



**Celebrating 450 Years of Richard Aldworth's
Legacy at The Blue Coat School**

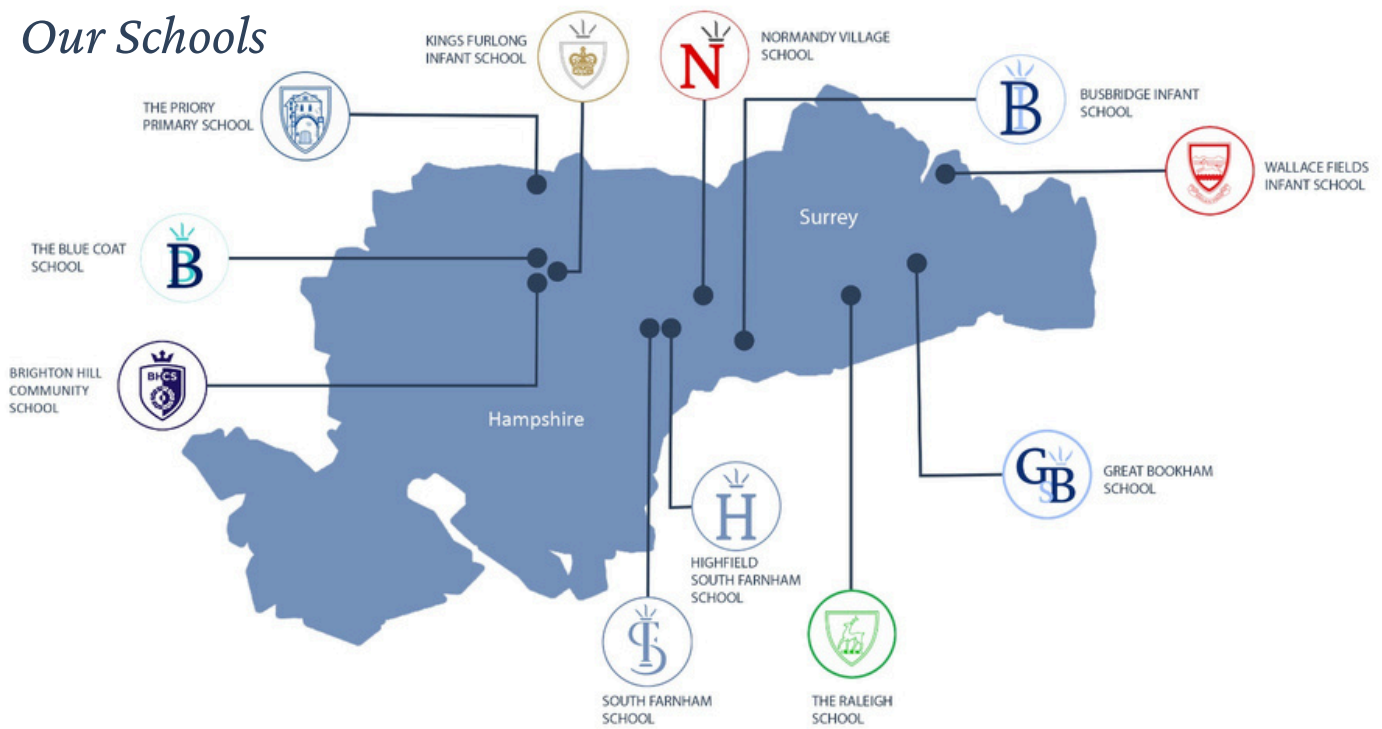
**Learning Beyond the Classroom at
Busbridge Infant School**

**Highfield South Farnham - A Year of Sporting
Success**

And much more....

The Continual Pursuit of Excellence

Our Schools



HOT OFF THE PRESS

Headteacher of Brighton Hill Community School, founder of the GOAT Boys project and winner of Basingstoke's Place to be Proud Inspirational Educator Award 2026.

Chris Edwards is the kind of school leader who looks at what young people are struggling with and asks not just how schools can help, but how an entire community can respond. That instinct is what gave birth to GOAT Boys - Greatest Of All The Boys - one of the most compelling mentoring initiatives to emerge from Basingstoke.

The project began with a simple but sobering observation: too many boys in Year 9 and 10 had no trusted adult outside their family to turn to. Chris set out to change that. Working with his Deputy Head, Pete Beeching and supported by Quince Counselling, he built a programme that connects young men with dedicated community mentors, meeting monthly to build trust, confidence, and aspiration. To date, 79 community volunteers have been recruited, with an ambition to reach 100 - enough to make Basingstoke the first town in the country where every boy has a trusted adult beyond his home.

The impact has been profound. Boys describe life as more positive. Two Year 9 pupils were so moved by the project that they organised a GOAT-athon to help fund its expansion. Nationally, 78 schools have expressed interest in replicating the model after it attracted widespread media coverage - and even international attention.

At Brighton Hill, Chris has built a school culture rooted in inclusion, belonging, and belief - where pupils are encouraged to grow not just academically, but as resilient, confident young people.

He has gone far beyond the school gates. And in doing so, he has changed what is possible for a generation of boys in Basingstoke.



The Continual Pursuit of Excellence

CONTENTS



CEO Welcome & Trust News	4
A Year in Operations & Estates	6

School News

Brighton Hill Community School	8
Busbridge Infant School	9
Great Bookham School	10
Highfield South Farnham School	11
Kings Furlong Infant School and Nursery	13
Normandy Village School	14
South Farnham School	15
The Blue Coat School	18
The Priory Primary School	21
The Raleigh School	22
Wallace Fields Infant School and Nursery	23
Updates from SFET Teaching School Hub	24
News from South Farnham SCITT	26

CEO CLAIRE HARNDEN MBE TRUST NEWS

Welcome to the summer term edition of SFET Connect.

This term we marked a wonderful milestone: the 450th birthday of Richard Aldworth, the man whose 1646 bequest founded The Blue Coat School over 450 years ago. Senior students gathered with the Blue Coat Boy statue, and our Head Boy and Head Girl cut a special anniversary cake. It was a fitting reminder that the values Aldworth championed nearly four centuries ago, aspiration, belonging and opportunity, remain just as central to what we do today, and sit at the very heart of our own values.

It has been incredible to see our staff sharing their expertise so far beyond Surrey and Hampshire. Waj Ahmedi from Normandy Village School spent her Easter break teaching in Pakistan, and Claire Donnachie has just returned from delivering SFET Phonics Steps to the children at MCEDO School in Nairobi. Both are wonderful examples of the global impact our colleagues are making, and a real source of pride for the whole Trust.



Aspiration



Belonging



Collaboration

That spirit of **aspiration** was on full display when Chris Edwards was named Inspirational Educator at this year's Basingstoke 'A Place to be Proud' of Awards. It's a fantastic individual achievement and a brilliant reflection of the dedication our staff bring to their roles every day. Many congratulations, Chris.

Belonging has been at the heart of our first 'SFET Big Listen' which ran from 8th to 19th June via the Edurio platform. I'm delighted with how positively this has been received. Thank you to everyone who took part, your honesty and engagement will provide valuable insight, and you'll be hearing more about how we're acting on what you've told us in the coming months.



Collaboration runs through our decision to move forward with Steplab as part of our commitment to evidence-based professional development. Following a successful pilot and visits to leading practice hubs, we'll be working with each Headteacher individually over the coming two years to develop our approach to professional development, coaching and shared vocabulary.

Thank you, as always, for everything you do.

*"It has been incredible
to see our staff
sharing their expertise
so far beyond
Surrey and Hampshire."*

COLLABORATION ACROSS THE TRUST



South Farnham was delighted to host the SFET Year 2 Sports Festival, bringing together children from across the Trust for a fantastic day of sport, teamwork and fun.

Blessed with some early spring sunshine, the children enjoyed a carousel of activities led by our fantastic Year 6 Sports Leaders, who encouraged and supported participants throughout the day.

It was a pleasure to see so many young pupils representing their schools with pride. The children demonstrated excellent teamwork, determination and encouragement as they took part in the activities, with smiles and enthusiasm evident throughout the festival.



A huge thank you to all the schools who attended and helped make the event such a success. We look forward to hosting more trust-wide sporting events in the future.

Children from across our Trust primary schools recently came together to take part in the first, exciting Design and Technology Marble Run Challenge, an event that provided a wonderful opportunity to showcase creativity, collaboration and problem-solving.

Pupils were challenged to design and construct their own marble runs using a variety of materials, with the aim of meeting a precise design brief: creating a structure that would allow the marble to travel from start to finish in exactly 20 seconds.

Working collaboratively, children approached the challenge with enthusiasm and determination, carefully planning their designs, testing ideas and adapting their approach where necessary. It was fantastic to see pupils applying their thinking as young engineers, developing solutions through experimentation, perseverance and teamwork.



Throughout the challenge, children demonstrated impressive resilience, innovation and creativity. From carefully engineered twists and turns to highly imaginative structures, each marble run reflected the individuality and strengths of the teams involved. The event provided a valuable opportunity for pupils to apply their understanding of STEM in a practical, engaging and purposeful way.

We are incredibly proud of the enthusiasm and determination shown by all of the children involved and look forward to the many opportunities ahead as our schools continue to learn, innovate and achieve together.

A YEAR IN OPERATIONS & ESTATES

As we reflect on the past year, we can take great pride in all that has been achieved across Operations and Estates to support our schools and create environments where learning can truly flourish.

Recently, catering across our primary settings has undergone a significant transformation. Following a comprehensive review, new catering arrangements have been carefully designed and will be introduced from September. This work has been guided by a commitment to quality, consistency, and value, ensuring that pupils benefit from nutritious, appealing meals while securing a sustainable service for the future. Detailed planning is now underway to support a smooth and successful transition as we approach the new academic year.



Alongside this, a trust-wide cleaning tender is currently underway. This important programme will establish clear and consistent standards, strengthen service quality, and ensure best value across all sites. The appointment of new grounds maintenance providers has already enhanced the care and presentation of our outdoor spaces, ensuring they remain safe, welcoming, and fit for use throughout the year.

“we can take great pride in all that has been achieved across Operations and Estates”.



Beyond these core services, teams have continued to deliver essential maintenance, compliance, and improvement works, ensuring our buildings remain safe, efficient, and responsive to the needs of our communities. This has included a comprehensive estate wide boiler survey to better understand the condition and future requirements of our heating infrastructure, as well as the rollout of LED lighting upgrades to improve energy efficiency and reduce environmental impact. Work has also begun to strengthen flood resilience across vulnerable sites, helping to protect our estate against increasing environmental risks.



Encouragingly, this year has also marked a strong start in the development of climate action plans across all schools. These plans are helping to shape a more sustainable future, embedding environmental awareness into estate management, supporting day-to-day operations, and enriching pupil learning through a greater understanding of sustainability and responsibility for the world around them.

Progress has extended into our digital environments too. Most schools have successfully completed a Cyber Essentials audit, an important milestone in strengthening the protection of our systems and data. This is supported by a trust-wide hardware inventory, giving us a clear and comprehensive understanding of our IT assets and enabling more strategic planning moving forward.



Yet, at the heart of all this progress are our people.

We would like to take this moment to express our sincere thanks to our site teams, cleaning staff, catering teams, onsite engineers and grounds operatives. Their work is often unseen, but its impact is felt in every corridor, classroom and shared space across our schools.

Our site teams exemplify quiet dedication and unwavering commitment. They meet each day's challenges with professionalism and care, resolving issues before they are noticed, adapting to change with resilience and giving their time and expertise whenever it is needed. Their contribution goes far beyond routine responsibilities, reflecting a deep sense of pride in the environments they maintain.

*“Yet, at the heart of all
this progress are our
people”.*



This has been a year of both challenge and change. Through new contracts, evolving expectations, and the daily demands of busy school environments, our teams have remained steadfast, maintaining high standards and supporting one another throughout.

Together, they do far more than maintain buildings, they help create spaces where pupils feel safe, staff feel supported, and communities are warmly welcomed.

As we look ahead, we do so with confidence, building on strong foundations, embedding positive change and continuing to invest in both our physical and digital environments. Thank you to everyone who has contributed to such a meaningful and successful year.





BRIGHTON HILL COMMUNITY SCHOOL

CELEBRATING EXCELLENCE

“Dan’s invitation reflected his ongoing commitment to supporting students at Brighton Hill.”

Celebrating Excellence: Dan Du-Heaume Attended Buckingham Palace for DofE 70th Anniversary Event
Brighton Hill Community School was proud to share that Dan Du-Heaume, Head of Transition, Marketing and Deputy Designated Safeguard Lead, was nominated to attend a prestigious Gold Award celebration event at Buckingham Palace.

The event took place on the morning of Wednesday 20 May 2026, marking a significant milestone for The Duke of Edinburgh’s Award (DofE) as the organisation celebrated its 70th anniversary. This special occasion recognised the dedication and impact of those who supported young people in completing their DofE journeys.

Dan’s invitation reflected his ongoing commitment to supporting students at Brighton Hill, helping them develop resilience, confidence and essential life skills through participation in the DofE programme. His work had played an important role in enabling students to challenge themselves and achieve personal milestones, including the highly respected Gold Award.



The Buckingham Palace Garden celebration brought together representatives from schools and organisations across the country, alongside young people who were being recognised for their Gold Award achievements. The event provided an opportunity to celebrate success, reflect on the programme’s impact, and acknowledge the contributions of those who made these opportunities possible.



Colleagues at Brighton Hill Community School said they were delighted to see Dan recognised at such a prestigious national event. His dedication to student development and wellbeing continued to make a lasting difference within the school community.

As only one representative per organisation was invited due to limited space, the nomination was particularly special. Dan joined other invited guests for a morning of celebration in the historic surroundings of Buckingham Palace Garden — a fitting setting to honour 70 years of empowering young people.

The school community congratulated Dan on this well-deserved recognition and looked forward to hearing about his experience.



“Trips bring learning to life and the children have been fully immersed in all that they have had to offer.”

The children have enjoyed extending their knowledge beyond the classroom by attending a rich and varied programme of school trips and experiences.

Last term, Pre-School walked to the church to learn about the meaning of Easter, where they also enjoyed eating a hot cross bun. The whole school then took part in an Easter celebration at the church, where the choir and Music Enrichment Club performed songs and body percussion.

More recently this term, Reception enjoyed a visit to Windsor Castle, Year 1 explored Winchester Science Centre, and Year 2 visited West Wittering beach, where they enjoyed learning about the physical features of the coast to support their geography learning. In keeping with tradition and to celebrate their final weeks at Infant School, the children also worked collaboratively to build sand sculptures, play beach games and paddle in the sea before moving on to their respective Junior Schools.



“The Windsor castle trip sounded amazing and we really appreciate your efforts to organise a new and informative trip. My son had a great time.”



Trips bring learning to life and the children have been fully immersed in all that they have had to offer. These experiences provide valuable opportunities for the children to explore the wider world, deepen their understanding of topics taught in class and develop their curiosity through hands-on learning. The children have shown great enthusiasm, excellent behaviour and a real sense of excitement during each visit. Educational visits also help to build confidence, independence and teamwork, while creating lasting memories that enrich their learning journey.

'Some of my earliest and fondest memories of school are of trips to various places, so I was delighted that you organised such a wonderful trip for Reception'. (Parent)

'I haven't heard my daughter talk about something so passionately and constantly in a long time. She's writing about Windsor and drawing about it. It's really very special to see'. (Parent)

'The Windsor castle trip sounded amazing and we really appreciate your efforts to organise a new and informative trip. My son had a great time'. (Parent)

“These experiences are carefully planned to ensure that every child feels included, develops resilience and has the opportunity to discover their own strengths.”

At Great Bookham Primary School, we are immensely proud of the wide range of opportunities we provide for our children in both sport and the arts. Recent months have been filled with achievements that highlight not only the talent and enthusiasm of our pupils, but also our commitment to offering a broad and enriching education for all.

Our athletics team excelled in the regional Surrey Games indoor athletics competition, earning a well-deserved place at the finals held at Guildford Spectrum. Competing against eleven other regional winners was a fantastic experience and the children represented our school with pride, energy and resilience. It was also a pleasure to share this experience with another SFET school, Highfield South Farnham.



We were delighted to organise and lead a tennis tournament for local schools alongside others within SFET. The event was a great success and it was wonderful to see so many pupils enjoying the opportunity to take part in competitive sport in a positive and supportive environment.

“We are proud to create opportunities that inspire every child to participate, challenge themselves and thrive.”



Alongside these highlights, we continue to ensure that all pupils have access to a wide variety of sporting opportunities. This term, children were inspired by The Skipping Ninja, who led a whole-school skipping workshop. There has since been great excitement around school, with children enthusiastically practising new skills and proudly using their neon orange skipping ropes. This workshop definitely sparked an interest in some pupils, who may not usually choose to engage in sporting activities, helping them to develop both confidence and enjoyment. Who knows - we may have a future skipping world champion hidden amongst our GBS cohort!

With the World Cup fast approaching, we are also looking forward to a World Cup-themed dance workshop, celebrating the diversity of the countries taking part and further enriching our creative curriculum.

Last academic year, we trialled an open water swimming event, which proved to be an unforgettable experience for both pupils and staff. The positive impact was significant, with many children trying something entirely new. As a result, we are now taking a group of 40 pupils to take part in an open knee boarding workshop, building on this sense of adventure and ensuring that we target the opportunity towards those who may not otherwise experience something like this outside of school.

These experiences are carefully planned to ensure that every child feels included, develops resilience and has the opportunity to discover their own strengths. We are proud to create opportunities that inspire every child to participate, challenge themselves and thrive.

HIGHFIELD SOUTH FARNHAM SCHOOL **A YEAR OF SPORTING SUCCESS**

“The future of sport at Highfield has never looked brighter.”

As Headteacher of Highfield South Farnham, I am incredibly proud to reflect on what has been a remarkable year of sporting achievement and participation across our school community.

The success we celebrate today is the culmination of a quiet revolution that has been taking place over the last few years. We recognised that many of our children were not regularly active and had limited opportunities to participate in sport outside of school. At the same time, we could see the wider benefits enjoyed by those who were engaged in sporting activities beyond the classroom. These children often demonstrated resilience, teamwork, confidence and determination – qualities that transferred directly into their learning and school life.



Historically, when attending sporting events, there was often a feeling that Highfield was simply making up the numbers. We wanted to change that. Our vision was clear: to build mass participation while also developing competitive teams that could represent the school with pride. Most importantly, we wanted every child to feel a stronger sense of belonging to the Highfield community. This academic year has seen that vision come to life. We have recorded our highest-ever participation in Farnham cross-country events, with increasing numbers of children eager to challenge themselves and represent the school. One of the highlights of the year was taking an incredible 25 pupils to London to participate in the TCS Mini London Marathon – a truly memorable experience that demonstrated both the enthusiasm and commitment of our children.

Our cross-country runners enjoyed an exceptional season. Lily became the most successful cross-country athlete in Highfield's history, achieving an outstanding 4th-place finish. Her achievement is a testament to the dedication and determination shown by so many of our runners throughout the year.

Our football teams have also made significant strides. From once struggling to compete, they are now regularly reaching the latter stages of tournaments. This year, both our Year 4 football team and our Year 6 girls' football team achieved outstanding success by winning their respective district tournaments. In a memorable all-Highfield final, our girls' teams played against one another to determine the district champions, guaranteeing that the trophy would be coming to Highfield.

The boys' football team also represented the school for the first time in the prestigious Chelsea Road to Cobham tournament. Alongside their performances on the pitch, they won the pre-match task competition and have earned an exciting upcoming visit to Stamford Bridge.



Our girls' netball team enjoyed a phenomenal season. Not only were they crowned league champions, finishing the season undefeated, but their remarkable improvement also earned them the prestigious Farnham Sports Council Sporting Improvement Award. Their dedication, teamwork and determination have been an inspiration to the entire school community.



Success has extended across a wide range of sports. Our Sports Hall Athletics team were crowned district champions before going on to represent the Farnham district at the county finals at Guildford Spectrum, where they achieved an excellent 8th-place finish overall.



Our hockey teams also performed superbly at the South Farnham tournament, securing 3rd and 4th place finishes against strong opposition from across the area. Year 3 pupils have enjoyed their first experiences of competitive team sport through friendly fixtures against Normandy School, recording victories while demonstrating excellent sportsmanship and teamwork.



“The impact of sport at Highfield extends far beyond trophies and medals. It has encouraged children to lead more active lifestyles, explore new sports, join community clubs and continue their sporting journeys into secondary school.”

We are equally proud of pupils who have represented Highfield in sporting competitions outside of school. Thomas and William competed in a trampoline competition, with Thomas progressing to represent England and achieving an outstanding silver medal. Most recently, Connie represented Highfield in a downhill cycling competition, where she also secured a fantastic silver medal.

As we move into the summer term, excitement is building for our annual World Cup tournament, which has attracted record numbers of participants this year and continues to be one of the highlights of the Highfield sporting calendar.

The impact of sport at Highfield extends far beyond trophies and medals. It has encouraged children to lead more active lifestyles, explore new sports, join community clubs and continue their sporting journeys into secondary school. Above all, it has helped foster a strong sense of identity, belonging and pride in being part of the Highfield community.

The future of sport at Highfield has never looked brighter.



KINGS FURLONG INFANT SCHOOL & NURSERY

CELEBRATING CULTURE DAY

“Culture Day was a truly enjoyable and enriching experience for everyone involved.”

Our recent Culture Day was a vibrant and exciting celebration of the many cultures represented within our school community. From the moment the children arrived, dressed proudly in traditional cultural clothing, the school was filled with colour, curiosity and enthusiasm. The day provided a valuable opportunity for pupils to learn about different cultures, share experiences and develop an even greater appreciation for the diversity that makes our school such a special place.

Throughout the day, children took part in a range of engaging activities, moving between different cultural experiences and learning opportunities. They explored Polish culture with one of our wonderful Learning Support Assistants, who shared aspects of her heritage, traditions and experiences. A parent volunteer also provided a fascinating insight into Scottish and Viking heritage, helping children discover the links between historical cultures and many of the words, symbols and traditions that remain part of everyday life today.

Food proved to be a particularly popular way of exploring different cultures. Children learned key facts about Jamaica from one of our teachers and her family before enjoying the opportunity to sample some delicious Jamaican cuisine. They also travelled virtually to Pakistan, where they discovered more about the country's culture, traditions and geography while enjoying some traditional food.



One of the highlights of the day was the pizza-making workshop. Working alongside parent volunteers, children had the chance to make and enjoy their own pizzas before receiving certificates for successfully completing the Mono Pizza Challenge. This activity was especially popular and brought plenty of smiles throughout the day. The children also enjoyed experiencing Nepalese dancing. It was wonderful to see several pupils confidently sharing dances from their own culture and acting as role models for their peers. Their enthusiasm encouraged many others to join in and celebrate together through music and movement.



The day concluded with parents joining us in school to see what the children had been learning. Families enjoyed viewing the activities, sharing in the celebrations and completing a range of activities together. It was a lovely opportunity to strengthen the connection between home and school while celebrating the rich cultural diversity within our community.

Culture Day was a truly enjoyable and enriching experience for everyone involved. We would like to thank all the staff, parents and families who contributed their time, knowledge and enthusiasm to make the day such a success. We are already looking forward to celebrating together again next year.



NORMANDY VILLAGE SCHOOL

ENGLISH EDUCATION ACROSS CONTINENTS

“Seeing the transformation across the schools was both humbling and inspiring.”

Since joining Normandy Village School and the South Farnham Educational Trust family in 2024 as EYFS and KS1 Lead, I have often reflected on how education has the power to connect communities across the world.

One of the most rewarding professional journeys I have been involved in actually began before I joined SFET, during a visit to my late mother's hometown of Rabwah, a small town in Pakistan.

Coming from a family of teachers, and with my mother having been educated in Rabwah herself, I was naturally curious to visit local schools during a family trip in 2022.

What started as informal conversations with teachers and school leaders soon developed into something much more significant. Many of the principals I met expressed concern about their pupils' outcomes in English and asked for advice on how they might strengthen their provision.



During these discussions, I introduced the concept of teaching early reading through Systematic Synthetic Phonics (SSP), an approach that was entirely new to many of the schools. I delivered an introductory training session on the principles behind phonics teaching, and the response was overwhelmingly positive. One school from a consortium of eight decided to pilot a phonics programme in its Prep (Reception) class.

After returning to the UK, I continued to support the project remotely. I created bespoke phonics and English lesson plans, provided online training sessions and worked closely with staff to help them implement the programme effectively. When I returned to Rabwah in 2023, the impact was already clear. The pilot school's pupils had made significant progress, and staff were eager to share their success with colleagues from the other consortium schools. Inspired by these outcomes, the remaining schools quickly joined the initiative.

In March 2026, I had the privilege of visiting Rabwah once again. Seeing the transformation across the schools was both humbling and inspiring. Not only had children's reading and English skills improved, but teachers had developed remarkable confidence in delivering phonics and English lessons. Considering that English is a second language for both teachers and pupils, and is taught as a core subject throughout their schooling, the challenge is comparable to teaching French as a core subject in our own schools. Their dedication, professionalism and growing expertise were truly impressive.

The project continues to grow, with our current focus shifting towards reading comprehension and oracy development. There is still much work to do, but I am excited to see how these schools continue to flourish. It has been a privilege to play a small part in their journey, and I very much hope to return next year to witness the next chapter of their success.





SOUTH FARNHAM SCHOOL

A NEW EXTENSION AT SOUTH FARNHAM SCHOOL

“As construction progresses, we look forward to seeing this exciting project take shape.”

We are delighted to share that building works are now well underway on the new extension at South Farnham School. It marks an exciting milestone in the continued development of our learning environment and wider trust facilities. The extension has been carefully designed to provide spaces that will benefit both the school community and the wider South Farnham Educational Trust.

At ground floor level, the extension will feature a new Studio space that will provide a valuable addition to the school's facilities. The Studio will support a wide range of curricular and enrichment activities, providing dedicated space for dance lessons, drama lessons, whole-class music lessons, yoga and pilates sessions, lunchtime and after-school clubs, choir rehearsals, school production rehearsals, curriculum workshops and year group assemblies. Beyond its use by the children, the Studio will also provide an excellent venue for staff meetings, professional development sessions, governor meetings, parent workshops and school council meetings. In addition, it will support the work of the Teaching School Hub and SCITT providing a space for larger meetings and professional development events. This will allow the space currently used for these activities to be made more readily available for children and staff.

“One of the first projects will be a dedicated STEM Lab.”

On the first floor, the new accommodation will provide a dedicated base for central trust staff who are currently located across a number of smaller office spaces throughout the school site. Bringing these colleagues together into one centralised location will enable closer partnership working and more effective day-to-day coordination.



The relocation will also make a number of existing rooms available for alternative use and we have exciting plans to develop these spaces further to enhance children's experiences. One of the first projects will be the transformation of the current central office accommodation into a dedicated STEM Lab. This exciting new space will provide children with greater opportunities to explore science, technology, engineering and mathematics through practical, hands-on learning experiences. We look forward to keeping you updated on these further developments as the plans progress.

As construction progresses, we look forward to seeing this exciting project take shape. The extension will bring significant benefits to the school and the trust, providing high-quality spaces that will support a wide range of activities for years to come. The development reflects our ongoing commitment to providing the very best for our children, staff and wider trust community. We look forward to keeping you updated on its progress!

'TIE GIVING CEREMONY' FOR OUR YEAR 2 CHILDREN



Over the last few weeks at South Farnham School, we have been recognising an important milestone for our Year 2 children as they get ready to leave the Infant Site and move across to the Junior Site in September.

Our ethos of 'One School, Two Sites' is something we talk about often and this transition is a real example of what that means in practice. Although the children are staying within the same school, we also know that this move feels like a big step. They are not just moving to a new classroom; they are preparing to join a different site, learn new routines, wear a slightly different uniform and take the next step in their South Farnham journey.

To mark this properly, we have introduced a new 'Tie Giving Ceremony' for our Year 2 children. This has taken place at the end of each class's final class assembly at the Infant Site, with parents and relatives there to share the moment. During the ceremony, each child has been presented with their South Farnham tie, helping them to feel that they already belong at the Junior Site and that they are ready for what comes next.

The aim of the ceremony is to celebrate everything the children have achieved during their time at the Infant Site, while also helping them to look ahead with confidence and excitement. It has given the children something tangible to take away and a clear reminder that they are moving on, but still very much part of the same South Farnham family.

"The aim of the ceremony is to celebrate everything the children have achieved during their time at the Infant Site."

Parents and relatives have really enjoyed seeing this moment marked and it has been lovely to share it with them. For many families, it has been a chance to pause and recognise just how much the children have grown since they first joined us in Reception.

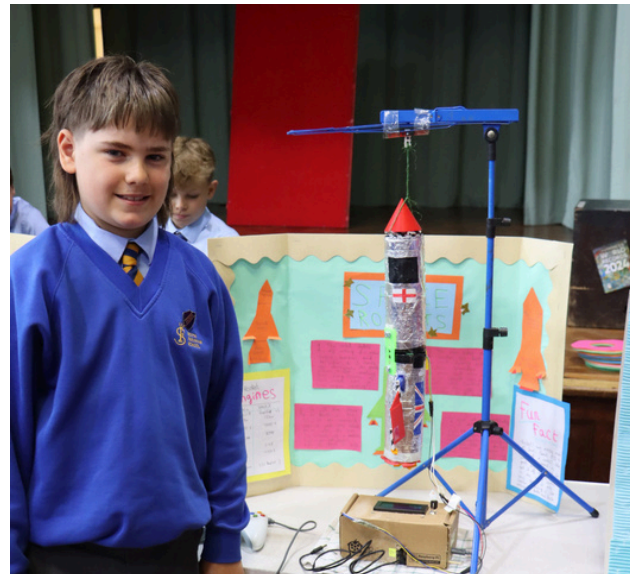
This new initiative also mirrors the way we mark the end of the children's time at South Farnham in Year 6, when they prepare to move on to secondary school. By introducing a similar moment in Year 2, we are acknowledging that this transition is also an important part of their school journey.

It has been a real pleasure to celebrate this milestone with our Year 2 children. We are very proud of the confidence, maturity and excitement they have shown, and we look forward to seeing them continue to flourish as they take their next steps at the Junior Site.

YEAR 6 HOST THEIR ANNUAL SCIENCE FAIR AT SOUTH FARNHAM

Thursday, 11th June saw Year 6 host their annual Science Fair at South Farnham. The children were challenged to independently create a science-based display or experiment and confidently explain their project to an audience. In the weeks leading up to the fair, the children worked hard to research, plan and prepare their projects. They demonstrated excellent organisation, creativity and scientific enquiry skills.

The projects were presented to governors and judges: Mr Bishop and Mr Burden; Mrs Franks as well as pupils from Years 5 and 3. Throughout the afternoon, the children spoke with enthusiasm and confidence, answering questions and sharing their knowledge with the visitors. Their ability to communicate complex scientific ideas in an engaging and accessible way was particularly impressive.



"we would like to thank our governors and judges for giving their time to support and encourage the children."

The fair provided a fantastic opportunity for Year 6 to showcase their scientific knowledge while exploring topics that interest them personally. The breadth and quality of the projects and displays reflected the children's curiosity, creativity and dedication. Visitors were treated to a fascinating range of presentations, covering subjects such as fingerprint analysis, the science behind black holes, how lip balm is made, and many other intriguing areas.

The event was a wonderful celebration of learning and highlighted the children's hard work, independence and enthusiasm for science. We are incredibly proud of the effort and passion shown by all of Year 6, and we would like to thank our governors and judges for giving their time to support and encourage the children.





THE BLUE COAT SCHOOL

YOUNG WRITERS MAKE THEIR MARK NATIONALLY

“The Blue Coat School is celebrating an extraordinary literary achievement after 20 of our students secured publication in I Have a Dream 2026.”

The Blue Coat School is celebrating an extraordinary literary achievement after 20 of our students secured publication in *I Have a Dream 2026 – Unwritten Futures*, a national anthology produced by the Young Writers Association.

In total, 19 poems written by students from Years 7-11 were selected for publication, with one collaborative entry jointly written by two students. The anthology has now been released and distributed to school libraries across the country - an incredible accomplishment for our young writers, whose work stood out in a highly competitive national competition.

What makes this achievement even more remarkable is that every poem was written entirely independently, without teacher or parental assistance. The originality, emotional depth and creativity demonstrated by our students has left staff immensely proud and genuinely inspired.

Adding to this success, 24 Blue Coat students have also been selected for publication in *Stranger Sagas*, another national competition run by the Young Writers Association. This mini-saga challenge requires students to tell a complete story in just 100 words, with the anthology due for release in September.

The Young Writers Association competitions have become an exciting platform for our students to develop and showcase their creativity, while staff are also beginning to explore additional opportunities to further nurture student talent. Meanwhile, many students are now participating in the Young Writers Story Lab competition, exploring longer-form short story writing and continuing to develop their craft.



These achievements grew from the school's weekly Creative Writing Club, which has rapidly become a vibrant hub of imagination, expression and ambition. What began as a small group of enthusiastic writers has expanded into something truly exciting, with students from all year groups - including now entering national writing competitions and discovering confidence in their own voices.

Staff have been particularly proud to see several published students achieving success while writing in English as an additional language (EAL). Competing - and excelling - in a national literary competition in a second or third language is an outstanding accomplishment.

The Blue Coat School is committed to “mining” and nurturing the incredible creative talent within its student body, and staff continue to be blown away by the commitment, courage and imagination shown by these writers. Their poetry explores themes ranging from identity, loss and hope to war, dreams, injustice and belonging - often with astonishing maturity and emotional insight.

This is only the beginning of what promises to be an exciting literary journey for The Blue Coat School's young writers. With growing participation, national recognition already achieved and so much enthusiasm across the school community, we are genuinely excited to see where this journey will lead next.

*“19 poems written by
students from
Years 7–11 ”*

CELEBRATING 450 YEARS OF RICHARD ALDWORTH'S LEGACY



This year marks a special milestone for The Blue Coat School Basingstoke as it is the 450th birthday of Richard Aldworth, the man whose vision gave the school its name and whose values continue to shape what we do today.

Born around 1576 in Reading, Aldworth went on to become a wealthy London merchant, trading goods through the East India Company. He used his fortune for lasting good, and in his will of 1646 he left bequests worth around £1m in today's money. Among his many charitable gifts was the founding of two Blue Coat schools, one in Reading (now based in Sonning) and one in Basingstoke, the latter made possible through his family connection to the town via his mother, Jane South.



His bequest of £2,000 established the original Blue Coat School on Cross Street, which opened around 1640 and provided housing, food, clothing and education to ten boys from poor families, who then went on to apprenticeships at 16. The school ran for almost 250 years before closing in the late 1800s, with the original building demolished in 1966. In 1963, a new school was built on Western Way and named in Aldworth's honour, a fitting tribute that continues today. The 1646 stone plaque from the original school now sits at the entrance, and a portrait of Aldworth still watches over the staffroom.

To mark this milestone, senior students gathered with the Blue Coat Boy statue, and our Head Boy and Head Girl cut a special anniversary cake to celebrate.

We are immensely proud of the heritage that connects The Blue Coat School Basingstoke to Richard Aldworth. The original 1646 stone plaque set into the entrance, and Aldworth's portrait, are daily reminders of where we have come from and what we stand for. We feel a genuine responsibility to carry that legacy forward, to keep aspiration, belonging and opportunity at the heart of everything The Blue Coat School offers.

Our thanks go to Debbie Reavell and the Basingstoke Heritage Society for helping keep this remarkable story alive. Four hundred and fifty years on, Aldworth's belief in opportunity through education feels as relevant as ever, and it sits at the very heart of our values: Aspiration, Belonging and Collaboration.

A wonderful reminder of the history we carry with us, and the legacy we continue to build.

SKI TRIP REFLECTIONS

Although our ski trip to Italy took place last year, the memories remain vivid and feel like yesterday. Last April, we travelled to Sauze d'Oulx for five nights, staying at the Monte Triplex Hotel which was beautifully situated halfway up the mountain. Surrounded by breathtaking alpine scenery, the hotel offered a truly peaceful escape with stunning views and the unique privilege of being a true ski-in, ski-out location.

Our journey began on Friday 4th April, departing from The Blue Coat School and travelling to Dover before crossing by ferry and continuing overnight. Despite the long journey, excitement carried us through. When we arrived in the mountains it made every hour worthwhile. Carrying our luggage up via the Sportina ski lift only added to the sense of adventure (and laughs) as we settled into our spectacular surroundings.



Each day was incredibly rewarding for all. Early mornings led into ski lessons, where instructors supported everyone from complete beginners to more experienced Black Run skiers. Over the course of the week, confidence grew, skills improved and personal achievements were celebrated, whether that meant mastering turns, tackling more challenging slopes or being noted for the most creative falls. The physical demands of skiing were balanced by a real sense of accomplishment and pride.

*“While time has flown,
the impact of the trip
remains.”*

Each day was incredibly rewarding for all. Early mornings led into ski lessons, where instructors supported everyone from complete beginners to more experienced Black Run skiers. Over the course of the week, confidence grew, skills improved and personal achievements were celebrated, whether that meant mastering turns, tackling more challenging slopes or being noted for the most creative falls. The physical demands of skiing were balanced by a real sense of accomplishment and pride. Evenings brought a different kind of joy. From bingo, balloon modelling and quizzes to team competitions and our final awards evening, there was always laughter and a strong sense of community. A highlight for many was our evening visit to the village: practising our Italian greetings, enjoying an endless pizza dinner, and returning to the hotel by ski cat under the evening sky.

A final memorable highlight was our last day on the slopes, where the fun continued with fancy dress—featuring everything from 90s sports icons to giant dinosaurs—which brought laughter, energy, and a perfect end to an unforgettable trip.

Beyond skiing, what made the trip truly special was the environment. Being surrounded by snow-covered peaks, with quiet scenic beauty in every direction, this created a sense of calm and wonder that is hard to capture in words.

While time has flown, the impact of the trip remains. We are already looking ahead with excitement, organising to book our next ski trip so that even more students can experience something so magical. It is not only an opportunity to enjoy stunning mountain landscapes, but also a chance to embrace challenge, build resilience, and experience the rewards of perseverance and success.





THE PRIORY PRIMARY SCHOOL

PRIORY COMMUNITY

“This makes the need for great community events all the more important, and we have had some superb events so far this year”



Whilst the immediate community surrounding The Priory consists mostly of fields, trees, squirrels and birds, our actual school community is varied, equally lovely and widely spread to the edge of the catchment area and beyond. Our school is a hub of the school community in the middle of nowhere!



“Our school is a hub of the school community in the middle of nowhere!”

This makes the need for great community events all the more important, and we have had some superb events so far this year that a) bring people together, b) raise funds for the school through the PTA, and c) complement our curriculum learning.



THE RALEIGH SCHOOL

WELLBEING GARDEN: GROWING TOGETHER

“The garden also provides rich opportunities for learning across the curriculum.”

At The Raleigh, our school grounds are much more than a place for learning. They provide opportunities for pupils to connect with one another, explore new interests and develop a strong sense of belonging. This term, we have been delighted to enhance this experience through the creation of our new Wellbeing Garden – a calm and welcoming space designed to support children's wellbeing while enriching their learning.

The garden has been brought to life by our Gardening Club, with enthusiastic pupils from both Key Stage 1 and Key Stage 2 working together each week under the guidance of staff. Their efforts have already transformed the area with colourful flower planters, carefully planted and maintained by the children themselves. Plans for the coming months include a herb garden and a vegetable patch, giving pupils the opportunity to grow produce from seed and experience the rewards of caring for living things.



We are also excited to be entering West Horsley in Bloom this year. The competition provides a wonderful opportunity for pupils to showcase their hard work, creativity and commitment to caring for the environment. Preparing for the event has encouraged children to think about design, sustainability and the impact of their planting choices, while fostering a real sense of pride in their achievements.



The Wellbeing Garden also supports our commitment to environmental awareness. Through planting, composting and caring for wildlife-friendly spaces, pupils are developing an understanding of how small actions can contribute to a healthier planet. Pollinator-friendly plants have been carefully chosen to attract bees and other important insects, helping children appreciate the vital role they play in our ecosystems.

Designed with wellbeing at its heart, the garden offers a peaceful environment filled with colour, texture and scent. Lavender, mint and flowering plants create a calming atmosphere where pupils can read, reflect or simply enjoy a quiet moment outdoors. The space is already becoming a valued part of the school day for many children.

The garden also provides rich opportunities for learning across the curriculum. Pupils can observe life cycles, explore plant biology and develop a deeper understanding of environmental responsibility through first-hand experiences. Most importantly, they can witness the process of growth from seed to flower, learning valuable lessons about patience, care and perseverance along the way.

The Wellbeing Garden is already becoming a cherished part of our school community, reflecting the values of care, curiosity and togetherness that are at the heart of The Raleigh.



WALLACE FIELDS INFANT SCHOOL

OUR CLIMATE CRUSADERS IN ACTION

“The council explored several exciting initiatives that will help improve sustainability across the school.”

Our Eco Council recently came together for an inspiring and productive meeting focused on supporting the school’s Sustainability Action Plan. The children truly demonstrated what it means to be ‘Climate Crusaders’, leading thoughtful discussions about how we can all play a part in caring for our environment and creating a greener future for our school community.

The meeting was expertly chaired by year 2 children, who guided the discussions with confidence, maturity, and enthusiasm.



The council explored several exciting initiatives that will help improve sustainability across the school:

- **Litter Pickers** – The children discussed introducing more litter-picking opportunities around the school grounds. This will help keep our environment clean, protect local wildlife, and encourage everyone to take pride in caring for our shared spaces.
- **Nativity Costume Library** – Creating a costume library for school performances, such as the Nativity, will allow costumes to be reused each year. This reduces waste, saves money for families, and promotes the importance of reusing resources rather than buying new items unnecessarily.
- **Bird Feeders** – Installing bird feeders around the school grounds will help support local wildlife and encourage biodiversity. The children were excited about creating safe spaces for birds while also learning more about the natural world around them.

- **Wild Garden** – Plans for a wild garden will provide habitats for insects, bees, and other pollinators that are essential for a healthy ecosystem. It will also create a peaceful outdoor learning environment where children can connect with nature.

- **Eco Day** – The council proposed holding a dedicated Eco Day to raise awareness about environmental issues and inspire the whole school community to take positive action. Activities could include recycling projects, sustainability workshops, and energy-saving challenges.

- **Plant-Based Cellotape** – The children suggested switching to plant-based cellotape as a more environmentally friendly alternative to traditional plastic tape. Small changes like this can make a big difference in reducing plastic waste across the school.



It was wonderful to see the children leading these discussions with such passion, creativity, and determination. Their ideas show that even small actions can have a powerful impact when everyone works together. We are incredibly proud of our Eco Council and look forward to seeing these exciting initiatives come to life over the coming months.

Together, we can all help make our school a more sustainable and environmentally responsible place for the future.

NEWS FROM SFET TSH



Teaching School Hubs play a vital role in strengthening the teacher development system. Following recent reaccreditation, SFET Teaching School Hub is ideally positioned to continue delivering the Government's goldenthread of teacher development and providing a coherent and structured pathway from initial teacher training through to leadership.

SFET is incredibly privileged to work with a network of over 300 schools across London and the Southeast and is committed to expanding both the breadth and depth of our provision, ensuring high-quality support for teachers and leaders at every stage of their careers. This is delivered through four core areas:

- Initial Teacher Training (ITT)
- The Early Career Training Entitlement (ECTE) and Appropriate Body (AB) services
- National Professional Qualifications (NPQs)
- A wider offer of CPD on behalf of the Trust.

THE EARLY CAREER TEACHER PROGRAMME (ECTP)

The Early Career Teacher Entitlement (ECTE) combines a structured programme of development, support and professional dialogue, with monitoring and an assessment of performance against the Teachers' Standards through our Appropriate Body.

Early Career Teachers (ECTs) engaging with the Early Career Teacher Programme (ECTP) develop a strong, evidence-informed foundation through the programme's "Learn that..." and "Learn how to..." statements. The "Learn that..." elements ensure ECTs secure a clear understanding of key principles such as how pupils learn, effective behaviour management, adaptive teaching and high-quality assessment. Alongside this, the "Learn how to..." components translate theory into practice, enabling ECTs to plan coherent sequences, check for understanding, respond to misconceptions and establish purposeful classroom routines. All of this is designed to build on the understanding and experiences from their ITT route and provide scaffolded opportunities to reflect on these key principles in their practice.

As a result, teachers completing the programme are among the most well-equipped to date: not only secure in their classroom practice but able to make tangible contributions in the wider school community. This sustained development strengthens retention, ensuring teachers feel confident, valued and committed to progressing within their schools and the wider profession.

Congratulations to all ECTs across the Trust completing Year 1 or 2.

NATIONAL PROFESSIONAL QUALIFICATIONS



National Professional Qualifications (NPQs) continue to be a priority in supporting career development and leadership within schools. Offering wide-ranging benefits beyond individual participants, teachers and leaders who complete these qualifications report increased confidence, deeper pedagogical expertise and stronger evidence-informed practice, all of which translate into improved classroom environments. The effect of successful NPQ delivery is tangible improvements in school culture and wellbeing, which are crucial factors in attracting, retaining and motivating staff. Many participants report back on valuing the opportunity to engage in timely, relevant learning that supports their career progression.

The DfE has announced the new scholarship funding criteria for Autumn 2026. Details can be found on [GOV.UK](https://www.gov.uk).

Scholarships for all other NPQs will continue to be based on disadvantage criteria. Schools with the highest 50% of pupil premium pupils will be eligible for fully funded places, as well as early years and 16 to 19 educational settings identified as having high disadvantage. You can see if your school is eligible [here](#).

Nationally, there is only one intake per year – registrations open 23rd June 2026. Now is the perfect time to be thinking about the next steps for your professional development and for headteachers to be considering career development and leadership within their school.

CONTINUING PROFESSIONAL DEVELOPMENT CPD

At South Farnham Educational Trust, we believe in life-long learning and are committed to helping all staff to grow and develop professionally - the continual pursuit of excellence!

We aspire to improve CPD for all staff ensuring access to support, research and high quality training opportunities. We want the adults who work with our children to be the best they can possibly be. The TSH delivers wider CPD on behalf of the Trust. See the Trust website for further information on our:

- Leadership Development Programme
- NCFE CACHE Level 3 Diploma for Working in the Early Years Sector
- Teaching Assistant Development Programme
- Phonics Steps

LEARNING TO LEAD LEADERSHIP DEVELOPMENT PROGRAMME

This five-part professional development programme is designed to support participants in navigating the unique challenges of middle leadership while building practical skills to apply immediately.

Participants will:

- Develop their ability to lead with influence, not authority
- Gain practical strategies to improve teaching, learning and team performance
- Build confidence in managing resistance, change and competing priorities
- Work on a Leadership Impact Project linked to their school's priorities
- Connect and collaborate with other middle leaders.

JOIN OUR 2026 COHORT HERE



01252 986890 www.sfet.org.uk

*By our staff at South Farnham Educational Trust marketing please email marketing@sfet.org.uk



CELEBRATIONS FROM SF SCITT



South Farnham SCITT's recent teacher training inspection report card was published on June 15th.

Eight His Majesty's Inspectors were onsite 16 – 19th March 2026 with the preceding week used to complete online meetings with the Inspection team discussing documentation and analysing data.

It was an intense process but we are delighted to share that all 5 areas were graded as strong across both primary and secondary, a fantastic accomplishment under the new inspection framework.

Throughout the week, Inspectors visited a range of primary and secondary partner schools and spoke with a range of leaders, trainee teachers, early career teachers, headteachers and mentors, either in person or remotely.

“Trainees secure sustained employment and progress into ambitious leadership roles. They are reflective, resilient and very well prepared for teaching.”



“The programme focuses on helping trainees to deepen their understanding of barriers and how to overcome them, enabling them to design adaptations that meet pupils’ diverse and sometimes complex needs.”

Please take some time to sit down with a cup of tea and read the report in full; it is statement after statement of how fantastic our provision is and how well our trainees do as a result of it!

With over 20 years' experience leading ITT, SF SCITT's vision is to recruit and train the outstanding teachers of the future, bringing stability and continuity to our local primary and secondary school workforce.

We offer two main pathways: primary 5 to 11 or secondary 11 to 16.

Trainees in both the primary and secondary phases can follow either a tuition-fee-funded route or an employment-based route, including apprenticeships. Each route leads to either qualified teacher status (QTS) alone or QTS with a postgraduate certificate in education (PGCE) with our partner, The University of Brighton.

Great teachers change lives. If you know anyone who might be interested in teaching, then please put them in touch with our SCITT team.

We'd love to hear from them!

SUPPORTING THE NCFE LEVEL 3 CACHE



Building Confidence, Strengthening Practice: Reflections on Supporting the NCFE Level 3 CACHE.

Choosing to become involved in the delivery of the NCFE Level 3 CACHE was driven by a simple belief: when we invest in the development of early years practitioners, we improve outcomes for children. Supporting colleagues as they grow in knowledge, confidence, and professional identity is one of the most rewarding aspects of educational leadership, and this course provided a valuable opportunity to do exactly that.

From the outset, we saw the programme as much more than a qualification. It was an opportunity to create a learning community across settings, where practitioners could reflect on their practice, challenge their thinking, and develop the skills needed to provide high-quality experiences for young children. The course aligned closely with our professional values of continuous improvement, collaboration, and evidence-informed practice.

Being involved in the programme has also supported our own professional development. Designing and delivering training, assessing participants, and facilitating discussions required us to articulate effective practice clearly, stay informed about developments in Early Years education, and think carefully about how adults learn. It reinforced the value of reflective dialogue and professional collaboration in driving improvement.

One of the greatest benefits was working alongside practitioners from a range of settings. Hearing their experiences, challenges and successes provided valuable insight into the diverse realities of early years provision. These conversations enriched the training and strengthened our understanding of how we can support consistency and quality across the Early Years sector.

The most rewarding aspect was watching participants grow in confidence throughout the year. Many began the course feeling apprehensive about studying, completing assignments, and discussing theory.

As their knowledge developed, so did their confidence



It was inspiring to see them make clear links between what they were learning and their day-to-day practice, speaking with increasing assurance about child development, observation, assessment, and the role of the practitioner.

What stood out most was hearing participants talk about the impact the training was having on the children they worked with. They shared examples of changes they had made to their environments, interactions, and planning, and reflected on the positive difference these changes were making. It has been a genuine pleasure to see the students shine as they discussed how their learning was improving outcomes for children.

The impact of the course extends far beyond individual achievement. It has increased staff confidence, strengthened team capacity, and encouraged a shared understanding of effective early years practice. Practitioners are better equipped to support one another, engage in professional discussions, and maintain high expectations for children's learning and development.

Most importantly, the benefits are felt by children. Improved practitioner knowledge leads to richer learning experiences, more responsive interactions, and environments that better support communication, language, personal development, and early learning. By investing in staff development through programmes such as the NCFE Level 3 CACHE, we are ultimately investing in the quality of provision available to every child in the Early Years Foundation Stage.



www.sfet.org.uk
t: 01252 716 155
e: trust@sfet.org.uk

The Continual Pursuit of Excellence