



Colleagues,

Welcome to the last FMATConnect of the academic year.

At the beginning of this year, we were all working hard to support students back to full-time, face-to-face education, following the significantly disrupted Covid years of 2019/20 and 2020/21.

Unbelievably, here we are at the end of the year, with record high temperatures, ensuring we continue to support our students and get the most out of every academic day.

When I look at the vast range of activities that staff put on for our students (and occasionally other staff!), it makes me proud to be part of FMAT. This edition highlights our work in civic leadership, charity, sporting achievements, drama events, awards celebrations, STEM activities, careers visits and even visits from local MPs. Collectively, we achieve a great deal for our students and the wider community, and I hope you all finish this academic year proud of the contribution you have made to our shared goals.

The end of the academic year occasionally brings changes in staffing and this year we say goodbye to Debbie Bunn as Principal of Fairfax and hello to Debbie Bunn as our new Trust Professional Learning Lead! We also say goodbye to Richard Cornell, Principal of Smith's Wood Academy. I would like to take this opportunity to thank both Debbie and Richard for their dedication and resilient leadership, in what has clearly been one of the hardest periods of time ever to lead a school.

I hope everyone manages to enjoy a break at some point over the summer and return refreshed to support our students in September.

MR SIMON JONES | CEO

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CONNECTING WITH BOURNVILLE

PRINCIPAL UPDATE

The Politics of Education

In the spirit of Civic leadership Bournville hosted a visit from the local MP Mr Steve McCabe. Mr McCabe spent two hours in the school celebrating the significant improvements here and visiting classrooms where he saw students engrossed in learning.

As we walked down the hill between primary and secondary we saw our year 10 AP students marching across the top court in perfect formation, an essential part of our boot camp to refocus our students to feel positive and successful before embarking on their GCSE courses.

Then Mr McCabe spent an hour with students discussing education and the reforms students would like to see. Masie was passionate in her argument championing the need for more funding for mental health services for schools, pointing out that success in exams could only happen if students were mentally able to learn.

In a week where our esteemed education minister has publicly admonished OCR for their attempts to increase diversity in our English GCSE curriculum,

Mesh argued passionately for just that, increased representation within our curriculum. As a multi-cultural school Bournville has made significant efforts to take every opportunity to celebrate diversity and ensure that the books we read and the topics we teach fairly represent the success of people from all cultures.

Finally, we discussed the EBACC a particular hobby horse of mine. I defend the rights of our young people to study a broad, balanced and ambitious curriculum and I also defend the rights of our students to be able to choose. It is as academically appropriate for a scientist to want to choose music and DT as it is for a linguist choose history and Spanish and it is absolutely appropriate for some of our students to follow a vocational pathway with a strong core.

As a result of his discussions with our students Mr McCabe tabled a parliamentary question, more on that next time....



CONNECTING WITH BOURNVILLE

YOUNG BIRMINGHAM POETS 2022: COMMONWEALTH GAMES EDITION

In English lessons at Bournville, we focus on students writing for real audiences because we believe that students are more likely to produce their best work when they are engaged and there is a purpose for their writing. We are also focused on improving students' literacy skills: one in six adults in the UK lives with poor literacy. This holds them back in every stage of their life. Lacking literacy skills undermines a person's well-being and stops them making a full contribution to the economic and cultural life of our nation. Therefore, we have a duty to ensure that all students leave Bournville with the skills to be a successful citizen in modern Britain.

This term, we have been selected to be part of a National Literacy Trust programme, focusing on improving the writing of disadvantaged students through poetry. Year 5, 6 and 7 are taking part in the programme which has a three-pillar model for writing:

- Create memorable experiences
- Work with a professional writer
- Write for a real audience and purpose



MEMORABLE EXPERIENCES

It is important that when teaching writing, there is a 'spark' or inspiration which motivates students to want to write. The EEF (2014; 2018) found that writing approaches which use a memorable experience as the inspiration for writing helped children who struggled with writing to make additional progress.

On Thursday 16th June, we took almost 150 students to see a performance of the musical 'Playboy of the West Indies' at the Birmingham Rep. Students thoroughly enjoyed the show – especially clapping along to the songs.



CONNECTING WITH BOURNVILLE

PUTTING THE STRATEGIES INTO ACTION:

On Friday 17th June, a member of the Education Team from The Rep came to Bournville to deliver workshops based on the show.

The workshops focused on using physical theatre to explore the vocabulary used in the songs from the musical. Students worked in groups and discussed how to perform the lines with their movements before adding the words to their performance. Students showed excellent creativity and team work skills in the sessions, and their confidence in performing increased throughout the session.

From the shadows came a sprite

Scarlet Ibis at sunset

Humming bird flutter on its wings

Swim faster than Tarzan, or any angel or demon

The breeze is ticklin' the sea



WORK WITH A PROFESSIONAL WRITER

Next week, students will have the opportunity to work with professional poet Jasmine Gardosi, a slam poetry champion. Jasmine's poetry uses audience participation, beatboxing and music to explore themes of identity, self-expression, LGBTQ+ issues and mental health. We are excited for students to begin writing their own poems under Jasmine's guidance.

Why poetry? Poetry is becoming more popular amongst young people. Its rise in popularity has been attributed in part to the ease with which it can be shared on social media and the success of 'InstaPoets'. Over the last nine years, The National Literacy Trust have consistently found that students on free school meals are more likely to engage with poetry in their free time than their more affluent peers. Their research for National Poetry Day found that nearly half of pupils (46.1%) engage with poetry in their free time. The main reasons pupils choose to write poetry are that it makes them feel creative, gives them a sense of agency and because it is an outlet for self-expression. For the full research report search 'A thing that makes me happy' on the National Literacy trust website.

WRITE FOR A REAL AUDIENCE AND PURPOSE

On Tuesday 5th July, students will have the opportunity to perform their poetry at the University of Birmingham at a Poetry Festival. In addition, all students will have their poems published in an anthology via Kindle Direct Publishing. We are looking forward to sharing students' poetry with you soon.

**MRS JO DOVEY | ASSOCIATE ASSISTANT PRINCIPAL
BOURNVILLE SCHOOL**

CONNECTING WITH ERDINGTON

PRINCIPAL UPDATE

While this year has been one that has presented some level of challenge in trying to securely plan a range of experiences that enrich student's lives and understanding, here at Erdington we have continued our improvement agenda whilst adapting along the way to address the challenges that may present at the 11th hour.

Some of our successes this year

Though the challenges of the year staff have managed to ensure students and parents understand the importance of good attendance. Our attendance continues to be one of the strongest in the city and amongst the best in the country. Thank you to all staff who have ensured this is part of the Erdington culture but particularly our fantastic attendance team.

Through our work with the Violence Reduction Team we became the first national pilot of the Home Office "Step Together" initiative. Through the year this has involved youth worker chaperones being in the community before and after school ensuring students feel safe.



Through the fantastic work of our careers team and whole staff approach to embedding careers and employability into all that we do; the academy successfully achieved Careers gold award in November

The Erasmus careers project trip to Turkey gave our students an opportunity to work with students from 6 other European countries gaining a good understanding into international workforce and employment. Along a similar theme we have also had the opportunity to be involved with a translation company called Word360, they are currently developing a toolkit for refugees to support transition into UK schools. Our students had the opportunity to share their insight and experiences to support the development of the package and really valued the opportunity to share and be involved. When speaking to students who participated they wanted to thank me for valuing their opinion and feeling that they had contributed to something really worthwhile.



CONNECTING WITH ERDINGTON

PRINCIPAL UPDATE

The year has ended with two recent notable successes at the end of June.

Matthew Brotherton was awarded the Dallaglio Rugby Works PE teacher of the year. This was due to Matt's continued dedication to ensuring students have an exposure to Rugby and sport that many of them have not until now experienced but many go on to continue to participate in, long after the sessions or their time at Erdington have ended.



We also had two teams of girls in the finals of the Amey Girls into Engineering Challenge, building on the knowledge and understanding from their KS3 Design Technology experiences, one of the teams went on to win, beating the school that had won the challenge for the past 2 years.

Above all of these individual and collective achievements, I believe one of the greatest successes this year has been the staff's commitment to students' growth and ensuring students have every opportunity to participate and succeed by keeping the academy functioning normally. Through the turbulence of the past few years giving students the security and stability that in an uncertain time the certainty of the Academy's routines, expectations and staffing have enabled many small and large success stories to happen. This has not always been easy, but through the staff's commitment and dedication to each other and the students we have found a way.

Next year we plan to continue our journey, with a focus on: Positive Classrooms, Positive Mindset.

To achieve this, we want to increase our participation rate in out of hours activities back to where it used to be, pre-pandemic, into the 90% range; along with continuing our work with Leading Parent Partnership to strengthen our parental engagement, in the past few weeks we have had parent and students cooking and pottery classes, more of these will be running next year continuing our commitment to Enriching Lives and Transforming Futures.

MR SIMON MALLETT | PRINCIPAL



CONNECTING WITH ERDINGTON

THE CHALLENGE CUP

The day started with 11 girls, ranging from 12-15 journeying to Amey's International design Hub at the Colmore building in Birmingham City Centre. When we initially arrived, the girls started to express and show their nervousness and anxieties. They seemed overwhelmed with the sheer elegance of their surroundings with the building's impressive architecture and the professional look of the offices. However, I reassured them that they deserved to be there because of their good aptitude they'd shown for learning Design and Technology over the year.

As we entered the board room, we were greeted by our opponents who made it clear to us that they have won the cup two years running. I was confident in the group's ability to win but only if they focused.

What does the Challenge Cup involve?

During the day the girls competed in activities that mimic a real-world engineering bridge project. The day follows:

- A briefing from a client regarding a bridge
- Short lecture on bridges, team roles
- Preparing a preliminary design presentation with costing, designs and modelling
- Developing their bridge model based on feedback given by the client.
- Final design and cost
- Delivering a final presentation

The eleven girls were placed in two groups. One of the groups had year 10 and 9 students and the other group had year 8 and 9 students.

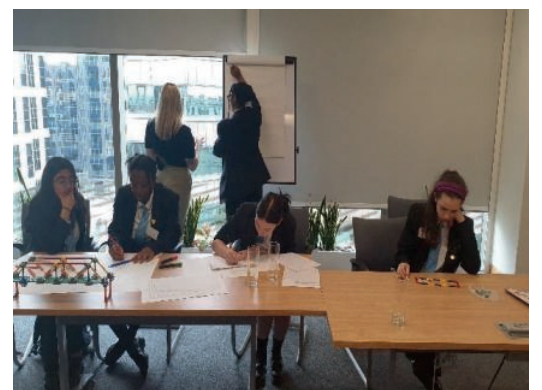
They had Civil Engineers, Structural Engineers, and Project Managers as mentors to guide them. Our girls were very professional throughout the day.

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Congratulations to our girls they were successful at the end of the day by winning the Amey's Women in Engineering Day Challenge Cup 2022. They even offered work experience to two of our Engineering Design students!

MR THOMPSON | SUBJECT LEADER: DT



“The girls were a credit to the school,”

Sara Bowler | Early Careers Lead for Amey Consulting

CONNECTING WITH ERDINGTON

LEADING PARENT PARTNERSHIP AWARD

How Erdington Academy is working towards the Leading Parent Partnership Award

An area we are always looking to improve is our parental engagement and communication.

In September 2021 myself and a colleague spent an afternoon with a consultant from OPTIMUS Education to explore strategies for the year ahead to improve parental engagement at Erdington Academy. We worked our way through an extensive action plan which has nine objectives and key performance indicators. We identified what is currently taking place at Erdington Academy in supporting parents and carers and generated actions and evidence that needed collecting to achieve the LPPA award. One of the key strands in the whole school development plan for 2021/2022 is to improve parental engagement.

To further increase and engage parents at Erdington Academy we have considered a range of strategies to support our parents so they have the opportunity to have their say on what they would like to see at school.

Each half term I have held focus group meetings with staff, parents, carers and governors to share ideas, give feedback, evaluate what has been achieved on the action plan and set out our next steps. Over time, more and more parents have attended the meetings. One of the assessment objectives is to engage parents with their child's learning and provide opportunities for their own learning. At parent evenings we have taken the initiative to invite external providers to come in and present workshops and drop-in sessions; supporting your child's mental health (KOOOTH), Urban Devotion have led sessions on safe use of social media and how to enjoy parenting during the teenage years and the Children's Trust have spoken to parents about criminal exploitation and gangs. We have also had representatives from BMET and the careers advisor to support students with their next steps. We

also held a support workshop for parents on how to use Show my Homework and the MyEd app which was attended by our EAL parents.

Following parent feedback at a recent Parent Forum meeting with Mr. Mallett, each member of SLT takes turns writing a letter to parents on a weekly basis setting out what is happening in school linked to their roles. I also produce a half termly issue of 'In the Know' newsletter which informs parents of key dates in the calendar and updates on the LPPA.

One of the most successful strategies has been adopted by the SEND department. They have hosted several coffee mornings events for parents of SEND students where they have met a nurse or specialists to give them advice on their child's needs, option choices information and careers advice as well as Urban Devotion delivering parenting workshops. After each event we have collected parental feedback to evidence in the action plan.

One of our strengths is community and cultural engagement. In October we held a Black History month celebration evening event, an evening of music, quizzes, art and cooking. It was extremely well attended by parents, students and staff. Unfortunately, our Culture Fest performance in December had to be recorded online this year due to Covid, but we have a summer performance which our Drama and Music departments are busy rehearsing for. Finally, we have the end of year presentation evening to look forward to in July when students and parents will celebrate their achievements.

This is just a flavour of what we are doing at Erdington Academy to address parental engagement. If you would like to find out any more about the award, then visit the link below or contact me directly. <https://www.awardplace.co.uk/award/lppa>

**MRS JO THOM | ASSOCIATE ASSISTANT PRINCIPAL,
DESIGN AND PERFORMANCE**



CONNECTING WITH FAIRFAX

PRINCIPAL UPDATE

It is incredibly strange, after 8 years in post, to be writing this final FMAT Connect article in my role as Principal of Fairfax Academy.

I became Head of Academy almost accidentally back in 2014, as we became a Multi-Academy Trust and the existing Head moved in to the role of CEO. My 'Acting' Headship began just 2 terms after I had become Deputy Head, when I was 35 years old. It seems young and inexperienced now I think of it, but it did not particularly bother me at the time!

During my time leading the Academy, the Trust has gone through many changes, and I am really delighted to be taking on a central role at this time when the Trust is progressing so rapidly. I will be excited to contribute to the strong central team already in place.

My time as Principal/Head of Academy at Fairfax has allowed me to lead a team of excellent staff. People have asked me 'why not a second headship?' but I genuinely would not be Head of another team. I will miss the staff at Fairfax greatly, and whilst I remain in the organisation, I want to thank my team for their unwavering support throughout my 8 years of headship. They are what makes Fairfax 'Fairfax' and I will miss being one of them!

Without a doubt, the biggest privilege of being a Headteacher is seeing your children achieve, be it in academics, sports, Performing Arts or some other avenue.

Enjoying Performing Arts at Fairfax has been a real advantage of my role. I have sat in seat 'A10' for many performances and events, and look forward to sitting there one last time in July for our school musical Beauty and The Beast (thank you Mr Sheppard for choosing my favourite musical to send me off with!).

Fairfax is steeped in history; so many locals have been involved in the school and I have enjoyed spending time with our special guests over the years, not least Neil Philpott and Kath Philpott, relations to the founding Headteacher, Gordon Philpott.

As I begin to empty my office, I am certain I will find some memorabilia for the Fairfax archives.

As I hand over my reigns, and wish all the best to the next Principal of Fairfax, Sean Castle, I look forward to working with colleagues from all our schools in the Autumn Term.

I wish you all a restful summer break when it arrives.

#sinceritaslaboris #wearefairfax

MRS DEBORAH BUNN | PRINCIPAL



CONNECTING WITH FAIRFAX

THE SECRET SCHOOL GARDEN RESTROATION PROJECT

A vibrant team of 15 Fairfax students under the guidance of Mr McCall and team, have been busy working hard to rejuvenate the lost gardens of Fairfax School for the past two terms.

The gardening club offers a warm inclusive environment which allows students to have fun, meet new people whilst gaining invaluable gardening knowledge and developing useful gardening skills.

The team's aims are to restore the school's Nature Reserve (located behind the netball court) to its former glory. Our vision is to create an eco-friendly space with a fruit and vegetable patch, a pond full of wildlife, to grow an array of colourful seasonal flowers and for the team to have a fun space to chill.

This Summer Term, the highly motivated club members, ranging from Year 7 to Year 10 students meet every Tuesday and Thursday to work on several innovative projects.

So far, we have cleared a section of the overgrown grounds to create a spectacular inclusive circular flowerbed. Each quarter of the circle will be represented by each of our four Houses (Coventry, Kenilworth, Stratford, and Warwick) with matching plants and flowers linked to each house.

Thank you to parents and staff who have donated plants and equipment to the club so far, we appreciate your support, and we welcome all donations of plants tools, and equipment.

If you would like to join the happy gardening crew, then join us on Tuesday and Thursday after school. We usually meet in Room A22 first.



“

“It's a fun way to meet new people and make friends”.

Year 10

“It develops teamwork skills”.

Year 9

Comments expressed by club members about their experiences

“Great for relaxing”.

Year 9

“It's more fun than you think!”.

Year 7

”



CONNECTING WITH SMITH'S WOOD

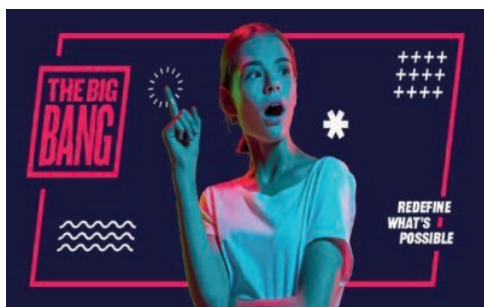
PRINCIPAL UPDATE

The summer term has been incredibly busy at Smith's Wood Academy and we continue to focus on ensuring that our students have the very best opportunities outside the classroom as well as in it.

YEAR 7

Year 7 at the Big Bang fair

Over 50 year 7 and 8 students visited The Big Bang Fair at the NEC. The Big Bang Fair 2022 was packed full of exciting, interactive activities and was designed specifically with 11 to 14-year olds in mind, to provide the best careers inspiration, advice and opportunities to meet with real scientists and engineers. The students were impeccably behaved and thoroughly enjoyed talking to inventors and experimenters, future game-changers to help shape their future careers.



YEAR 8

Year 8 at Birmingham University

As part of our year 8 careers programme, over 60 year 8 students visited both Birmingham University and University College Birmingham. The students were able to listen to undergraduates, post graduates and Professors to help them understand how going to University can help with future careers. The students competed in a quiz alongside 4 other schools and we are proud to say that we had a 1st place winner (Tom Ward) and a 3rd place winner (Doire Ndoeye). Well done!



UNIVERSITY OF
BIRMINGHAM



BIRMINGHAM CITY
University

YEAR 9

Year 9 at PricewaterhouseCoopers

Students visited the very impressive PWC offices in Birmingham City Centre. They had the chance to tour the building and see how a corporate business is run. Students had to work in groups to design ways to make their school more sustainable, to help them set up a new vending machine & support setting up a new secure IT system. Members of the PwC consulting, finance and tech worked with our students on these assignments throughout the day.



Feedback from PWC

Thank you so much to your staff and students for joining us this week on the New World, New Skills schools programme! I have had so much feedback from our volunteers about the enthusiasm, curiosity and above all politeness from your students. This is the first ever programme where we have invited students below year 10 to our offices, and we're so glad we did!

CONNECTING WITH SMITH'S WOOD

CLIMATE AWARENESS WEEK AT SMITH'S WOOD ACADEMY

YEAR 10

Year 10 at Oxford University

As part of our raising aspirations programme for year 10, 20 students visited Keble College, Oxford to experience life at one of the world's top Universities. The students attended lectures, dined in the Great Hall and fully immersed themselves in University life! As usual they were a credit to themselves and the Academy.



Year 10 at Aston University

40 students from year 10 attended an Aim Higher supported event at Aston University looking at how business related degrees can support career pathways. The students had an interactive tour, attended specialist seminars and worked alongside other schools in a quiz based session. The students left enthused and enthralled by life at University!



Year 10 at Aston Villa Football Club

Also, as part of our raising aspirations programme for year 10, 40 students spent the day at Villa Park. The Directors of Aston Villa outlined the jobs and careers opportunities available across the. In addition to this, there was an interactive session with the Villa Vision team, a STEM interactive session and Sports Therapist talk.



SUPPORTING YOUNG PEOPLE AND PREVENTING EXPLOITATION

Waheed Saleem the West Midlands Deputy Police and Crime Commissioner, is working with the Academy to develop an educational package which highlights the dangers of becoming a money mule for organised criminals.

A money mule is a person who transfers money (that has been acquired illegally) on behalf of criminals. This money may have come from the sale of drugs, people trafficking, fraud or other serious crime.

In recent years criminals have started to target the younger population in pursuit of money mules. They advertise 'quick cash schemes' via social media.

Many young people who get involved in this are unaware that they are money laundering which has serious consequences.

Deputy Police and Crime Commissioner, Waheed Saleem said: "Vulnerable young people particularly at risk of being targeted by organised criminals and becoming involved in this illegal activity.

"This educational package will provide young people with the information they need so they are aware of this activity and the serious consequences it can have on the rest of their lives."

Representatives from West Midlands presented to every single student in the Academy in July on the dangers of becoming a money mule and I am delighted with the feedback we received from students and I hope the impact of the visits will benefit our students for many years.

CONNECTING WITH SMITH'S WOOD

CLIMATE AWARENESS WEEK AT SMITH'S WOOD ACADEMY

YEAR 11

Year 11 graduation

The Academy held its annual year 11 graduation ceremony on Thursday 30th June. Over 140 year 11 students achieved the necessary attendance and rewards to qualify for graduation and we were delighted to welcome over 300 parents and carers into the Academy to help the students celebrate. The evening was brilliantly organised as usual and hosted by Mr Giles superbly! The students looked superb in their graduation gowns and caps and received a host of well-deserved rewards. The event culminated in a delicious barbeque laid on by Aspens our catering supplier.



SOCIAL MEDIA

In order to improve our communication links and promote our Academies and the Trust as a whole, we would like to encourage all of our employees, Directors, Associates and parents to follow our social media sites. Links to social media can be found on our websites.

BOURNVILLE
SCHOOL

BOURNVILLE
SCHOOL Primary

ERDINGTON
ACADEMY

FAIRFAX
MULTI-ACADEMY TRUST

FAIRFAX
SINCERITAS LABORIS

SMITH'S WOOD
ACADEMY

www.bournvilleschool.org

www.bournvilleprimaryprovision.org

www.erdingtonacademy.bham.sch.uk

www.fmat.co.uk

www.fairfax.bham.sch.uk

www.smithswood.co.uk

CONNECTING WITH PROFESSIONAL LEARNING

WHAT MAKES EFFECTIVE CPD?

In my last Connect article on Professional Learning, I touched on the EEFs research into what makes effective CPD. Our new FMAT Career Stage Professional Learning Programme will be launched in the new academic year, and the Professional Learning Strategic Development Group are keen to ensure that we embed this research to make sure our CPD programme has the best impact possible.

The EEF research focusses on mechanisms as the core building blocks of professional learning. These mechanisms are:

- **A** Build knowledge
- **B** Motivate staff
- **C** Develop teaching techniques
- **D** Embed practice

The more mechanisms the CPD includes and effectively implements, the more likely the training is to be successful, and the longer it is likely to impact.

The first mechanism, build knowledge focusses on the idea that cognitive load must be managed by removing less relevant content, varying the presentation style and dual coding (for example using visual and verbal instruction). Also, that prior learning should be revisited regularly.

The second mechanism motivate teachers focusses on how to ensure engagement throughout staff CPD by:

1. Setting and agreeing goals eg setting goals on how you will use the session's learning at the end of a session.
2. Presenting information from credible sources
3. Providing affirmation and reinforcement after progress

Mechanism 3, develop teaching techniques, refers to providing participants with clear, guided instruction, as well as modelling techniques and strategies. Alongside this, arranging practical support for colleagues within their home school such as conference calls, coaching or peer support will allow for prompt practise of the skills and techniques. Regular feedback forms part of this mechanism also.

The final mechanism from the research, embed practice, focusses on ensuring that the learning is promptly put into practice and that the training is not forgotten. Suggestions for this element of training will include reminder emails and phone calls, prompt action planning and encouraging regular reviews and self-reflection.

As we develop our Trust-wide professional learning offer, we will be working to ensure the mechanisms are an integral part of our programme to ensure that FMAT training has the highest possible impact for our staff.

MRS DEBORAH BUNN



CONNECTING WITH BUSINESS SUPPORT

FINANCE

Pauline Quirk steals the show!

Fairfax host one of the two hundred Pauline Quirk Academy's on Saturdays. The Academy at Fairfax has grown from strength to strength since lockdown. Students spend three hours rotating through hour-long sessions in Comedy & Drama, Musical Theatre and Film & Television.

On Saturday 11th June Pauline Quirk visited Fairfax Academy to meet the young people who take part in her performing arts academy, everyone involved had an amazing day. Pauline spent the day talking to the young people, taking part in the sessions and finding time for a photo or two.

Pauline Quirk first opened PQA in 2007 wanting to provide performing arts tuition that was enjoyable, fun and would build children's confidence. More importantly, she wanted to help young people to pursue their life's dreams, whatever those dreams may be, using drama to help children realise their potential and blossom into confident young people.

Pauline is most famous for her role as Sharon Theodopolopodous in 'Birds of a Feather' running 127 episodes from 1986 to 2016. Pauline has won the Royal Television Society's Award for 'Best Comedy Newcomer', the coveted Fipa D'Or Biarritz Award at the Cannes Television Awards and a BAFTA nomination.

PQA will be running a summer school at Fairfax Academy for 7-18-year-olds from 8th -11th August. For more information contact elisa.millward@pqacademy.com

TRACEY STEVENS

INCOME AND GRANT GENERATION OFFICER

Trust Accountant Secondment

I am pleased to announce that I will be seconded into the role of Trust Accountant for an interim period from September, while Safina, our current Trust Accountant goes on maternity leave. I really appreciate this opportunity to progress and enhance my skills and knowledge within accounting and am ready for the challenges of the new academic year. I have been with the Trust for two years and I hope to continue with the good work we have put in place. Finally, we would like to wish Safina all the best and hope she has a restful break.



CONNECTING WITH BUSINESS SUPPORT

DATA

Modern, cloud-based systems which allow and which encourages collaboration across an organisation as well as supporting and enabling an ongoing commitment to reducing unnecessary workload is a must and also an area we continue to develop in all aspects of our work.

With our SIMS contract coming to an end and legislative changes meaning we would need to commit to a minimum of another three years the Academy Principals, Director of Education and the wider school improvement team set about scanning the horizon and reviewing the increased range of products on the market in order to ascertain if a new management information system (MIS) would be in the best interests of the academies, their staff teams and ultimately the children.

Providers for the system were reviewed through the government framework, with Bromcom being awarded the contract. Bromcom is a cloud-based system currently used by leading MATs and academies across the country, including the Harris Federation, ARK Academies, Arthur Terry Learning Partnership and Tudor Grange Academies to name a few.

As shared with colleagues via Academy Principals in the past few weeks we are now in the process of moving our current MIS from SIMs to Bromcom. Initial training has begun and training for all staff will occur across the new academic year starting on

the second INSET day in September. Training will be rolled out in a staged way so that colleagues are not bombarded with new learning until it is required. Migration will take place over the summer holidays so there will be no loss in service for colleagues between now and September.

We are excited to work with Bromcom as it gives us a real opportunity to embed some new features and more streamlined ways of working throughout the academic year, whether this is live reporting on attendance and behaviour data, automating processes, or providing better access to data to inform teacher and learning all within a more intuitive, easier to navigate and more modern feeling system.

As with the introduction of any new system, there may be some bumps as we progress, but we know our staff are supportive and understand the benefit of using newer technology to help deliver an outstanding quality of education. We will be seeking the views of colleagues during the course of the roll out so please keep an eye out for your opportunity to contribute to this discussion.

ROB FITZGERALD

INFORMATION AND SYSTEMS MANAGER AND DATA PROTECTION OFFICER



CONNECTING WITH STAFF REWARDS

PERKBOX - THE STAFF REWARDS PROGRAMME

As an employee of Fairfax Multi-Academy Trust, we offer you a staff rewards system called Perkbox.

Perkbox features discounts on goods and services, monthly free prize draws, wellbeing services, and either a free cup of coffee from Cafe Nero, or a free sausage roll from Greggs each month!

Perkbox is an on line platform, accessible [here](#), but you can download the app if you have a smart phone. If you do not have an account yet, just click the below.

Perkbox offers instant savings, such as 10% off Apple products, 6% off Argos, 8% off ASOS, and that's just the A's.

You can buy digital vouchers to spend in supermarkets, such as Asda, Tesco, Marks & Spencer, and the digital vouchers are great for big ticket purchases, such as 7.5% off PC World.

Finally, you can also link your credit/debit card to get instant savings in some restaurants.



I want to sign up to Perkbox!

Just click [here](#) to complete a form, to request an account



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DEDICATION.
AMBITION.
INTEGRITY.
TRADITION.