

Issue 19 - July 2026

YCAT Summer Newsletter

News, updates and training from across our family of schools



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A message from the CEO

By Jo Robinson

As another year ends, it's clear we are working in a period of significant change. The publication of the Schools White Paper, a new Ofsted framework, ongoing SEND reforms, and a raft of new DfE guidance mean schools are navigating an increasingly complex landscape. It's our role as a Trust to help make sense of these changes and support colleagues to respond in a manageable and sustainable way. Like many of you, I sometimes find the pace of change overwhelming, which makes our commitment to collaboration and mutual support more important than ever.

Despite the challenges, I've been hugely encouraged by progress across YCAT. Our adaptive teaching work continues to strengthen, considering the needs of our most vulnerable children and providing the support they need to thrive. Early indications suggest strong phonics outcomes, improvements in multiplication check results, greater consistency in implementing Strong Foundations, and noticeably improved handwriting routines across our schools.

Next year, we'll build on this by refocusing on writing, ensuring children write consistently well in all subjects, and adaptive teaching, ensuring provision consistently meets pupils' needs.

As you read the stories of success in this newsletter and see the faces of our Year 6 pupils preparing for their next chapter, I hope you feel an immense sense of pride. Together, we have helped them develop strong roots: of knowledge, character, confidence and belonging. Now, with those roots firmly established, they are ready to spread their wings and fly. Thank you to all staff, Governors and Trustees for everything you do to make that possible. I wish you all a restful and very well-deserved summer break.

With very best wishes, Jo



A message from the Chair of Trustees

By Jenny Baynes



As we come to the end of another successful academic year, I would like to offer my sincere thanks to our staff, governors, trustees and members for their tireless commitment to the children and communities we serve across YCAT.

This year has seen significant educational change, with new DfE policy developments and guidance continuing to shape the sector. Throughout this period, our strong culture of collaboration has ensured that we remain focused on what matters most: providing the very best education and opportunities for every child. As Sir David Carter famously said, "The Trust is the school, and the school is the Trust." This principle continues to guide our work together. We are particularly proud of the proactive work our schools have undertaken through the STRIVE agenda, placing YCAT schools in a strong position to meet the requirements of the DfE's inclusion reforms and future mainstream funding arrangements.

Over the coming year, we look forward to sharing the Trust's refreshed strategic priorities, developed as YCAT continues to mature as a family of 11 schools and prepares for future growth. Thank you also to everyone who contributed to our recent stakeholder surveys. Your feedback is highly valued and will help shape our future development.

Thank you for all you do. I wish you a restful and enjoyable summer break.

Thanks to clerk Malcolm

We would like to extend our sincere thanks and best wishes to Malcolm Foy, who is stepping down as Clerk to Governors at Lothersdale and Askwith Primary Schools after 14 years of dedicated service.

Throughout his time with both schools, Malcolm has been an exceptional clerk, known for his conscientious approach, diligence, and meticulous attention to detail. His commitment to strong governance and genuine care for the children and school communities have made a lasting impact.

Malcolm has been a valued and trusted colleague whose contribution will be greatly missed. We thank him for his long service and wish him all the very best for the future.

S

SUPPORT

We provide tailored support to meet the needs of every child, ensuring barriers to learning and participation are removed.



T

TRUST

We foster trusting relationships between families, staff and communities, creating safe and respectful environments



R

RESPECT

We celebrate individuality and promote mutual respect, valuing every child's voice, identity and lived experience



I

INSPIRE

We inspire ambition and curiosity, nurturing every child's potential through high-quality teaching and inclusive opportunities



V

VALUE

We value diversity as a strength, embedding equity and fairness in all our policies, practices and curriculum



E

EMPOWER

We empower children to be confident, resilient and active participants in their learning and school communities





YCAT Finance Updates

By CFO Sarah Johnson

We want to ensure all employees are maximising their benefits and keeping their futures secure. Pension providers have moved away from paper statements so managing your retirement funds online is now essential. Please find your relevant pension scheme below and follow the registration steps.

1. For Teaching Staff: Teachers' Pension Scheme (TPS)

The TPS uses My Pension Online (MPO) as its primary communication tool. Paper statements are no longer posted. You must create an account to access your official records.

- Why it matters: It is the only way to download your Annual Benefit Statement, verify your service history, and update your death grant beneficiaries.
- Registration Hint: Use a personal email address (not your school email). This ensures you keep access to your portal if you change schools or trusts.
- How to register: Visit the [Teachers' Pensions Member Registration Portal](#). You will need your National Insurance number to set up security and Multi-Factor Authentication.
- More Info: Explore the official [Teachers' Pensions Member Hub](#) for helpful retirement planning calculators.

2. For Support Staff: North Yorkshire Pension Fund

Support staff look after their retirement benefits through the Local Government Pension Scheme portal, also called My Pension Online (MPO).

- Why it matters: The portal gives you 24/7 access to run custom retirement projection figures, download your Annual Benefit Statements, view your past contributions, and quickly change your address or expression of wish forms.
- How to register: Go to the [North Yorkshire Pension Fund Portal](#). Click "Register" and enter your surname, National Insurance number, and date of birth.

Need help? Check out the visual, step-by-step guidance in the [How to Access My Pension Online Guide](#).



MyView app

Have you downloaded the MyView app yet? The MyView app gives you quick, secure access to your pay and personal information anytime, anywhere.

With the app, you can:

- View your payslips instantly
- Access your P60 and other documents
- Update your personal details
- Stay on top of your employment information

Getting started is simple:

1. Download "MyView (for Zellis HCM Cloud)" from the Apple App Store or Google Play Store
2. Open the app and select 'Get started'
3. Choose 'Enter registration code'
4. Enter the registration code: **northyorkshire**
5. Select 'Verify'
6. Tap 'MyView' and log in using your details

Important: You'll need your employee number to register.



Leadership news

One of the successes of YCAT has been our ability to create sustainable leadership pathways across our rural schools, ensuring talented leaders can grow, flourish and make a lasting difference to their communities.

Following two very successful years as Head of School at Hawes Primary School, we are delighted that Andrea Caygill has been appointed Headteacher from September. Andrea has led with care, ambition and an unwavering focus on children, and we know the school will continue to thrive under her leadership.

This appointment also highlights the strength of our collaborative leadership model. We are extremely grateful to Elaine Nayler, who has served as Executive Headteacher at Hawes over the past two years. Through her coaching, mentoring and support, she has played a pivotal role in developing leadership capacity within the school and helping Andrea take this exciting next step.

We would also like to thank Catherine Pickles for the Executive Headteacher support she has provided at Threshfield Primary School during Sarah Harper's maternity leave. Alongside Bethany Alexander, who has successfully stepped into the Head of School role, Catherine's guidance has helped ensure strong, stable leadership for pupils, staff and the wider school community.

These successes demonstrate the power of school leaders working together across YCAT; creating opportunities for talented colleagues to grow while ensuring every school benefits from strong, sustainable leadership.



Farewell Jane!

This term we must say goodbye to Jane Bamber, who has been Headteacher at Osmotherley Primary School since 2016, having started at the school in 2013. Passionate about the success of her school, Jane has shown tireless energy in ensuring all the children have a rich diet of learning and experiences whilst they are at Osmotherley; such as running the morning mile with the children three times a week (once joined by Richmond MP Rishi Sunak, see above), playing an ugly sister in an unforgettable Y6 production, and going down a slide into a pool of custard every time the children got a question right about their learning to raise money for charity!



We wish Jane all the best for her retirement and know she will enjoy spending time with her family and she can finally take her first term-time holiday to visit her son in America.

Hello Matthew!

A big YCAT welcome to the new Head of School of Osmotherley, Matthew Sellers. Matthew is joining us from Caedmon Primary School and will be supported in his new role by Sian James (HT at Bilton Grange) as Executive Head. Welcome to the family, Matthew!

Inclusion in Action: Adaptive Teaching Across YCAT



At YCAT, we believe that every child should experience success, belong in their classroom and feel confident that they can achieve. This year, we've continued to develop a shared understanding of adaptive teaching across our schools, focusing on a simple but important question: "What does this child need to be successful?"

Rather than making learning easier, adaptive teaching helps teachers remove barriers so that all children can access the same ambitious curriculum. Across our schools, staff have been carefully considering how pupils learn, identifying what may be getting in the way and planning provision that enables them to thrive.

The impact of this work can be seen in classrooms every day. Children are becoming increasingly independent, staff are more confident in explaining the rationale behind their adaptations, and there is growing consistency in the support available to learners across the Trust.

Some of the most effective adaptations are often the simplest. By making small changes at the right time, we can create meaningful opportunities for children to achieve.

"Same curriculum. Different pathways. Every child achieving."

What Does the Latest Research Tell Us?

This month, the Education Endowment Foundation (EEF) published its new Guide to Inclusive Teaching, bringing together the latest evidence on how schools can support every child to participate and succeed. The report is clear that inclusion is not a separate initiative or specialist programme – it is achieved through excellent teaching that responds thoughtfully to the diverse needs of learners.

Perhaps the most powerful message is that schools should focus less on labels and more on understanding the specific barriers that individual children face. The guidance highlights the importance of identifying need, making purposeful adaptations and maintaining high expectations for all learners. This aligns closely with YCAT's STRIVE approach. Whether a child faces challenges linked to SEND, disadvantage, attendance, language development or emotional wellbeing, the starting point remains the same: understand the barrier and remove it wherever

SCIENCE L.I. I can explain how light helps us see

William Kate – adapted work

Needs / difficulties:

- Literacy difficulties
- Struggles to plan & organise ideas
- Spelling difficulties

Adaptations:

- Oral rehearsal of sentences
- Word bank of key words is provided

ENGLISH L.I. to write a narrative

Camilla Charles: adapted work

Needs / difficulties:

- Diagnosis of dyslexia
- Struggles to plan & organise ideas
- Spelling difficulties

Adaptations:

- Use of Clicker 8 for planning, drafting and editing ideas
- Predictive text Word bank (part of Clicker 8) supports spelling

GEOGRAPHY: How are homes in Cononley different from homes in Kampong Ayer?

Harry Megan – adapted work

Needs / difficulties:

- Pencil control (fine motor control)
- Visual impairment

Adaptations:

- Cutting (using loop scissors) and pasting words rather than handwriting using loop scissors
- Font size 24 (this was used for all work to save time making further adaptations)

possible. The EEF concludes that when schools improve teaching for those who find learning hardest, outcomes improve for everyone.

From Theory to Practice: What Does Adaptive Teaching Look Like?

Adaptive teaching is not about preparing multiple lessons or creating different curricula for different children. More often, it involves small, carefully planned adjustments that help pupils access learning independently.

Across YCAT, teachers are:

- Pre-teaching key vocabulary before lessons.
- Using visual models and worked examples.
- Breaking learning into manageable steps.
- Providing sentence stems and writing frames.
- Offering alternative ways for pupils to record their learning.
- Checking understanding regularly and responding in the moment.
- Using technology to reduce barriers to reading and writing.
- Creating predictable routines that support confidence and independence.

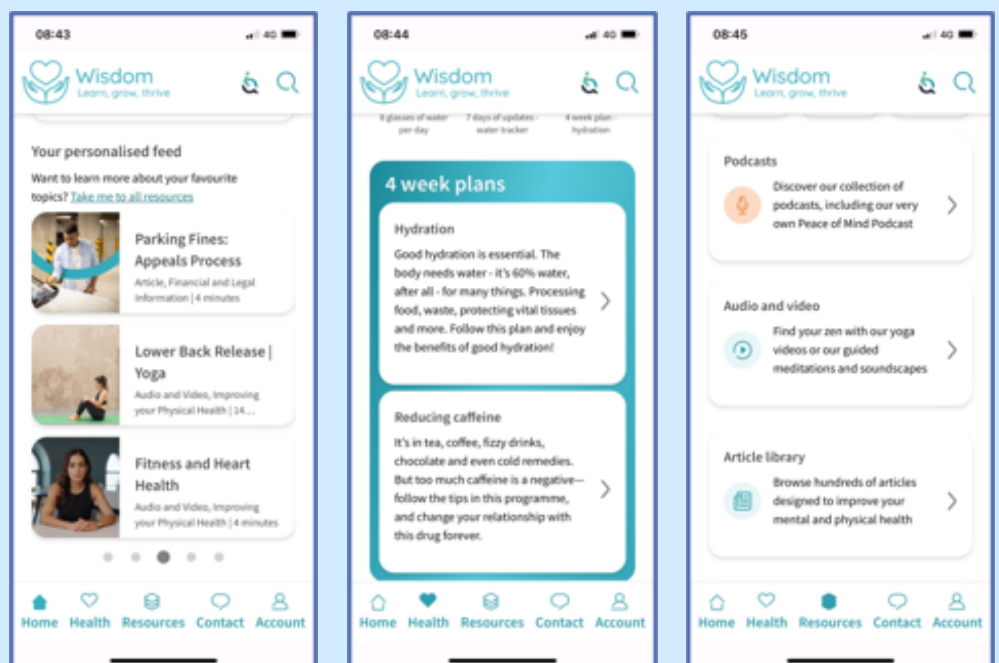
A pupil who struggles to organise their writing may benefit from a scaffold based on their own ideas. A child with working memory difficulties may use visual prompts to support recall. Another pupil may demonstrate their understanding verbally rather than through extended writing.

The key question is always: "What is the barrier to learning, and what adaptation will help remove it?" When we start with that question, we create classrooms where more children can participate, achieve and thrive – exactly what inclusion should look like.



Health and wellbeing support

All YCAT staff have access to the Health Assured Employee Assistance Programme. Accessed via the Wisdom app, this can provide you with confidential support on a range of medical and personal issues. Just download the Wisdom app to your phone and log in using our employer registration code: MHA000258.



YCAT Strategy



As YCAT grows and matures, the central team has been working with Trustees to fully develop our strategic plans to provide clarity and purpose to everything we do. 'Strategy' and 'Vision' can feel very abstract and unreal in our everyday world of non-uniform days and phonics, but we believe that if we keep Vision (where we want to go) and Values (how we operate) at the forefront, we will make the right decisions for our pupils, staff and communities.

YCAT Vision and Values

'Working and learning together to improve children's lives.'

YCAT's **vision** is to ensure every child in all our schools reaches their full potential. We achieve this through our shared **values** of collaboration, ambition and integrity.

To achieve our vision, together we RISE and aim to be: Responsive, Inspirational, Supportive and Empowering – for every child

Responsive: We are responsive by understanding our schools, communities and learners deeply, using evidence, insight and collaboration to adapt quickly and effectively so that every child's needs are met.

Inspirational: We are inspirational by setting high expectations for every child and every school, role-modelling ambition, integrity and belief, and creating a culture where people are motivated to grow and succeed together.

Supportive: We are supportive by working alongside our schools and staff with care, expertise and clarity, strengthening capacity, wellbeing and confidence so that improvement is sustainable and shared.

Empowering: We are empowering by developing confident leaders, skilled staff and resilient learners, enabling strong decision-making at every level while holding a shared responsibility for outcomes for all children.



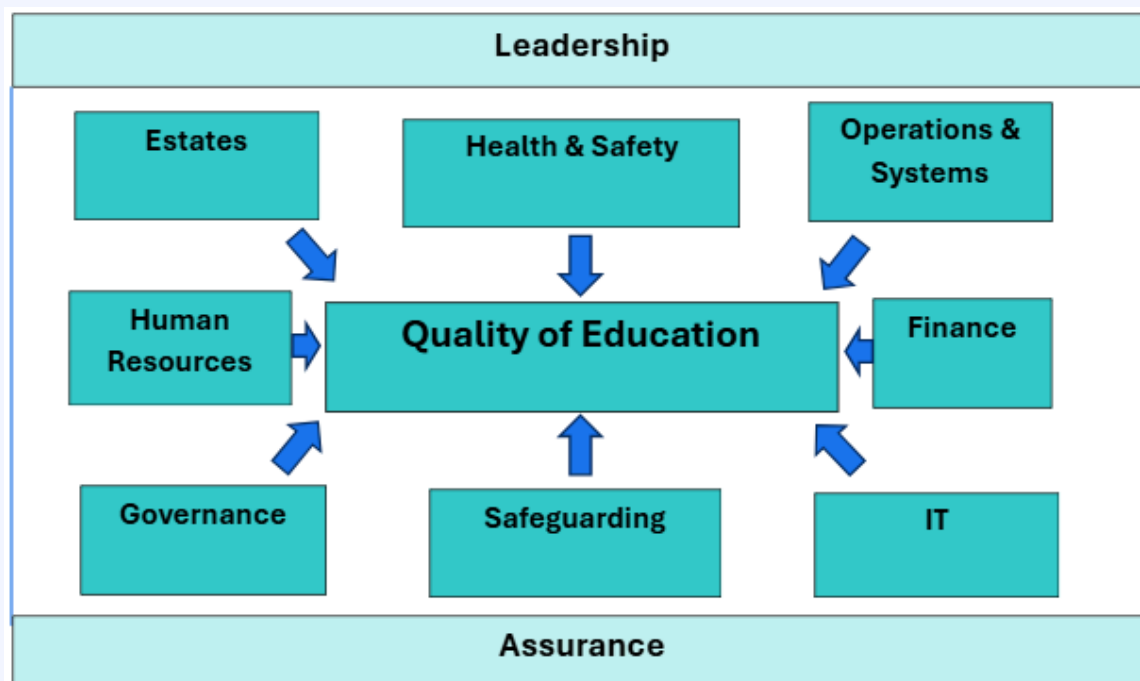
Darley & Summerbridge music award

Congratulations to the pupils and staff at Darley & Summerbridge Primary School Federation, who have been awarded the Music Mark of recognition for Schools for their commitment to music education.





We have distilled all areas of Trust activity into nine key strands. Quality of education is our primary purpose, with all other pillars facilitating and supporting this. Leadership is represented to drive the nine strands, with assurance holding us to account.



YCAT Strategic Objectives

- 1.Ensure that all pupils receive a consistently high-quality education, enabling them to achieve well academically, develop key skills and be well prepared for the next stage of their learning.
- 2.Manage resources responsibly, transparently and sustainably to support high-quality education and long-term organisational resilience.
- 3.Promote a rigorous safeguarding culture where children are protected and supported to thrive, and safeguarding is everyone's responsibility.
- 4.Ensure safe, healthy and compliant environments for pupils, staff, visitors and volunteers.
- 5.Deliver strong, effective and ethical governance that supports high-quality education, provides robust accountability and secures long-term sustainability.
- 6.Deliver effective operational systems, processes and infrastructure to support efficient and consistent delivery of education across all schools and to enable leaders and teachers to focus on improving outcomes for pupils.
- 7.Ensure that the facilities and fabric of all our schools are maintained to a high standard to make sure that children and staff work in a pleasant and conducive environment for learning.
- 8.Provide secure, reliable and future-ready digital infrastructure that supports high-quality education, efficient operations and long-term organisational sustainability.
- 9.Attract, develop, support and retain a high-quality workforce to deliver strong educational outcomes and ensure long-term organisational sustainability.

Leyburn Primary school - Mastering Number



Over the past year, Leyburn Primary School has been part of the Mastering Number programme through the Maths Hub network, supported by Jo Sawyer. The programme focuses on developing strong number sense, helping children build confidence, fluency and flexibility with number from the earliest stages of learning.

The impact has been excellent, with staff seeing significant improvements in children's early number knowledge and mathematical understanding. The professional development has also strengthened staff expertise and enriched classroom practice.

A key feature of the school's work has been embedding mathematics throughout the continuous provision. As the photographs show, resources are thoughtfully labelled and children are encouraged to notice, discuss and apply mathematical ideas in their everyday play. This commitment to seeking every opportunity for mathematical thinking is helping to create confident, curious and capable young mathematicians.



YCAT HT & Admin conference

On 11th June 2026, administrators and HTs joined the YCAT central Team in Threshfield for a full day of training and updates. The itinerary included reporting in Arbor MIS, finance updates, employing an apprentice, attendance, exclusions, data protection and safeguarding.

In feedback, colleagues reflected that they enjoyed the opportunity to meet in person with colleagues and sharing knowledge and experiences.

Gardening Club Award

Well done to Lothersdale's gardening club for achieving Level 1 of the RHS School Gardening Awards! They will now be working on achieving Level 2, by learning new gardening skills and using gardening to support wellbeing.



Using Artificial Intelligence in school



Many of us are starting to use AI to save time, generate ideas and support our day-to-day work. Tools such as Microsoft Copilot, ChatGPT, Google Gemini and Canva Magic Write can help with planning, resource creation and communication. Used well, AI can reduce workload and free up more time for what matters most: supporting children to learn and thrive. However, AI is a support tool, not a replacement for professional judgement. Here are some practical Dos and Don'ts to help you make the most of AI safely and effectively:

✓ DO

- Use AI to help draft lesson plans, assemblies, worksheets and curriculum resources.
- Generate quiz questions, retrieval activities and differentiated tasks.
- Adapt texts for different reading ages or simplify instructions for learners who need additional support.
- Create model answers, success criteria and writing prompts.
- Draft parent letters, newsletters and communications.
- Generate images, illustrations or discussion starters to support classroom learning (while being mindful of copyright and appropriateness).
- Check every AI-generated output before sharing it with pupils. AI can make mistakes.

✗ DON'T

- Enter personal, sensitive or confidential information about pupils, families or colleagues into AI tools.
- Upload pupils' work without appropriate consent.
- Assume AI-generated information is always accurate.
- Use AI as the sole method for marking or assessing pupils' work.
- Let AI make professional decisions for you. The final responsibility always sits with the member of staff using it.

Classroom AI ideas

- Create a week's worth of starter questions in seconds.
- Generate vocabulary lists linked to a topic.
- Produce differentiated reading comprehensions.
- Create role-play scenarios for PSHE or English.
- Simplify complex texts for younger learners.
- Generate images to support storytelling or topic work.
- Help produce knowledge organisers and revision materials.
- Brainstorm enrichment activities and hooks for learning.

Peak fundraising success

On 31st May 2026, staff of Bilton Grange Primary School successfully completed the Yorkshire Three Peaks challenge in inclement conditions. The team are raising funds for Yorkshire Cancer Research to honour their colleague and friend Julie Miller, who is now in recovery after an intense fight with Bowel Cancer. They have smashed their initial fundraising target of £2k, and have raised an amazing £3,290 already. If you would like to contribute, please use this [link](#).



Mrs Brown's Books

Esther Brown, KS2 teacher at Hawes Primary School and book lover @mrsbrownsbookbox



There's positive news to report as after four years of consecutive decline, National Literacy Trust research shows that reading enjoyment amongst 8-18 year olds has slightly increased, due in no insignificant part to teachers and all the amazing work they do to promote fantastic books and reading for pleasure. But there is still decline in enjoyment for younger children so as always, more work to be done.

Summer is the perfect time to relax with a book and the Reading Agency SUMMER READING CHALLENGE is a great way to incentivise children to keep reading over the holiday.

Reading for pleasure is all about volitional reading and this can come when we link reading with children's interests. Research from the National Literacy Trust found that children aged 8+ enjoy reading song lyrics and this links to the theme of the Reading Agency Summer Reading Challenge, which is 'Read to the Beat' (although children can read any six books they choose.)



Here's a few music themed reads you might want to recommend:

EYFS/KS1



KS2



Mrs Brown's Books

Esther Brown, KS2 teacher at Hawes Primary School and book lover @mrsbrownsbookbox



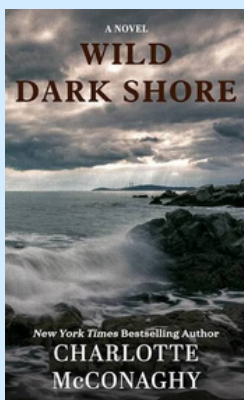
The Reading Agency also run a Summer Reading Challenge for teachers, encouraging them to set their own reading challenge and discover and share children's book recommendations. You can sign up here: [Teachers' Reading Challenge](#).

Here's five you might like to try.

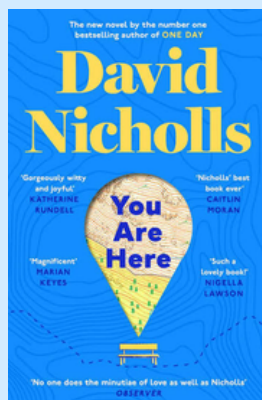


YCAT staff Book Club

This summer we have a delightful seven week summer break; what better time to kick back and immerse yourself in a good book? Here are some cracking summer reads that will help you to unwind and switch off during the holiday:



An epic and heart-wrenching story about love and impossible choices.



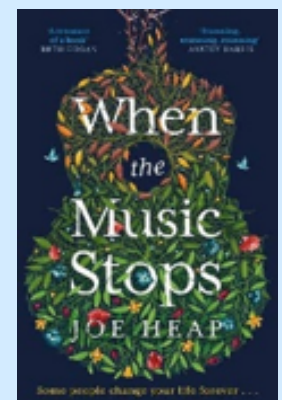
This affecting love story finds two lost souls thrown together on an epic coast-to-coast walk



Explores connection, loneliness, forgiveness and the power of human relationships.



A warm, witty and nostalgic coming-of-age story about community and courage in 1970s Yorkshire.



A compelling novel about love, loss and music's power to connect and transform lives.



YCAT CPD 2026-27



At YCAT, we are committed to ensuring that professional development remains closely aligned to the priorities of our schools and the needs of our pupils. We are currently finalising the full details of our 2026-27 CPD programme, with dates to be released shortly, but we are delighted to give you a preview of what is coming next year.

Our programme will include:

- **STRIVE for Success** – an introduction to YCAT's STRIVE approach and SEND provision, ideal for new staff and as a refresher for all colleagues.
- **Assessment that Makes a Difference** – exploring effective assessment in foundation subjects.
- **Attendance Matters** – using data intelligently to secure early intervention and demonstrate impact.
- **The Art of Professional Curiosity** – developing an enquiring mindset and asking the questions that drive improvement.
- **Inclusion in Action** – a three-part SEND series sharing evidence-informed strategies, practical approaches and opportunities for collaboration for teaching assistants.
- **Writing Across the Curriculum** – strengthening writing opportunities and outcomes beyond English lessons.

Alongside these sessions, we are launching an exciting **Leadership Development Programme** for senior leaders and a refreshed **Early Career Teacher Programme** to support colleagues at the start of their careers.

Our popular professional networks will also continue, including **Assessment, Enrichment (will replace PD), Writing, SEND, EYFS, Maths and Safeguarding**.

We look forward to learning together and continuing to strengthen practice across the YCAT family. Dates and booking details will follow very soon.

NPQs – Invest in Your Development

As a Trust, we are committed to investing in our people, and I would encourage all teachers to consider whether an NPQ might be the right next step in their professional development. Delivered locally through Red Kite Teaching School Hub, NPQs provide high-quality, evidence-informed professional learning that can be completed alongside your day-to-day role, with many places fully funded for eligible staff.

In particular, I would like to highlight the **NPQ for SENCOs (NPQSENCO)**. Not just for current or aspiring SENCOs, it's an excellent opportunity for any teacher wishing to deepen their understanding of inclusion, SEND and adaptive teaching.

The DfE has also launched a new, fully funded **Excellence in Reception Teaching** programme for EY teachers. Places on the first cohort are limited, but further cohorts are planned from next year onwards.

If you're interested, please speak to your Headteacher. We'd love to see more YCAT colleagues taking advantage of these opportunities and bringing their learning back into our schools. Further information is available via [Red Kite Teaching School Hub](#).



Growing Great Governance

Next year, YCAT will build on the success of our governor development programme and the valuable feedback received from governors across the Trust. Our termly SEND, Safeguarding and Health & Safety Link Governor networks have been generally well attended, providing opportunities for collaboration, discussion and shared learning.

To further support governors in their role, we will be continuing our **YCAT Governor Bitesize Series**. These short, practical sessions are designed to build knowledge, confidence and understanding of key aspects of school leadership and governance, complementing the resources already available in our Governor and Trustee SharePoint library.

The 2026–27 programme includes:

- **Making a Difference: An Introduction to Local Governance** Understanding your role in helping schools thrive.
- **The Power of Challenge: Asking the Questions That Matter** Supporting, challenging and championing school improvement.
- **Closing the Gap: Championing Equity and Opportunity** Effective oversight of vulnerable pupils and Pupil Premium funding.
- **Money Matters: Understanding School Finance with Confidence** Making sense of budgets, reports and financial decisions.
- **Keeping Children Safe: Governor Essentials for Recruitment and Compliance** Safer recruitment and Single Central Record oversight made simple.
- **Every Child a Writer: Understanding Writing Across the Curriculum** How schools develop confident and capable young writers.
- **Beyond the Numbers: Making Sense of Primary School Data** Turning information into effective governance.

We look forward to welcoming governors to these sessions as we continue to strengthen governance and support the very best outcomes for children across YCAT.



Governance networks

Clerks' Briefings

- Thursday 17th Sept 2026; 10.30am
- Thursday 21 January 2027; 10.30am
- Thursday 8 April 2027; 10.30am

Chairs of Governors' Briefings

- Thursday 10th Sept 2026; 6.30pm
- Thursday 21 January 2027; 6.30pm
- Thursday 8 April 2027; 6.30pm

Link H&S Governors' Briefings

- Dates to be agreed

Link SEND Governors' Briefings

- Dates to be agreed

Link Safeguarding Governors' Briefings

- Dates to be agreed



Y6 leavers

Across our family of schools



"The roots we help children grow today become the foundation from which they will flourish tomorrow. Although their journey now takes them beyond our schools, a small part of your school and YCAT will always travel with them."



Goodbye and thank you!

As we come to the end of another school year, we have to say farewell to colleagues who are leaving YCAT. We are very thankful for their contribution to our schools and the care and commitment they have shown to our children. They will all be greatly missed and everyone in the YCAT family wishes them the very best for the future.

Kris

Kris Bousfield, Year 6 class teacher, English Leader and Staff Governor will be leaving Bradleys Both this summer after 7 years to relocate to Scotland. We send her our very best wishes.

Sarah

Sarah Clark has been a volunteer and Governor at Hawes, most recently acting as SEND Governor.

Aileen

Aileen Cameron is leaving Summerbridge after 8 years. A class teacher and SENCo, she is leaving to work in a Special Needs school in Leeds.

Evie

Evie Holding, who has been a TA, an MSA, an admin assistant and a minibus driver at Osmotherley School since 2010 is retiring. She has always been incredibly kind, patient and helpful - she will be greatly missed!

Janis

Janis Purtz who has been at Summerbridge since January supporting Year 5 & 6. Janis will be missed by pupils and Staff. Auf Wiedersehen!



Laura

Laura Knowles, who is leaving Threshfield after completing her first year as an ECT.

Jane

Headteacher Jane Bamber is retiring from Osmotherley after 13 years.

Will

Will Craven, class 4 teacher, is leaving Lothersdale after 10 years to take up a post at Bilton Grange school.

Teresa

Teresa Metcalfe is retiring from her role as an ATA after over twenty years working at Hawes. She has made a massive contribution to their Mental well-being work in school over the past few years.

Jess

Jess Fox, KS2 leader is leaving Askwith and will be much missed.

Anne

Anne Robertson is leaving after two years of being employed across the Darley & Summerbridge Federation.

Sonia

Sonia Massey is moving on to Birstwith Primary School after 10 years at Threshfield.

Liz

Liz Foxwell is leaving after just over two years working at Hawes. She has been a great asset to Music in school especially working on the Wensleydale Tournament of Song.