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# LLT News

Spring 2026 ISSUE 6



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ENGAGE, ENABLE, EMPOWER



# CEO Message

Dear everyone,

What an amazing newsletter, full of ‘wow’ factor and great activities. Our Trust motto of “Engage, Enable, Empower” has truly shone through in all that we do. The term has clearly been filled with exciting events and accomplishments that have brought our communities closer together and enriched the lives of all of our youngsters. Together we are working hard to build a brighter future for all of our pupils and their families. Thank you.

I would like to particularly thank you for all the work on attendance. We know that if children are not attending school daily then they are not learning, lack continuity and can become disengaged. Thank you to everyone for creating the sense of belonging that makes every child matter so much they want to be in school learning and having fun.

As we look forward to the summer term there is much to be excited about. I look to you to continue to challenge and inspire our youngsters, to model the role of responsible citizen and, most importantly, to ensure our youngsters remain happy, proud and successful.

With very heartfelt thanks for every “extra mile”, I wish you a happy holiday and lots of Easter eggs. Enjoy!



*A Stahler*

Ann Stahler  
CEO, LLT





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# LLT Inset Day - Communication and Collaboration

Colleagues from across Lydiate Learning Trust came together for the 2026 Secondary INSET Day, focused on a shared priority: Communication and Collaboration.

The programme was designed to support practical, high-impact professional development. Sessions explored effective communication, embedding formative assessment, National Association for Special Educational Needs Autism CPDL, neurodiversity in the workplace, and time management, with a clear emphasis on strategies that translate directly into classroom practice and day-to-day working relationships.

Subject teachers from Childwall Sports and Science Academy and Deyes High School discussed curriculum development and shared best practice, strengthening alignment across departments and ensuring greater consistency in teaching and learning across the Trust.

The keynote was delivered by Nicky Perfect, former hostage negotiator, who explored communication in high-pressure environments. Drawing on real-world experience, she demonstrated the value of clarity, active listening, emotional intelligence, and disciplined decision-making, showing how these skills strengthen leadership, teamwork, and teaching.

Nicky explained: "Negotiation is about listening as much as speaking. When we communicate with clarity and empathy, we build trust, resolve challenges effectively, and create stronger teams - whether in a crisis or the classroom."

Ann Stahler, CEO of Lydiate Learning Trust, said: "Today's focus is clear: engage, learn, and grow as one team. We are stronger when we listen and smarter when we share. Effective communication starts with understanding that we each see the world differently, and using that insight to connect better with one another."





Staff feedback on the event was positive.

Mr. Rietdyk said “The negotiation session brought communication and collaboration to life. It was engaging and packed with strategies we can apply immediately in our teams and classrooms.”

Mrs. Roberts reflected “The emphasis on neurodiversity and time management was useful. It aligned teams across schools and gave us a shared language for improvement.”

The Secondary INSET Day reinforced LLT’s commitment to purposeful professional learning, clear communication and consistent practice across the Trust.

Primary INSET Day will take place on Monday 13th April at Vortex House.





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# LLT Partners with Steven Gerrard Academy

The partnership offers young athletes a new integrated pathway, allowing them to combine elite football training with A-Level study.

From September 2026, Steven Gerrard Academy (SGA) students will be able to study A-Levels at Childwall Sports and Science Academy and Deyes High School Sixth Forms alongside their athletic programmes. The programme creates a dedicated pathway combining post-16 academic excellence with elite football development.

Ann Stahler, Chief Executive Officer, Lydiate Learning Trust, said: "This partnership gives talented young athletes the chance to reach their full potential on and off the pitch. By combining rigorous A-Level study with elite football training, we are opening doors and providing students with real choices for their futures."

Mrs. Beaney, Head of School, Deyes High School, commented: "SGA will enrich our academic community while pursuing their sporting ambitions, creating a vibrant environment where all students can learn from one another."

Dr. Thomas, Head of School, Childwall Sports and Science Academy, added: "This partnership reflects the strength of teaching and learning. We look forward to the new perspectives and opportunities SGA students will bring to Childwall Sixth Form."

David MacDiarmid, Managing Director, Steven Gerrard Academy, said: "Partnering with LLT gives our students access to outstanding academic provision while they continue their football development."





# Strengthening Culture and Outcomes Across LLT

In autumn, Lydiate Learning Trust launched the TEP (The Engagement Platform) Satisfaction Survey across our schools to gather termly feedback from pupils, staff and stakeholders. The research-backed survey provides clear insight into engagement, wellbeing and satisfaction, helping leaders understand what is working and where action is needed.

Each term, students and staff complete the survey, offering a snapshot of engagement and school culture. While three survey cycles are required before clear trends emerge, the data is already informing leadership decisions and targeted improvement.

The survey-analysis-action cycle is strengthening understanding of school climate, sharpening priorities and supporting a culture of reflection and continuous improvement across the Trust.

Ann Stahler, Chief Executive Officer, LLT, said: “TEP gives us a clear, evidence-based view of staff experience across the Trust. We will use this insight to make targeted changes that strengthen culture and improve conditions for staff and learners. Our approach is simple: share the findings, act on them, and track progress.”

Knotty Ash Primary School has demonstrated the impact of structured engagement, ranking in the top 10% nationally for employee agency and workload. This shows how disciplined use of survey insight drives real improvement.

As further survey cycles are completed this year, LLT will build a clearer picture of progress. The focus remains clear: use robust engagement data to inform strategy, strengthen leadership and build strong school cultures across the Trust.

“By listening, analysing, and acting on survey feedback, we’re creating a culture where both teachers and students thrive.” Ann Stahler, Chief Executive Officer





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# Inspirational Teachers Recognised at LLT Schools

Teachers at Childwall Sports & Science Academy and Deyes High School have achieved SSAT Lead Practitioner Accreditation, recognising their leadership in teaching and learning.

Accredited teachers Mr Jones, Mr Mercer, Mrs Matthews and Mr Martin are all highly experienced practitioners who submitted robust evidence of existing practice, demonstrating how their work has already strengthened classroom practice and school-wide improvement.

Alan McKeegan, Director of Secondary Education at LLT, said: "This accreditation reflects the depth of expertise across our schools. These teachers are already leading improvement. By supporting colleagues and sharing best practice, they are raising the standard of teaching and learning across LLT."

The accreditation also formalises the leadership role these teachers now play across our schools. They are currently delivering training and support for new participants on the SSAT Lead Practitioner programme.

Mr Jones recently led a session on how to use IRIS to record lessons, helping colleagues identify their own goals, and take increasing control of their own learning. This is part of LP Standard 8, which requires practitioners to create a sustainable coaching model.





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Mr Jones, Maths Lead Practitioner and teacher at Childwall Sports & Science Academy reflected: "It's been a privilege to engage with national networks, exploring and applying research in different settings, both within and outside of the trust. The accreditation process has allowed me to become a more outward facing practitioner and contribute to the improvement of teaching and learning across the trust."



Mrs Matthews, Science Lead Practitioner and teacher at Deyes High School added: "Being recognised as a Lead Practitioner reinforces the value of collaboration and shared expertise, particularly through supporting colleagues to develop their practice."



LLT is proud to celebrate these teachers, whose commitment to excellence is strengthening teaching across the Trust and improving outcomes for students.

For more information about SSAT, scan the QR code below:



# Deyes Achieves Music Mark Recognition



Deyes High School has been awarded the prestigious Music Mark in recognition of its dedication to delivering high-quality music education and the consistent improvement of its music programme. The award celebrates schools that demonstrate commitment, innovation, and impact in music learning.

Mrs. Byrne, Head of Performing Arts, said: "This recognition reflects the hard work and passion of our students and staff. Music at Deyes is about creativity, collaboration, and confidence. We're proud to see our programme thriving and making a real difference in students' lives."

A Year 10 student said: "I really enjoy the music programme because it allows me to express myself and try new things."

A Year 9 student added: "Music lessons have taught me so much more than just playing an instrument. I've gained confidence, teamwork skills, and a real sense of achievement every time we perform."

Pupils can study GCSE Music at Key Stage 4 and BTEC Level 3 Music Performance at 6<sup>th</sup> form. Extra-curricular opportunities include one-to-one tuition, ensembles, choir, and rehearsal space. Performances range from concerts and community events

This recognition reinforces the school's commitment to nurturing creativity in the arts.



# Young Detectives in Action at Deyes

As part of British Science Week, Year 6 pupils from Summerhill Primary School visited Deyes High School to take part in an exciting forensic science investigation.

Using microscopes, luminol, chromatography, and fingerprint analysis, the pupils examined evidence, compared results, and worked together to identify the suspect. The activity encouraged teamwork, curiosity, and problem-solving - and by the end of the session, the young detectives had successfully cracked the case.

“It was amazing using the microscopes to see all the details up close!” said a Summerhill pupil. Another added, “I loved working with my friends to figure out who did it. It felt like a real investigation!”

Mrs Hesketh, Head of Science at Deyes High School, said, “We love hosting primary pupils for hands-on activities like this. It’s a great way to spark curiosity and show how science can be applied in fun and practical ways.”

Mr Patten, Head of Year 7, added, “Working with local primary schools helps our students build confidence and get a taste of secondary school life. Activities like these support a smooth transition and inspire learning across the sciences.”





# LLT Launches iTrent HR Platform

In February, Lydiate Learning Trust successfully launched iTrent, strengthening the systems that underpin our schools.

The rollout was delivered on time and with minimal disruption, reflecting rigorous planning and strong collaboration between school and central teams. Early impact is clear: streamlined processes, faster approvals and improved access to accurate workforce data.

As part of a wider digital strategy, iTrent enhances the way we support staff so they can focus on what matters most - delivering excellent education. Efficient, secure systems reduce administrative burden, improve workforce insight and enable better-informed decision-making at every level.

Ann Stahler, Chief Executive Officer, Lydiate Learning Trust, said: "Strong schools are built on strong systems. The successful launch ensures our infrastructure matches our ambition. By investing in platforms that drive efficiency and clarity, we create the conditions for staff to excel and students to thrive."

Jane Davies, Director of People and Culture, added: "iTrent transforms everyday processes for our teams. By centralising information and simplifying routine tasks, it empowers colleagues to manage their work more effectively and focus on supporting students' learning and wellbeing."

Well done to all colleagues whose dedication over the past year has made this successful rollout possible.





# Investing in Our People: SEND & Safeguarding CPDL

At Lydiate Learning Trust, we recognise the rapidly evolving landscape around Inclusion, Special Educational Needs and Disabilities (SEND) and Safeguarding.

Our SEND CPDL programme builds expertise across three sessions.

The first session introduces the SEND Code of Practice and the four main areas of need, giving colleagues the foundation to accurately identify and support pupils.

The second focuses on the key legislation and statutory guidance that every SENCo needs to know - exploring what this looks like in practice for both pupils and professionals.

In the final session, participants use the EEF's Plotting Overlapping Needs framework alongside school data to identify trends across areas of need.

Participants then apply Adaptive Teaching strategies to raise outcomes for pupils with SEND, leaving with practical classroom-ready approaches.

Mr. England, Head of School at Knotty Ash Primary School said: "Working in partnership with Katey Breen and other LLT schools ensures our practice adapts to the evolving needs of our children. These sessions keep us informed on SEND developments and support effective action planning, maintaining a high-quality, responsive model aligned with best practice."

Katey Breen, Inclusion and Safeguarding Lead, at Lydiate Learning Trust, said: "This programme gives our teams the time, space, and expert support to truly develop their practice, so that every child with SEND across our Trust can experience high standards and feel genuinely included."



# Shaping Futures: Careers in Focus

Across Childwall Sports & Science Academy and Deyes High School, careers education is focused on one outcome: helping young people make confident, well-informed decisions about their future. The Trust's approach aligns with national expectations for high-quality careers guidance, while remaining practical, accessible and outcomes-focused for students, families and partners. Real experiences, employer engagement and clearly defined pathways underpin every programme.

This year has seen significant momentum. Deyes High School hosted its annual Careers Festival, connecting all students with various employers, training providers and education partners. Both schools delivered Year 9 Explore Your Futures networking events earlier this year, supporting GCSE option choices with timely, first-hand insight.

## Careers @ Childwall

At Childwall, careers education runs through academic and personal development. Students identify strengths, explore pathways and build confidence to make informed decisions about sixth form, college, apprenticeships or employment. Dr Thomas, Head of School said: "Careers education at Childwall is about clarity and confidence. We want every student to understand their options and feel empowered to aim high." Mrs Koermer, Careers Lead, adds: "Regular employer engagement and school-based events help students connect their interests and strengths to real-world opportunities."

Year 9 student Emily said: "The Futures event helped me decide my GCSE choices and learn more about careers including apprenticeships." Hannah Thomas, Innovate Lead at Innovate UK said: "The Childwall careers event showed how powerful direct engagement can be. Students quickly moved from guessing roles to understanding pathways, broadening their view of what's possible and building confidence in their future."





DEYES HIGH  
SCHOOL



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## Careers @ Deyes

Deyes High School takes a consistent, ambitious approach. Careers education is fully integrated into academic and pastoral provision, giving students multiple opportunities to explore academic, vocational and technical pathways and to connect with employers. All Year 10 and 12 students complete structured work experience placements and gain first-hand insight into the workplace.

Mrs. Beaney, Head of School, explained: “We are creating a culture where aspiration is normal and pathways are visible.” Ms. Dainton-King, Careers Lead, added: “Everything we do is purposeful. Students understand how today’s choices link to future options.”

Year 9 student Elisa said: “The ‘Meet the Professionals’ event was really inspiring. I learnt how they started their careers and it gave me a good understanding of different sectors and pathways.” Former Deyes student and Finance Apprentice at Mersey Care NHS Foundation Trust, Harry McKernan, said: “The careers team helped me secure my role and I’m proud to return as an employer volunteer to inspire the next generation.”

Racheal Baker, MD, JJ Smith & Co commented: “The Deyes work experience students are enthusiastic and motivated, and it’s a pleasure to give them an insight into the different careers within our business.” Year 10 student Ollie added: “I really enjoyed getting hands-on experience with robotics and seeing how machines are repaired. It gave me a much better idea of what a career in engineering could look like.”

Ann Stahler, CEO, Lydiate Learning Trust, explained: “Our careers teams give students clear guidance, build confidence in planning their next steps, and connect them with real-world opportunities. Parents and partners see the measurable impact of their work, supporting our mission of preparing young people for success.”





# Childwall Recognised For Inclusive Attendance

Childwall Sports & Science Academy has achieved the Inclusive Attendance Bronze Standard, recognising a clear, student-centred approach that is inclusive by design and delivered consistently.

The award reflects a whole-school strategy shaped around students' experiences. Barriers to attendance have been addressed through aligned provision, strong relationships, and a culture balancing high expectations with care.

External assessor Andy Mitchell praised the school's work: "The quality of relationships is exemplary – warm, kind and, most importantly, authentic."

Head of School Dr Thomas said: "The award recognises the collective commitment of our staff in putting students first. We're proud of the progress we have made and focused on building even stronger outcomes for our young people."

Student Nadi said: "I come to school because I feel supported and part of the community."

Nathan added: "I attend every day because it helps me stay on track with my learning."

Alan McKeegan, Executive Director of Education, Secondary at LLT, added: "This recognition reflects Childwall's inclusive culture and professional staff, showing how valuing students boosts attendance and sets a benchmark across the Trust."





# Childwall Students Help Shape The Future Of Anthony Walker's Legacy

Childwall Sports & Science Academy students are playing a historic role in redesigning one of Liverpool's most significant cultural spaces. In February, on what would have been Anthony Walker's 39th birthday, the International Slavery Museum launched a co-design project. Students from four Liverpool schools will work with museum staff and architects Feilden Clegg Bradley Studios to shape the new Anthony Walker Education Centre, set to open with the reimagined museum in 2029.

The school's involvement reflects a relationship built over time. Through the Tackling Racism in Schools programme, Childwall's Anti-Racism Working Group and Year 8 student ambassadors have run campaigns and workshops addressing discrimination within the school community.

Their commitment earned a Silver Award from the Anthony Walker Foundation last year, with Gold now in sight.

For Childwall students, the project extends beyond the classroom. Their voices will be physically embedded in a space thousands of future visitors will experience - a room shaped by the young people it is designed to serve. One Year 8 student said: "It feels good to be involved and know our ideas matter."

Head of School Dr. Thomas said: "The Tackling Racism in Schools programme has had a profound impact on our community. We are proud of what our students have achieved, and their ideas will help create a space that educates and inspires for years to come."



# Shaping Teacher Training Across the UK



Leaders from AMP SCITT are contributing to three national projects aimed at improving teacher training.

Alison Brady, Head of AMP SCITT, joined a **SEND Co-Creation** group led by National Association of School-Based Teacher Trainers (NASBTT). Since February, Alison and 14 colleagues have interviewed teachers, mentors, parents, and SEND experts to co-create a sector-wide content map for SEND within Initial Teacher Training programmes. The resource will support providers, enhance trainee experience, and ultimately improve outcomes for children and young people. The group's work will influence national training, shape practice, and inform NASBTT-commissioned resources from Summer 2026.

Alison reflected: "It has been a privilege to be part of this work. The insights gained will inform how AMP SCITT and Lydiate Learning Trust support all teachers to create inclusive classrooms and help all learners thrive. Following the publication of the SEND White Paper recently, this is a hot topic for CPD."

The second project focuses on increasing teacher workforce diversity and is supported by **Mission44**, a charity founded by Lewis Hamilton, and the Chartered College of Teaching. Gill Parkinson is working with sector colleagues to ensure the teaching profession better reflects the diversity of pupils across Liverpool and Manchester.

Finally, Alison participates in the **Initial Teacher Education and Training (ITET) Innovation Network**, coordinated by UCL's Centre for Teachers and Teaching Research and NASBTT. The network brings together stakeholders in teacher education to exchange research and expertise, tackle systemic challenges in recruitment and retention, and maintain dialogue with policymakers to advance initial teacher preparation.

Through these projects, AMP SCITT is shaping teacher development nationally while strengthening support for schools and trainees across the region.

# Karlaya's Path to Teaching

Karlaya Owolabi's career journey demonstrates how professional experience outside education can translate into meaningful classroom impact. After seven years in estate agency, Karlaya discovered her passion for teaching while volunteering as a Teaching Assistant. Working with a pupil from Syria who was teaching his peers English, she realised the profound influence teachers have on young lives, prompting her to pursue qualified teacher status.

Choosing AMP SCITT for her training, Karlaya embraced a model that combines school-based experience with structured professional development. From her first day, she was immersed in classrooms while supported by experienced mentors, a balance that allowed her to build practical skills confidently alongside reflective learning. The welcoming, thorough interview and induction process helped her navigate the transition from another career into teaching.

Her first placement at Holy Family Catholic Primary School offered exposure to a richly diverse school community. Here, Karlaya developed expertise in supporting English as an Additional Language learners and fostering strong relationships with pupils and families. These experiences now inform her wider professional focus and ongoing research, demonstrating how school-based training equips trainees with skills that extend beyond individual classrooms.

Karlaya also contributes to AMP SCITT's diversity and inclusion initiatives, sharing her perspective as a career changer to inspire others considering teaching.



Her journey highlights the effectiveness of pathways that combine practical experience, professional guidance, and personal motivation.

By supporting individuals like Karlaya, AMP SCITT continues to strengthen local schools with skilled, dedicated teachers. Her story illustrates that with the right training and mentorship; career changers can make an immediate and lasting impact in the classroom.

# A Year of Positive Change at Knotty Ash

Last year, Lydiate Learning Trust invested in a Cubbie sensory pod for Knotty Ash Primary School to support regulation, focus and inclusion. Students are now calmer, teachers see quicker recovery after dysregulation, and the overall learning climate is more purposeful and less reactive.

Cubbie is a smart sensory regulation pod designed to help pupils manage sensory input of light, sound and visuals to reduce stress and re-engage with learning. Short, personalised sessions are used before or after challenging points in the school day to reset, regulate and return to class ready to participate.

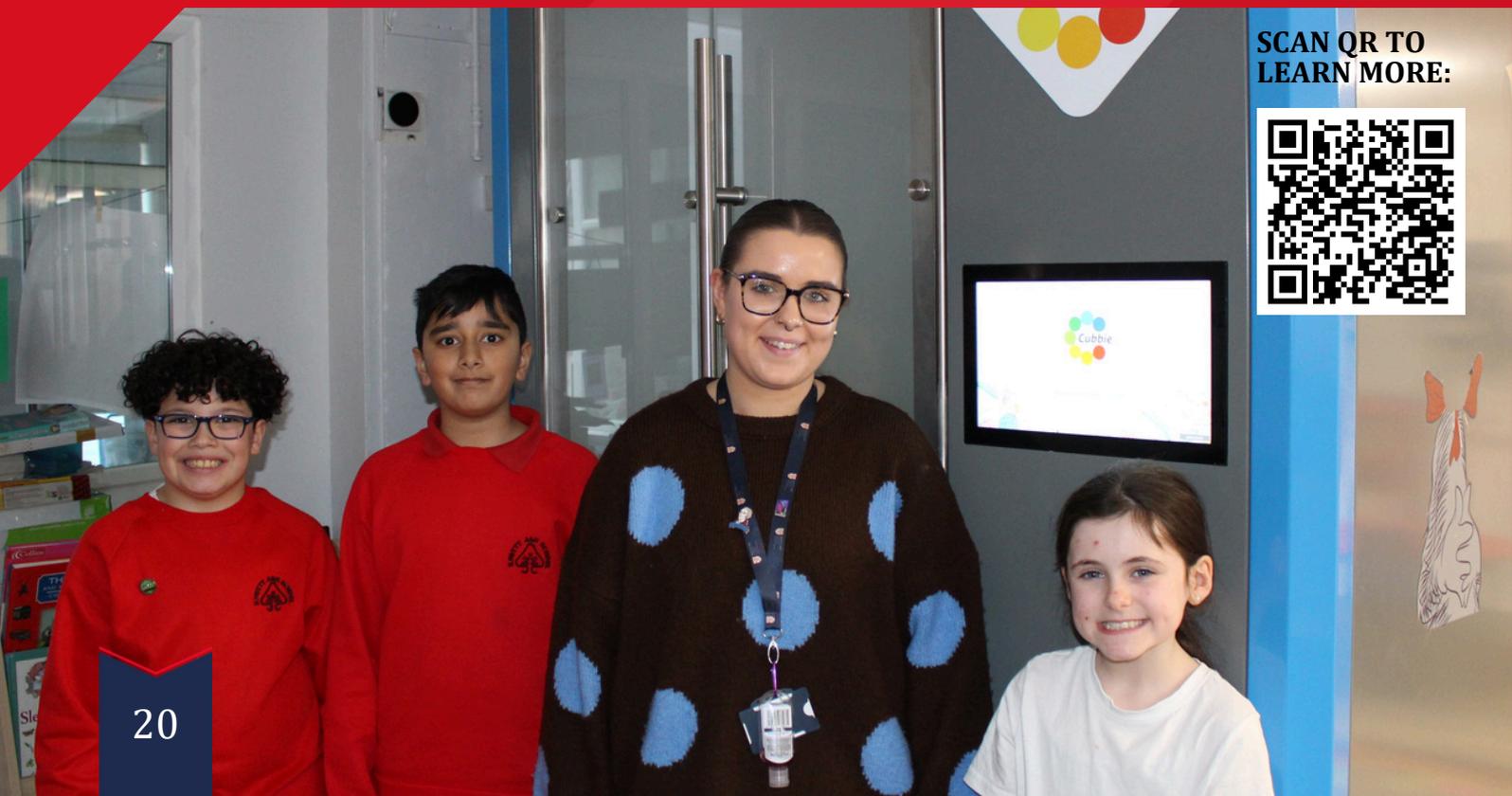
Anxiety has fallen for children who struggled in busy spaces and teachers report fewer disruptions, smoother routines, and stronger engagement after Cubbie sessions.

The pod has become part of daily practice, supporting inclusion in a practical, visible way.

Mrs. Kerr, SENDCO and Year 5 Teacher, said: “The Cubbie has become an essential support in our toolkit. Children return to class regulated and ready to learn, rather than distressed or withdrawn. It has shifted our approach from firefighting behaviour to proactively supporting regulation.”

Mr. England, Head of School added: “Installing the Cubbie was a decisive investment in inclusion. It helps our pupils feel safe, calm and capable, and that directly strengthens learning. It has earned its place in school life.”

A student commented: “The Cubbie helps me calm down and helps me get focussed again.”



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LEARN MORE:





KNOTTY ASH  
PRIMARY SCHOOL  
& DEAF RESOURCE BASE

## Young Scientists Embrace Curiosity

Science took centre stage at Knotty Ash Primary School during British Science Week. This year's theme of curiosity inspired assemblies for infants and juniors, packed with live experiments, iPad quizzes and prizes. Pupils discovered how curiosity sparks great discoveries - including the story behind the invention of Velcro.

Mr. England, Head of School, said: "It was wonderful to see our children so engaged - weeks like this remind us why science matters."

Head Pupils were a brilliant help, and classroom investigations rounded off a fantastic week.

One Year 5 student said: "I didn't know science could be that fun!"



## Building Strong Minds at Knotty Ash

Knotty Ash Primary School is celebrating after becoming a myHappyMind Bronze Accredited school.

Through the myHappyMind programme, pupils are developing resilience, confidence and self-esteem, alongside practical strategies to help them self-regulate during challenging moments. This whole-school approach is embedding a culture where children feel supported, understood and ready to learn.

This milestone reflects the collective effort of staff, pupils, governors and parents in bringing the programme to life across the school. Special recognition goes to Mrs O'Hanlon for her leadership and sustained commitment to this work.

Head of School Mr. England said: "Achieving Bronze accreditation reflects the priority we place on mental health and wellbeing. We are equipping our children with the knowledge and strategies they need to manage challenges, build resilience and succeed both in school and beyond."





THE GRANGE  
PRIMARY SCHOOL  
& NURSERY

# Young Voices 2026: The Grange Primary Shines on Stage

The Grange Primary School took part in Young Voices 2025 held at the Co-op Live Arena in Manchester, performing alongside students from across the country. Over 8,000 young voices filled the arena, creating a spectacular celebration of music, teamwork, and creativity. Guest artists included singer Connie Talbot and Aneesa Folds. Local artist Alex Spencer performed 'Don't look back in anger' by Oasis.

"It was incredible to see the children so confident and enthusiastic on such a huge stage," said Mrs. Minton-Allen, teacher and Choir Lead. Every student gave their all, and the atmosphere was truly electric – an experience they will never forget."

Pupil Cody from Year 4 said: "I loved singing with so many other schools - it felt amazing to be part of something so big." Jacob from Year 6 added: "The lights, the music, and the energy in the arena made it so exciting. I'll remember it forever!"

Mr Evans, Head of School, said: "Young Voices is a flagship experience in the school calendar. It builds confidence, strengthens collaboration and reinforces a lifelong connection to music. We are proud of every pupil who took part and grateful to staff and families for making this possible."



# Year 6 Pupils Experience Adventure and Growth



The Grange Primary School's Year Six students recently visited Conover Hall, an outdoor activity centre in Shropshire chosen for its range of structured adventure challenges and safe, well-supported environment.

The location was selected to help pupils build independence, confidence and teamwork away from their usual surroundings. Activities included axe throwing, zip wiring and evening group sessions designed to encourage resilience and social development.

Students benefited by trying new experiences, working collaboratively and developing self-belief.

One student said: "I was scared of the zip line at first, but I was really proud when I did it." Another added: "The best part was spending time with my friends and trying new things."

Trip organiser Ms. Higgins explained: "The children showed real resilience and supported each other throughout the week. It was a pleasure to see their confidence grow."

Mr. Evans, Head of School said "Residential experiences are an important part of our enrichment programme. They help pupils develop independence, teamwork and life skills that support their wider learning. Thanks to all staff who supported this valuable experience."





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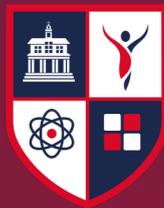
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