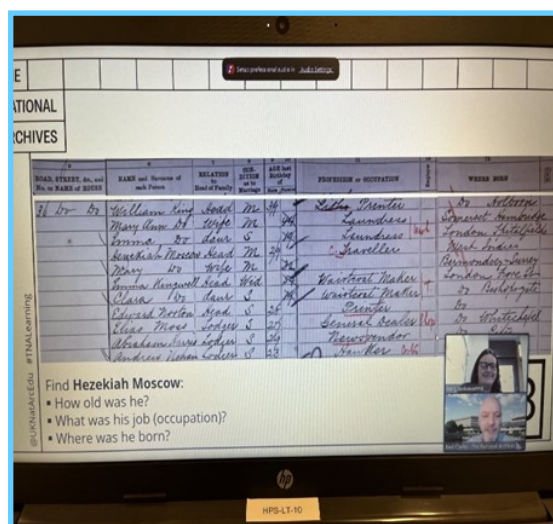
The children wrote about the author, using notes taken from information gathered in and worked in groups to identify key personality traits of the 3 main characters.



Year 5 have been studying the story behind the film/ book Hidden Figures. As a class, they have watched child friendly clips, read the book and researched key figures behind the topic. Examples were used that children could relate to, to consider how segregation existed at NASA during the mid-20th century. The class has developed a deeper understanding of how racism and diversity issues impact people's lives.

As part of the Crowns and Coronets topic, children in Year 6 have used a variety of pictorial and written sources to explore the inequality between the rich and poor living in London during the Victorian Era. This has helped them to have a greater empathy with the main character in their class novel, Street Child and to see the world through the eyes of a poor child living in London during this period.

In order for the children to further explore the racial diversity of London during the 1800s, they were able to take part in an online workshop from the National Archives. Through the use of a variety of primary sources, they investigated census documents from 1911 and researched the lives of black people living in England. Although, the population of England at that time was not very diverse, it enabled them to explore the lives of some everyday people who had made England their home from countries as far away as the West Indies.



SCHOOL PRODUCTION: SISTER ACT



With over 100 students involved in the production; on stage, in the band and behind the scenes, this production was once again a spectacle to be proud of. Whilst many students had not had the opportunity to perform in a production, the more experienced amongst the cast were able to share their love of performing with the rest of the students.

The cast of students presented the most amazing six shows in total of this production. We are so lucky to have such a wide array of talent here at Shoeburyness High School, allowing us to double and even triple cast all of the roles within the performance. All of the lead characters were able to put their own stamp on their character and this helped to keep the performance fresh each night. The dancers, singers and ensemble were the absolute backbone of this performance. They all worked incredibly hard to make sure that all of the routine and songs were learnt to an exceptionally high standard. The band were professional and sounded fantastic and we were all just so relieved to be able to finally show our school community the fantastic performance we had been working on.

Once again we were lucky that the local representative for NODA was able to attend our production. She spoke about how *'the stage, on every level, was full of beaming faces. It was a celebration of the joy of performing and of sharing talent with friends and family. After so long without the joy of theatre, this show was such a treat, and I felt privileged to have been invited.'* She also commented on how *'when the whole stage was full, and the entire cast sang, the feeling in the theatre was electric. It was wonderful to see the joy on everyone's face.'*

We are so grateful that we have such a talented group of students in our Theatre Arts department, who really are a true example of the dedication that Shoebury students have.





SECAT



We

wish

you

all

Happiness

Peace

Joy

Prosperity