



LYDIATE
LEARNING
TRUST

LLT News

Summer 2026 ISSUE 7



Students Shine in Sister Act

ALSO IN THIS ISSUE...

THE GRANGE PRIMARY

Oracy Voice 21 Showcase

DEYES HIGH SCHOOL

Celebrating Staff Development

AMP SCITT

Inspiring Future Teachers

KNOTTY ASH

Inspiring Future Entrepreneurs

CHILDWALL ACADEMY

New Teaching Video Series Launched



ENGAGE, ENABLE, EMPOWER —



CEO Message

Dear all,

As we come to the end of another academic year, I want to take the opportunity to thank every member of our Lydiate Learning Trust community for all that you do. Your commitment, unwavering dedication, passion and enthusiasm continue to make our Trust a very special place. The stories contained within the pages of this document illustrate the exciting and rewarding things our Trust has achieved this term. Thank you so much for making this happen.

The academic year 2025/26 has been an exciting year, full of progress and success. Who would have thought Lydiate Learning Trust would host Tom Sherrington at Vortex 1000, and “hot off the press” Mary Myatt will be joining us next year! How super to hear from such knowledgeable people on teaching and learning.

I also witnessed (and heard) the teachers who took part in the Singing CPD event in partnership with the Royal Ballet and Opera Company, super to think our Merseyside youngsters can benefit from this just as those closer to London do. Thank you for taking part.

It is also fantastic to see our many school achievements, including:

- **Knotty Ash Primary School** achieved the School Games Gold Mark recognising consistent engagement in competitive school sport and both boys and girls athletics teams were crowned district athletic champions.

- **The Grange Primary School** achieved ‘Music Mark’ recognition and hosted their first Voice 21 Oracy Centre of Excellence.
- At **Deyes High School**, year 9 boys football team secured the Merseyside Cup and the Echo Cup while year 7 & 8 girls team were Merseyside Champions.
- **Childwall Sports & Science Academy** fully embraced their annual culture day celebrating identity, heritage and shared experience and delivered an amazing version of Beauty and the Beast.
- **AMP SCITT** delivered another larger cohort of outstanding teachers to schools right across the northwest and beyond.

You are all truly inspirational.

Finally may I wish you all a happy summer break which is very well deserved. Stay safe and enjoy!



Ann Stahler
CEO, LLT





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Primary INSET Day Drives Whole School Improvement

Lydiate Learning Trust recently hosted its first Primary INSET Day at Vortex House, bringing colleagues together for a focused session on whole school improvement.

The day explored how schools can strengthen impact through clarity of intent, effective curriculum design, and consistently strong classroom practice. The session combined strategic reflection with practical approaches, enabling staff to connect wider improvement priorities to teaching.

Teachers and leaders from Knotty Ash Primary School and The Grange Primary School worked collaboratively throughout the day, sharing approaches and refining thinking on what drives sustained impact in the classroom. Mark Burns, an experienced education trainer and professional learning designer, supported colleagues to focus on the conditions that make learning stick and turn research into consistent classroom impact.

The training provided a valuable opportunity for busy teachers to reflect on best practice and select a 'Plus One' area to develop through applied strategies over the next term.

One teacher commented, "The day gave us the opportunity to reflect on our practice, share best practice and think about making manageable and lasting changes." Another colleague reflected, "It was practical, focused and directly linked to what we do every day with pupils."

The Trust's focus on collaborative professional development remains central to its improvement strategy, ensuring staff across our schools benefit from shared expertise and aligned priorities. Roanne Clements, Executive Primary Headteacher at LLT added, "Days like this help us step back, refocus, and ensure we are driving improvement in the right areas with consistency and purpose."



LLT Strengthen Regional CPD Partnerships



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Lydiat Learning Trust continues to strengthen its commitment to high-quality professional development through a growing programme of conferences, training events and partnerships with nationally recognised education providers.

Across the 2025–26 academic year, LLT and AMP SCITT have brought together teachers and leaders from across Merseyside and beyond for practical, research-informed CPD that strengthens classroom practice and student experiences.

The programme reflects LLT's commitment to working collaboratively with nationally recognised organisations and expert practitioners to bring high-quality professional learning to schools across the region.

At The Big Classroom Liverpool, delivered in partnership with Teaching WalkThrus, education expert Tom Sherrington said: "LLT and AMP SCITT have created a strong culture of collaboration and professional learning. It is exciting to work with organisations so committed to improving classroom practice and investing in teachers at every career stage."

LLT also hosted a Primary Singing CPD event in partnership with the Royal Ballet and Opera, giving primary teachers practical approaches to developing singing, creativity and musical confidence in the classroom.

Marie Heald, Lister Junior School, said: "The Royal Ballet and Opera training has made me feel inspired, energised and full of ideas that I can put into practice straight away."

Jonathan Ainscow, Opera Director at the Royal Ballet and Opera, said: "The teachers brought fantastic energy, creativity and brilliant ideas throughout the day, and LLT's facilities helped make the training productive and enjoyable."





LYDIAT
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LLT Secures £900,000 for School Improvement Projects

Lydiat Learning Trust is celebrating a major funding success after securing almost £900,000 from the Department for Education to improve facilities at three of its schools.

The funding will support electrical improvements at Knotty Ash Primary School, lighting and electrical upgrades at Childwall Sports & Science Academy, and heating infrastructure improvements at The Grange Primary School. The projects are fully funded by the Department for Education, meaning there is no cost to the Trust.

These improvements will help create more efficient learning environments while reducing future maintenance and energy costs. The achievement is particularly significant given the competitive nature of the funding programme. This year, 2,846 applications were submitted by schools across the country, with only 789 approved – a success rate of just 27%.

Natalie Chapman, Executive Director, Finance and Operations, said: "Securing three CIF awards in a single funding round is a fantastic achievement and demonstrates the strength of our estates planning and bid-writing process. These projects will deliver important improvements to our school environments while also reducing future maintenance and energy costs. We are pleased to secure this investment for our schools and communities."

Ann Stahler, Chief Executive Officer, commented: "This is an outstanding achievement by our Finance and Estates team. Securing three successful CIF bids in such a competitive funding round reflects their expertise, dedication and commitment to delivering the very best learning environments for our pupils. These improvements will bring lasting benefits to our schools and communities."



July 2026 | Issue 7

Deyes Student Libby Makes History in Maghull



Students across the Deyes High School community are celebrating the appointment of Year 11 student Libby as the first ever Youth Mayor of Maghull.

We sat down with Libby to discuss what encouraged her to stand for the role and what she hopes to achieve representing young people across the town.

"I was inspired to stand for the Youth Mayor of Maghull because I believe it is important for young people to have a voice," Libby explained. "The current Mayor, Cllr Ross Ferguson, encouraged me to apply for the role at the end of 2024."

The application process required students to explain which role they wanted on the council and why they felt they were suited to it. Applications were then reviewed by Maghull Town Council before appointments were made.

For Libby, becoming the town's first Youth Mayor is an important responsibility. "To be the first Youth Mayor means being a role model and the voice of our youth," she said.

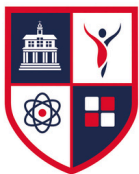
"Young people are sometimes forgotten when decisions are made within the town, so this role gives me the opportunity to share the opinions and ideas of younger people."

Libby says her main focus is ensuring every member of the Youth Council feels heard and represented. "The Youth Council includes young people aged 8–16 and I think it is important that everyone's ideas are considered because young people play such a crucial role within our town," she said.

Libby also believes the experience is helping her develop valuable leadership and teamwork skills. "This opportunity has taught me how important leadership is in everyday life," she added. "It has opened new opportunities for me and made me consider taking on leadership roles in the future."

Congratulations to Libby on this fantastic achievement. We look forward to seeing the positive impact she will make as Maghull's first Youth Mayor.





CHILDWALL
SPORTS &
SCIENCE ACADEMY

Transforming Learning at Childwall Academy

Childwall's first year of implementing a formative assessment approach is strengthening teaching practice, supporting professional development and student learning outcomes.

The Education Endowment Foundation's Effective Formative Assessment (EFA) is now embedded into everyday classroom practice at Childwall. Peer observations, instructional coaching and professional feedback are regular features of teaching and learning, supported through platforms including IRIS and StepLab.

The impact is visible in lessons across the academy. During the review visit, students spoke confidently about strategies teachers use to support learning, including Success Steps, mini whiteboards, cold calling, wait time, modelling and structured classroom discussion.

Reviewers praised the academy's "bus route" approach, where teachers circulate during lessons to check understanding and provide targeted support. This has become a key feature of teaching and learning.

Feedback from the review highlighted strong implementation and consistent practice across the academy. Staff described the process as collaborative and supportive, helping to improve reflection and classroom practice.

Looking ahead, staff will continue working in cross-department teams due to the strength of collaboration it has created.



Expanding Dance Pathways Across LLT



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Lydiat Learning Trust is strengthening its partnership with Liverpool Theatre School, an Ofsted Outstanding provider, to deliver a high-quality dance pathway across its secondary schools from Key Stage 4 to Sixth Form.

At Childwall Sports & Science Academy, students have benefited from this collaboration for several years, developing strong skills in performance, technique and industry knowledge, with many progressing into further training.

From September 2026, the pathway expands at Deyes High School, creating a consistent progression route for students with ambition in the performing arts. Key Stage 4 students can study Dance through the BTEC Tech Award in Performing Arts. Post-16 learners can progress to the BTEC Level 3 Extended Diploma in Dance, equivalent to three A-Levels, focused on advanced technique, performance and professional practice. To support the expansion, Year 9 students recently took part in a taster session introducing the pathway and expectations.

Maxine Ellis, Principal, Liverpool Theatre School, said: "This partnership is about creating real pathways into the industry, building strong foundations and giving students direct insight into professional standards."

Mrs Beaney, Head of School at Deyes High School, said: "We are proud to expand our dance provision and strengthen opportunities for our students."



The Childwall Community Celebrates Culture Day

Childwall Culture Day 2026 celebrated identity, heritage and shared experience across the school community. The student-led initiative was developed to strengthen belonging and reflects the school's wider commitment to cultural capital and personal development.

Across the day, traditional dress, music and visual displays created strong impact. Students explored cultural identity through workshops, performances and discussions led by staff, students and external contributors. Spoken word, storytelling and movement were used to explore themes such as heritage, migration and family history, giving students space to reflect and share lived experiences.

The day opened with a flag parade and ceremony featuring poetry and performances focused on culture and belonging, followed by practical workshops led by visiting artists.

A local faith leader supported the school community during the day, while older students took leadership roles through cultural activities that supported younger peers and encouraged participation.

The World Food Festival brought families into school to share food, music and cultural traditions. A live demonstration of a traditional coffee ceremony highlighted hospitality and respect, alongside opportunities for tasting and storytelling.

A student said, "It made school feel more connected." A parent added, "It's powerful to see young people proud of their identity." Dr Thomas, Head of School, said, "Culture Day is a clear example of cultural capital in action. It builds understanding, strengthens relationships and gives students a platform to lead conversations that matter."



New Video Series Opens the Classroom to Parents



Childwall Sports and Science Academy has launched a new “Why Do Teachers Do That?” campaign, giving families a clear view of how and why lessons are structured.

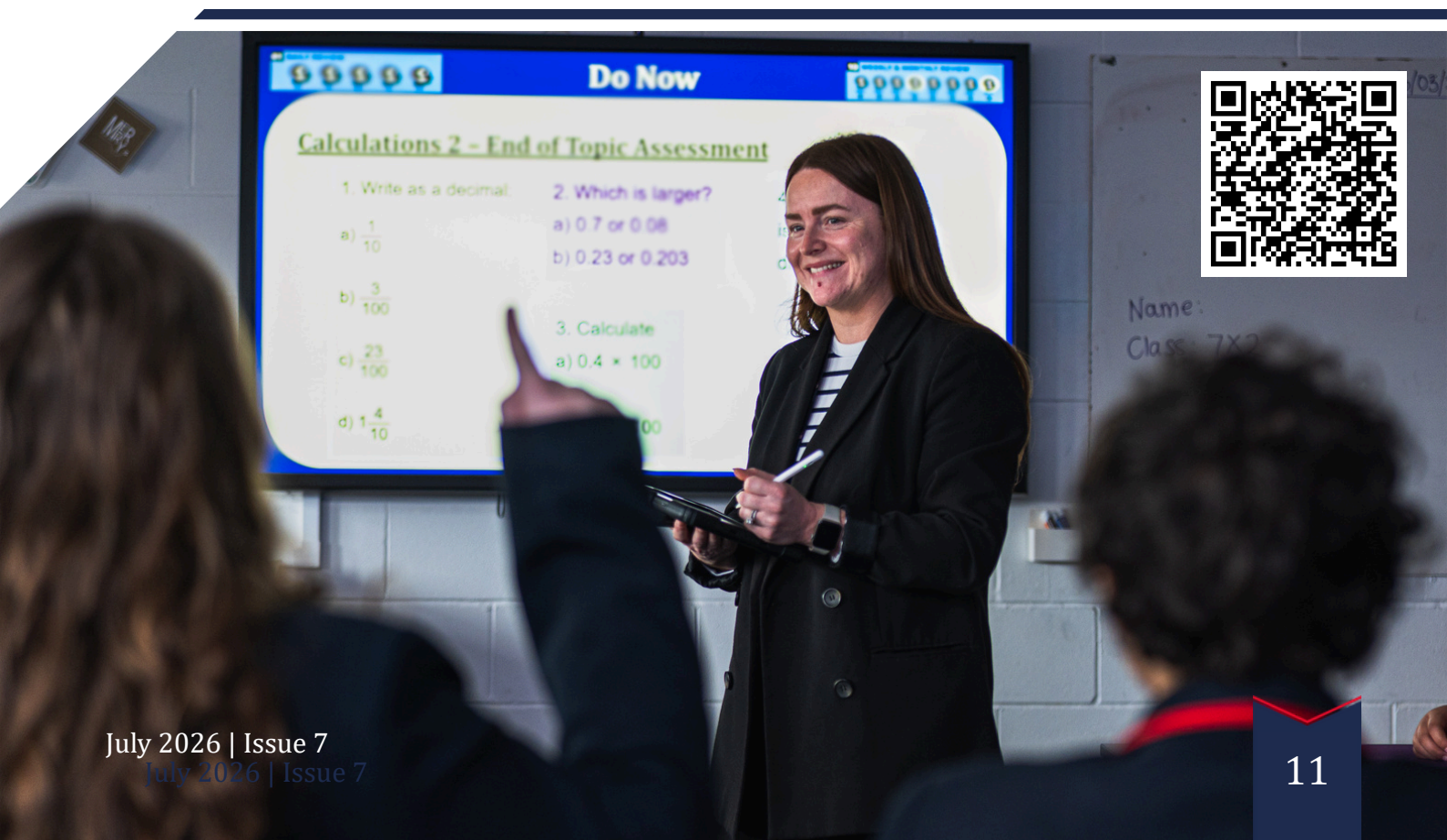
The initiative responds directly to growing parent interest in classroom practice, with questions raised at parents’ evenings and school meetings about how teaching supports learning, memory and confidence. In response, the school has produced a series of concise, accessible videos explaining key elements of lessons, from start-of-lesson routines to strategies that help students retain knowledge.

Head of School Dr Thomas said: “Parents want to understand what happens in the classroom and why. This series opens that up, showing the thought, research and collaboration behind our teaching.”

Led by Mr Rodgers, Assistant Headteacher for Teaching and Learning, the programme draws on expertise from across Lydiate Learning Trust to translate evidence-based practice into practical guidance for families. He said: “These videos show how routines, explanation, questioning and practice work together to support learning.” Scan QR code below to watch.

Students say the approach makes lessons clearer and helps them learn more confidently. A Year 7 student said: “You always know what to do when the lesson starts and the teachers explain things step by step. It helps you stay focused and understand the work.”

The campaign strengthens the partnership between home and school, giving families a sharper understanding of everyday classroom practice.





LYDIATE
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Celebrating Sporting Success Across Lydiate Learning Trust

Sporting success across Lydiate Learning Trust continues to strengthen, with schools building consistent achievement across curriculum PE, enrichment and competitive fixtures.

At Childwall Sports & Science Academy, sporting provision remains a defining strength of the school. Students continue to take part in a broad programme of competitive fixtures, enrichment opportunities and inter-school events across the academic year. Alongside participation in team sports and athletics, the academy's wider extracurricular offer continues to support student confidence, teamwork and leadership, with sport playing a visible role in school culture and student engagement. Highlights this year include football and netball team matches, Year 7 and 8 indoor athletics and a Spanish football trip.

At Deyes High School, students represent the school across a wide range of competitive sports and enrichment activities, with strong participation in fixtures, tournaments and extracurricular clubs throughout the year. The sporting culture promotes resilience, teamwork and commitment, while providing opportunities for students to develop leadership skills and represent the school within the local community.

This year, the Year 9 boys' football team secured both the Merseyside Cup and the Echo Cup, while the Year 7 and Year 8 girls' football teams were crowned Merseyside Cup champions. Beyond school sport, students excelled in extracurricular activities, achieving success at Sefton and club level in football, Jiu-Jitsu, swimming, gymnastics and many other sports.





Knotty Ash Primary School continued to stand out for its sustained commitment to sport, having achieved the School Games Gold Mark, recognising its consistent engagement in competitive school sport and high levels of pupil participation. The school also took part in a range of athletics events and multi-sport competitions, with pupils demonstrating strong enthusiasm and representation across a wide range of activities.

The school competed in the district athletics event at Wavertree Athletics Track, where schools from across the city came together to compete. Pupils from Knotty Ash delivered strong performances, with several aiming to progress as both district and city champions.

A Knotty Ash pupil said, "Competing at Wavertree made me feel proud and I wanted to give my best for my team."

At The Grange Primary School, sport and physical activity remain a consistent focus across the school year, with pupils regularly taking part in a range of activities including after-school football club, football matches and the Bootle and Litherland Swimming Gala, where students delivered strong performances.

A pupil from The Grange added, "I enjoy taking part in matches and galas because it helps me improve and makes me more confident."

Across the Trust, this pattern is consistent: schools are not only providing opportunity but actively building competitive experience, progression pathways and pride in representation.



Glastondeyes Showcases Talented Students



Deyes High School students showcased their talent at the Glastondeyes Performing Arts Festival.

Headline acts included Lucy, Alex and Alice from Year 12, performing as part of their BTEC Level 3 Music Performance course assessment. Pupils from across the school also took to the stage, delivering solo performances and ensemble music, dance and theatre.

Standout moments included Alexandra's rendition of "The Theme from Interstellar", Mia performing "Oh Darling" by The Beatles, and the Deyes Choir delivering "You Can't Stop the Beat" from Hairspray. The Deyes High Dance Group brought energy with "Ex-Wives" from Six, while Year 11 band Pink Night closed the first evening with Mr. McEvoy on drums.

Hosts Libby and Ryan kept the audience engaged, while sound and lighting were expertly managed by Callum and house DJ Brogan.

"Glastondeyes is a celebration of the immense talent across the school," said Mrs. Byrne, Head of Expressive and Performing Arts. "Our students push themselves creatively and seeing them perform with confidence is inspiring."

Pink Night guest singer Zach said: "It was amazing to perform in front of everyone and be part of such a big event. It really brought us together as a team."

Well done to all performers and the event support team for their enthusiasm, commitment and contribution.

Young Detectives Crack the Case

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.

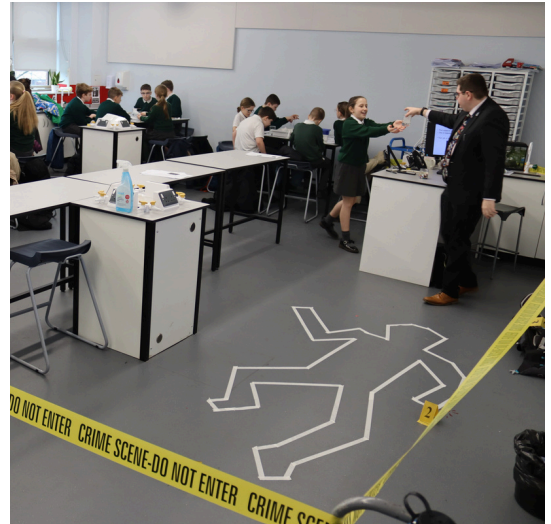
Using microscopes, luminol, chromatography, and fingerprint analysis, the pupils examined evidence, compared results, and worked together to identify the suspect. The activity encouraged teamwork, curiosity, and problem-solving - and by the end of the session, the young detectives had successfully cracked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

Another 90 primary school pupils participated in Science visits in June as part of the transition programme.





DEYES
HIGH
SCHOOL

From New Starter to Inclusion Practitioner

After joining Deyes High School nearly two years ago, Vicki moved into a role within the Inclusion team, where she now supports pupils, families and staff.

Lydiat Learning Trust is offering a new apprenticeship programme to existing staff, providing an opportunity to gain nationally recognised qualifications while developing new skills and progressing careers.

As one of the first colleagues to complete the programme, Deyes High School's Vicki Edwards recently shared her experience of studying for a Level 3 Teaching Assistant Apprenticeship with BeReady, and how it has strengthened both her confidence and career.

Vicki has developed her role within the Inclusion team, taking on increasing responsibility and broadening her impact across pupil support, engagement and pastoral care. Her work now spans a wide range of provision that supports both individual needs and whole-school priorities. "No two days are the same," said Vicki. "In the morning, pupils are already at my door wanting to talk."

Alongside hands-on experience, the apprenticeship has strengthened Vicki's knowledge in areas including autism, ADHD, safeguarding and communication with families and external professionals. Despite the challenge of balancing study with work, she says it has been invaluable.

"It has taken commitment, but it's been worth every minute. I've learned so much and my confidence has grown enormously."

Looking ahead, Vicki hopes to continue developing her career within education and is already considering further professional qualifications.

Her advice to colleagues considering an apprenticeship is simple: "If you're thinking about it, go for it. The support has been fantastic and you're learning while making a real difference every day."

[Click here for more information.](#)



Mr Ryan Achieves Master's at the University of Oxford



DEYES
HIGH
SCHOOL

Mr Ryan, Director of College@Deyes Sixth Form has completed a Master of Science in Learning and Teaching at the University of Oxford, balancing full-time school leadership with postgraduate study at Exeter College.

Mr Ryan said the experience was driven by a desire to challenge perceptions of who elite universities are for and to widen aspirations for students across Merseyside.

"I am the first person in my family to attend sixth form and university, so undertaking a Master's at Oxford felt significant personally and professionally."

"The course was self-funded, with strong support from Deyes in enabling me to attend residential teaching weekends and manage workload commitments alongside school priorities."

Mr Ryan explained that the most demanding element was engaging with advanced educational theory and extensive academic reading, particularly social science.

Significant independent study was required to build the foundations needed to fully access core texts. While challenging, this process proved formative in developing deeper academic confidence and rigour.

"Highlights for me included research into motivation and reading for pleasure, drawing on Personality Systems Interactions theory, as well as a project exploring storytelling as a tool for improving student engagement. Graduating at Oxford, with its historic traditions and formal ceremony, marked a defining moment in my journey."

"I apply this experience through research-informed practice, staff development, and creating expanded opportunities for students. This includes access to university outreach and providing direct insight into competitive admissions pathways, including Oxford."

"I encourage both students and colleagues to set expectations at the highest level and to view research-intensive universities as realistic, attainable destinations rather than distant aspirations."





CHILDWALL
SPORTS &
SCIENCE ACADEMY

Childwall's Beauty and the Beast Triumph

Students brought the stage to life with a confident and visually striking production.

The team scheduled two evening performances alongside a special primary school matinee, giving a wide range of audiences the chance to enjoy the show.

Directed by Mrs Dalton, the performance blended strong characterisation with polished staging, drawing clear audience engagement across both nights. "This production has been about pushing students beyond their comfort zones and building something we can all be proud of," she said. "They've shown real commitment, and it comes through in every scene."

Lead performers Daisy from Y10 (Belle) and Joe from Y11 (Beast) delivered assured performances with energy and emotional range.

"It's been intense but rewarding," said Harry from Y9 (Lumiere). "We've put in weeks of rehearsals, and seeing it all come together on stage has been amazing." Jessica from Y10 added, "The support from staff and the cast has made a huge difference. It's a real team effort."

The production also highlighted the strength of the wider ensemble, with confident musical numbers and well-executed choreography contributing to a professional finish.

Head of School Dr. Thomas said: "This show demonstrates the power of enrichment - students taking ownership, developing confidence, and producing work of real quality. Well done to all of the students and staff involved."





Deyes Students Shine in Sister Act

Deyes High School delivered a standout school production of *Sister Act*, showcasing the strength of its performing arts provision and the confidence of its students.

The performance combined strong vocal delivery, sharp comic timing and disciplined ensemble work, bringing energy and polish well beyond a typical school production. Lead roles were handled with maturity and presence, while the wider cast maintained pace and precision throughout, demonstrating clear rehearsal rigour and high expectations.

Behind the scenes, students played a significant role in staging, technical support and production management, reflecting the school's commitment to developing creative and leadership skills beyond the classroom.

Head of Performing and Expressive Arts, Mrs Byrne, said: "Productions like *Sister Act* showcase exactly what our students can achieve when ambition meets opportunity. The commitment, teamwork and confidence on display were exceptional from start to finish."

Student Alice, who played Deloris, added: "Taking on the role pushed me out of my comfort zone, but the support from staff and cast made it an incredible experience. I'm proud of what we've created together."

The production reinforced Deyes' reputation for providing rich extracurricular opportunities that build confidence, teamwork and aspiration. It also highlighted the value of sustained participation in the arts as part of a broader commitment to personal development.



Teaching WalkThrus Brought to Life



Teachers and leaders from across the region came together for The Big Classroom Liverpool, a major professional development event hosted by AMP SCITT and Lydiate Learning Trust in partnership with educational author and teacher development expert Tom Sherrington.

The event focused on the practical application of Teaching WalkThrus strategies, giving delegates the opportunity to observe effective classroom practice in action, engage in professional dialogue and explore evidence-informed approaches that can be implemented immediately in their own settings. Throughout the day, participants observed high-impact teaching techniques being modelled live before analysing, discussing and rehearsing them alongside colleagues.

Among those attending was Mr Rodgers, Assistant Headteacher at Childwall Sports and Science Academy, who reflected on the impact of the event.

“The most powerful aspect of the day was seeing effective teaching brought to life in a real classroom setting,” said Mr Rodgers. “It reinforced the idea that every pupil should be thinking, participating and learning throughout the lesson.”

Reflecting on the key messages from the event, he added: “One of the strongest takeaways was the importance of making everyone think. Small, deliberate actions from teachers can have a significant impact on participation and learning.”

Alison Brady, Head of AMP SCITT, said: “The Big Classroom is about translating educational research into practical classroom strategies that teachers can use immediately. Bringing educators together to observe, discuss and refine their practice is one of the most powerful forms of professional development.”

Through initiatives such as this, AMP SCITT and Lydiate Learning Trust continue to support teachers while helping to strengthen teaching and learning across the region.

Inspiring Future Teachers Across the North West



AMP SCITT launched Lydiate Learning Trust's Initial Teacher Training provision in 2014 and has now successfully trained 12 cohorts of teachers. The programme has grown significantly and is firmly established as one of the North West's leading teacher training providers, including partnerships with Ashton and NWAT.

The programme continues to focus on high-quality training delivered through extensive school-based experience across the region, preparing trainees to enter the profession with confidence and impact.

Alison Brady, Head of AMP SCITT, said: "As we celebrate our 12th cohort, we are proud of the impact our trainees are making in schools across the region. Working with our growing network of partnership schools, we provide exceptional support, guidance and professional development throughout the training year. Our success is built on the expertise and commitment of colleagues across our partnership schools. Their dedication to mentoring future teachers is strengthening the profession and improving outcomes for children and young people across the North West."

The strength of AMP SCITT's partnerships was evident throughout its recent Ofsted inspection, with highly positive feedback from trainees, mentors, Early Career Teachers, headteachers and facilitators across the partnership. Further details will be shared once the inspection report is officially published.

Trainees graduating this summer also reflected on their experience and the impact teacher training has had on their journey into the profession:

"Teaching is where I belong. It's a privilege to make a difference in young people's lives every day."

"Teaching is about helping young people build knowledge, skills and confidence while opening their eyes to new opportunities. Seeing students solve problems and grow in confidence is incredibly rewarding."



KNOTTY ASH
PRIMARY SCHOOL
& DEAF RESOURCE BASE

Knotty Ash Crowned District Athletics Champions

There was double success for Knotty Ash Primary School as both the boys' and girls' athletics teams were crowned district champions following an outstanding performance at this year's district athletics competition.

After an earlier event at Wavertree was unfortunately cut short due to poor weather conditions, the school's athletes returned to competition determined to make their mark. Their resilience and commitment paid off in spectacular fashion as they competed against schools from across the district in a range of track and field events.

A squad of 30 pupils represented Knotty Ash, taking part in the 60m sprint, 150m sprint, 800m race, hurdles, long jump and high jump.

The success reflects not only the sporting ability of the pupils but also their dedication, sportsmanship and positive attitude throughout the competition.

Head of School Mr. England said: "We are incredibly proud of every pupil who represented our school. They demonstrated determination, resilience and outstanding teamwork throughout the competition, and they were exceptional ambassadors for Knotty Ash Primary School. Thank you to our staff for their support in preparing the children and helping them perform with confidence on the day."

Congratulations to all of our district champions on a fantastic achievement and for representing Knotty Ash Primary School with such pride.





KNOTTY ASH
PRIMARY SCHOOL
& DEAF RESOURCE BASE

Pupils enjoy Enterprise Day

Year 6 pupils took part in Liverpool John Moores University's entrepreneurship workshop, gaining a valuable insight into the world of business.

Working in teams, the children explored how businesses operate, learning about different job roles, teamwork and budgeting, creating their own start-up business within a set budget. Pupils demonstrated creativity, collaboration and problem-solving before confidently presenting their business plans.

A pupil said: "Working as part of a team helped me understand how important communication and teamwork are when creating new ideas." Another added: "I really enjoyed creating a business and talking to everyone made me feel more confident."

The workshop developed valuable enterprise, communication and teamwork skills and inspired pupils to think about future careers.



Pupils published in Monster Mayhem

Creativity is flourishing at Knotty Ash Primary School, where Year 1 pupils are celebrating the publication of their artwork in Monster Mayhem.

The book showcases an imaginative collection of child-designed monsters, each created and named by the pupils themselves. Every monster reflects the creativity, originality and enthusiasm the children brought to the project.

One Year 1 pupil said: "I loved making my monster and am proud it's in a book."

To mark the achievement, pupils came together to celebrate the publication and see their work in print. It was a proud moment for everyone involved and a wonderful opportunity to recognise their hard work and artistic talent. Congratulations to all Year 1 pupils on this fantastic achievement.





THE GRANGE
PRIMARY SCHOOL
& NURSERY

The Grange Primary School Achieves Music Mark Recognition

The Grange Primary School has been awarded the Music Mark of Recognition, celebrating excellence and ambition in music education. This accolade highlights the school's commitment to providing all pupils with high-quality musical experiences and opportunities to explore creativity through performance, composition, and listening.

The school's music curriculum is designed to develop skills progressively across all year groups, combining classroom learning with specialist workshops and ensemble activities. Pupils have regular opportunities to perform, enhancing confidence and engagement while fostering a lifelong appreciation for music.

Mrs. Minton-Allen, teacher and music lead, said: "Achieving the Music Mark is a proud moment for our school. It reflects the dedication of our staff and the enthusiasm of our pupils in making music an integral part of everyday learning."

A pupil who is part of the choir, added: "I love learning new instruments and performing with my friends. It's exciting to see our hard work recognised like this."

The recognition confirms the school's status as a leader in creative learning and reinforces its commitment to maintaining exceptional standards in music education. Well done to all involved.





THE GRANGE
PRIMARY SCHOOL
& NURSERY

The Grange Welcomes Local Schools to Oracy Centre of Excellence Event



The Grange Primary School welcomed education leaders from across the Northwest for an invite-only open morning focused on oracy and inclusion, with a strong emphasis on consistent classroom practice.

In partnership with Voice 21, following the school's recognition as a [Centre of Excellence in 2025](#), the event showcased how oracy is embedded systematically. A shared language across staff and pupils underpins progression in communication, reflection, assessment, and transition between year groups and ensures consistency across all phases of learning.

Visitors observed a whole-school oracy assembly, completed learning walks across classrooms, and engaged in focused reflection sessions. This provided direct insight into how consistent routines and expectations translate into everyday teaching and how practice adapts across different contexts.

Mr Evans, Head of School, said: "Our focus is simple: make talk a deliberate, high-impact tool for every learner. What visitors saw today is the result of consistent practice, and it is particularly powerful for pupils who need alternative ways to access learning and demonstrate understanding."

Pupil Freddie said: "I used to be nervous speaking in class, but now I can present confidently to the whole school." Millie added: "Oracy helps in Maths because asking questions improves our understanding and problem-solving."

An event delegate said: "The consistency across classrooms is remarkable. Oracy is shaping engagement, confidence and outcomes in a very visible way."

The visit highlighted how a consistent approach to oracy is strengthening inclusion, raising confidence and improving outcomes across the curriculum. Visiting schools explored practical strategies that can be embedded in everyday teaching to support every learner, particularly those with SEND.

The Grange Champions Reading for Pleasure



THE GRANGE
PRIMARY SCHOOL
& NURSERY

The Grange Primary School is championing reading for pleasure, giving pupils regular and varied opportunities to immerse themselves in literature and develop a lasting love of books. This commitment sits alongside the national drive and the Year of Reading 2026, reinforcing the importance of reading as a lifelong skill that drives enjoyment, imagination and curiosity.

Reading is embedded across the curriculum, with high-quality texts selected to engage, challenge and inspire. Pupils experience reading daily through class reads, guided sessions and independent exploration, supported by vibrant learning environments and accessible library provision. The approach ensures reading is visible, valued and consistently celebrated.

Pupils benefit from a calendar of reading events designed to broaden experiences and deepen engagement. These include themed days, author-focused activities, whole-school celebrations and opportunities to share and discuss books across year groups, including Shakespeare Day and Poem in Your Pocket celebrations. Each initiative strengthens confidence, sparks discussion and encourages pupils to see themselves as readers.

A key feature is the Reading Ambassador programme. Selected Year 6 pupils take on a leadership role, promoting reading across the school, recommending books and supporting younger children.



“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”
Dr. Seuss



THE GRANGE
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A Reading Ambassador said: “Being a Reading Ambassador means helping others discover books they enjoy. It’s great to see pupils excited about reading.”

Another added: “It’s great to see younger pupils become more confident readers. I can see how small conversations about books can change how they feel about reading.”

Miss Wright, English Subject Leader, said: “We are focused on ensuring every child develops a genuine enjoyment of reading. The Year of Reading 2026 strengthens our ongoing work to make reading a central feature of school life.” Pupils also recognise the impact.

One Year 5 pupil shared: “Reading is my favourite part of the day because it helps me imagine new worlds and talk about stories with my friends.”

A parent commented: “The school’s focus on reading is clear at home. My child talks more about books and has developed a real interest in reading that wasn’t there before.”

Through sustained focus and leadership opportunities, The Grange continues to build a strong reading culture where every pupil is encouraged to engage with literature and develop confidence as a reader.





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