



MITRE NEWS

Edition #003

November 2025

“

Together we help every child
to flourish, opening doors
to fulfilling futures

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CEO Welcome & Introduction

In our third edition, MITRE CEO, Matthew Parris, outlines and discusses noteworthy headlines pertaining to pupil and student outcomes in summer exams and assessments. The edition also discusses recent Ofsted updates and AI developments.

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Find out more about the schools that have recently joined and are due to join our MAT family. Information is also included about our Student Art Competition, Sustainability Charter and Trustees', members' and governors' annual event.

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This edition highlights the recent opening of National Sixth Form Centre and the incredible ongoing work that Holy Trinity Infant School has been doing as part of the Global Neighbours initiative.

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Professional learning opportunities for MITRE employees – how to find out more. This section also includes information relating to wellbeing services available for all MITRE staff.

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01 WELCOME

Welcome to our third MITRE news and the first of the academic year 2025-26. The year has begun with much to celebrate in terms of strong outcomes for many pupils and students in summer exams and assessments. Their success is unquestionably down to your efforts and commitment as employees and volunteers in MITRE schools, striving to help every child to flourish.

Alongside the individual successes there are many noteworthy headlines across the trust that capture the strength of our schools and your work in them. A selection of these are available on the next page.



Having such a firm foundation of excellence across MITRE schools is important when the education landscape is changing and challenging. In recent weeks a new Ofsted framework has been introduced with some quite significant changes and the curriculum review has been published with new expectations for what is being taught and how it is being assessed to be introduced in coming years. I have included two brief updates on what we know in this newsletter which I hope will be of interest and use. While the SEND review has been delayed, this remains a key priority and focus nationally and will be considered in depth by Ofsted.

Perhaps unsurprisingly **Artificial Intelligence** is referenced in the curriculum review and I would like to make specific mention of our work as a trust in this area. My thanks to those who have volunteered to be AI champions and to participate in research and development projects as a group through this academic year. We are also planning our Professional Learning Day in February to focus on this important and rapidly developing area, both to consider opportunities AI may afford and also challenges it is presenting.

I hope you will enjoy reading the newsletter and celebrating some of the successes in our school and as a group. Please do take a close look at the opportunities on offer to you as employees including training and wider support.

Matthew Parris
CEO - MITRE

- More than 80% of pupils achieved “Good Levels of Development” by the end of the foundation stage in four MITRE schools.
- 90% of children across the trust achieved the year 1 phonics standard as compared to 81.5% nationally.
- At key stage 2 all SATs measures were exceeded by MITRE schools together. For example, in reading, MITRE schools achieved 89% expected standard as compared to 77% nationally.
- In MITRE primary schools the attendance was 96%, more than a percentage point above the national average.
- In MITRE secondary schools attendance was at least 2 percentage points higher than the national average.
- Outcomes at The Minster School remain consistently strong in all key stages (2, 4 and 5) with considerable value being added. For example, 84% of students in year 11 achieved at least a grade 4 in both English and maths as compared to 65% nationally.
- National Church of England Academy achieved some of its best ever 6th form results, showing year on year improvement for three years.

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02

Joining Schools

Lowe's Wong Junior School

Joined - July 2025

Kirklington Primary School

Joined - July 2025

Kite Primary Federation St Matthew's Primary School & Norwell Primary School

Joining - Autumn 2025

St Anne's Church of England Primary School

Joining - TBC

In July we were very pleased to welcome both Lowe's Wong Juniors and Kirklington Primary to MITRE. They have both been associated with the trust and worked in partnership for a number of years and we are now pleased to make the relationship official. Both schools bring strength and experience to MITRE: Kirklington have a strong and well-deserved record of providing a nurturing curriculum for pupils and enhancing their learning through Forest School; Lowe's Wong Juniors achieve great outcomes for their pupils and have an experienced staff who are committed to the very best learning. They also have strong links to the maths hub and

contribute to the delivery of a range of maths hub programmes across the region.

We are also looking forward to welcoming Kathryn King and the Kite Partnership of schools in the coming term (St Matthew's and Norwell). At an earlier stage of joining MITRE is St Anne's Church of England Primary School in Worksop. We always welcome enquiries and early discussions from any school that might be looking to find a partnership to help them flourish into the future. Our website is a good place to start.

www.mitretrust.org.uk

Student Art Project

We have been overwhelmed by the number and quality of entries to our Art Competition which launched at the end of last academic year. The first round of judging has taken place and my thanks in particular to Hannah Wallis-Windle at Minster who has led the way with the project. It was a pleasure to welcome guest judges from the MITRE central team (thank you Nicola and Rosie) for stage one. The final stage of judging takes place very soon, including a local professional artist and the winners will be announced and celebrated shortly after. An online gallery of winning and commended entries will mean we can all celebrate and enjoy the efforts of the pupils with families and communities across the trust. More coming soon!



Schools in Minster Trust for Education have a mission that "together we help every child to flourish". We would like to invite pupils and students from our schools to produce a piece of art that represents this idea, focusing on togetherness and flourishing.

Trustees', members' and governors' Annual Event

Each year in September those who volunteer to support schools and the trust in governance roles gather to discuss upcoming priorities, to consider education priorities and development and to reflect on successes and challenges. Those who take on these voluntary governance roles give considerable time and work with integrity and great intelligence to support MITRE schools to flourish.

As a group of schools we are very fortunate to have such a committed group, with the vast majority of governance posts filled across the trust. We benefit from a wealth of expertise from fields far beyond education to help us do our best for the pupils and students.

This year our session:

- Celebrated the outcomes in our schools and successful inspections last academic year at Holy Trinity (Ofsted), Lowe's Wong Juniors and Bleasby (SIAMS)
- Discussed education reform including inspection, SEND and curriculum
- Considered priorities for the future
- Asked governors, trustees and members to share highlights and successes from their schools.

During the session our governance volunteers were insistent that their comments and reflections were shared with the wider MITRE community including employees across the schools. They were keen to impress upon Matthew and others their care for and commitment to the schools and their excitement for the work being done for young people who attend. Here are some of their very positive and affirmative reflections of the schools and their work.



Strong and meaningful student leadership and voice



Support for staff well-being and a considerate culture



Outstanding extra-curricular programmes and wider opportunities



Attractive provision which is building local reputations and helping with recruitment of new pupils and students



Advocacy and charitable efforts for those in need



Forest schooling to nurture and include vulnerable pupils



A culture of care and kindness for pupils and students



Helping pupils to care for each other and to appreciate difference and diversity.

Environmental Sustainability at MITRE

It was a pleasure to host pupils and students from across the MITRE family at Eakring in the summer term, to discuss and contribute to future ideas for sustainability across the trust. There were many thought-provoking and inciteful ideas shared, with discussions focused around the trust's environmental sustainability strategic planning, aspects of which were shared in the last newsletter. All the pupils and students involved on the day were engaged and worked really well with others from different schools. As always, their ideas and dedication bring hope for the future.



As a result of all the shared ideas, the pupils and students will be launching a sustainability charter to encourage us all to take small steps together and contribute to a more sustainable future. They will be making a video to launch this initiative, and we are aiming for this to be ready early in the Spring term. In the meantime, please see over the page to view the key principles they will be asking you to support.



Minster Trust
for education

Sustainability Charter

Developed by pupils and students from across Minster T

Reduce. Reuse. Rewild.

Every Choice Shapes Our Future

We can all rise to the challenge together, in every MITRE school. We ask you to support us, the pupils and students, to help us enjoy a sustainable future, knowing every small contribution counts.



Switch Off Lights

Save power



Turn Off Taps

Every drop makes a difference

Trust for Education



Refill, Reuse, Recycle

Repeat!



Grow Green Corners

Give nature a home



CELEBRATING

OUR

SCHOOLS

03

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In each edition of *MITRE* news we will include some spotlight articles about schools. There is far too much to celebrate in one edition so if your school doesn't feature this time there will undoubtedly be an article coming soon!

New 6th Form Centre at National open for business

**NATIONAL SIXTH FORM
CENTRE**

OCTOBER 2025

Towards the end of last half term an event took place to celebrate the opening of the new 6th form centre at National Church of England Academy. It has been an aspiration to bring its post-16 provision back to the school site, having run a shared 6th form with other local schools in recent years.

This is the first full build project for MITRE and we were really pleased to be able to open the facility on time and ready for the start of the academic year. Students are now benefiting from the new facilities that include a learning resource centre, 6th form study spaces and a cafeteria.

School and trust leaders are thrilled that the new 6th form will offer students in Hucknall a high-quality education, building aspirations and



It has been an aspiration to bring its
post-16 provision back to the school site

“Students are now benefiting from the new facilities that include a learning resource centre, 6th form study spaces and a cafeteria.”



achievements to help them achieve and flourish in the future. Many congratulations to all who have been involved in the delivery of the project and to the National staff who continue to develop and provide a strong curriculum and learning experience for their post-16 students.



Find out more on their social media pages...
[@nationalsixthform](#) || [@natcofeacademy](#)

Global Neighbours at Holy Trinity Infants

Global Neighbours is a longstanding Christian Aid initiative that helps pupils to become courageous advocates. Holy Trinity has participated in Global Neighbours for a number of years and is supporting and advising other trust schools to as they begin engaging. The school has shared the benefits they have found in this article.

At Holy Trinity, we couldn't be prouder of our pupils and staff for their inspiring journey with Global Neighbours. Since 2019, they've embraced the challenge of becoming courageous advocates for change, starting with our Bronze Award. Their passion for community shone through, from joining our church for intergenerational craft and collective

worship sessions, to working with the local council to enhance a local pond, and fundraising for Toilet Twinning in Uganda.

In 2023 and 2024, our pupils took their advocacy to new heights as we worked towards our Silver Award. With a focus on water equality and sustainability, they showed incredible initiative, interviewing our local MP, the Southwell Diocese, and a local headteacher, and writing to hotels and businesses to explore their policies and practices. Their efforts culminated in a partnership with a school in Uganda, raising £3,000 to install a water harvesting system that now provides clean water to over 400 pupils.

Some of our KS1 pupils then shared our work at the Diocese Listen Up Conference, where they confidently took the stage to shine a light on water sustainability and what we had achieved so far as a school. This work is far from over. Our pupils are now exploring FairTrade and sustainable clothing, collaborating with other schools in the Trust to make a lasting impact. Their compassion, creativity, and determination continue to inspire us all. We are immensely proud of everything they've achieved, and excited for what's still to come.





EDUCATION UPDATES

A brief overview of the new Ofsted framework

Ofsted is taking a very different approach to inspection starting this year and, after some delay, first inspections will be taking place from Monday 10th November. Pilot inspections have been taking place since September. The new framework is not without its controversies, particularly given the extended range of evaluation areas with judgements applied to each.

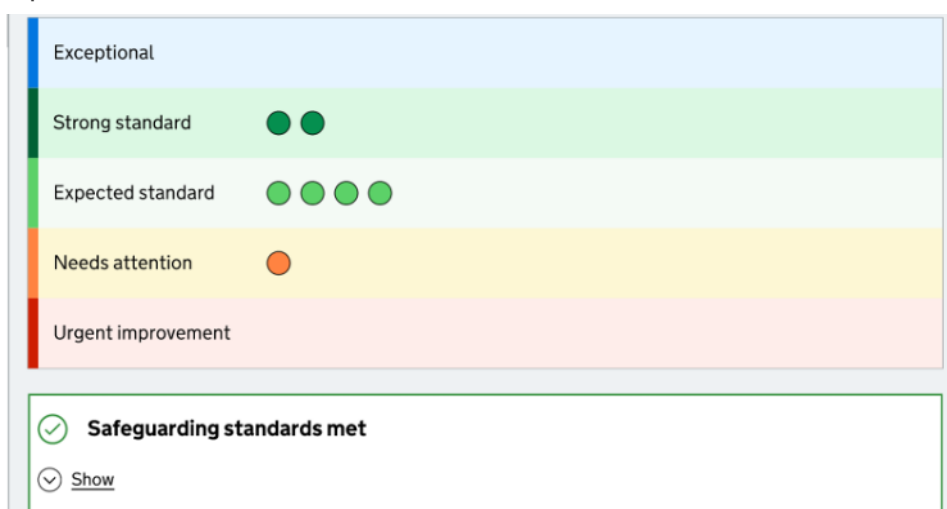
During an Ofsted inspection the team will be working in close partnership with school leaders. There is an intention to work collaboratively and to set agreed focus areas, carefully considering the context of the school. It is very clear that inclusion is a key driver for the framework, with the principle that if the education provided is working well for vulnerable learners then it will be working well for others. Inclusion and meeting the needs of vulnerable learners is threaded through all evaluation areas and also has its own separate category.

The evaluation areas in the new Ofsted framework are:

- Inclusion
- Curriculum and teaching
- Achievement
- Attendance and behaviour
- Personal development and well-being
- Leadership and governance
- Early years provision (where relevant)
- Post 16 provision (where relevant)
- Safeguarding (either met or not met)

Inspectors will use a toolkit to consider each of the areas and whether the school is reaching the expected standard. They could then move up to consider whether provision is of a strong standard or down to consider whether the area needs attention. On rarer occasions they may consider whether an evaluation area is exceptional or is in need of urgent improvement.

Along side the final written report a report card will be published for each school (see the example below) Pilot inspection outcomes would suggest that needs attention will be a far more common judgement than the old 'requires improvement'.



Much more information can be found in the published materials from Ofsted, readily available on the internet.

<https://www.gov.uk/government/publications/school-inspection-toolkit-operating-guide-and-information>

Curriculum and Assessment Review Final Report (published 5 November 2025)

This independent review, chaired by Becky Francis CBE, analysed the national curriculum, assessment and qualifications system for children and young people in England (ages 5-19).

Key findings and recommendations include:

- The national curriculum has not been significantly updated in over ten years, and the review argues it needs refreshing to meet the realities of today's world.
- Recommendations to reduce assessment burdens: for example, cutting roughly 10 % of overall exam time for GCSEs.
- A stronger emphasis on "life skills" and enrichment: recommending that learning should include not only academic content but also broader skills such as media literacy, financial literacy, and civic engagement.
- Subject-specific proposals:
 - o Citizenship education (including media literacy, financial literacy, sustainability) to become stronger and taught from primary level.
 - o Triple science (i.e., the full separate sciences) GCSE entitlement recommended for all secondary pupils.
 - o Consideration of replacing the existing GCSE Computer Science with a broader Computing GCSE better aligned to digital skills for life and work.
- Assessment and accountability:
 - o Introduction of a new diagnostic reading test in Year 8 and strengthening writing assessment at Year 6 to identify gaps earlier.
 - o The review recommended keeping the existing accountability measure known as Progress 8 unchanged.
- Timeline and implementation: The review suggests that the revised national curriculum should be published by spring 2027, with first teaching from September 2028.
- It emphasises that the review's remit included not just the pre-16 curriculum but also the 16-19 study pathways, vocational and technical education.

In the Department for Education's response

- The principles were accepted with a view to achieving deep subject mastery and high standards including in English and maths.
- The structural architecture of subjects, key stages, assessments and qualifications will be maintained (for example GCSEs, A Levels)
- Citizenship education will be compulsory in all primary schools, including strengthening of financial and digital literacy and the ability to recognise misinformation.
- A new statutory reading test will be introduced for year 8.
- Arts GCSEs will be given equal status with humanities and languages, ending the EBacc. A core enrichment entitlement will be introduced.

Schools and the trust will work together to consider how change can be managed and to make sure there is collaboration to support the best education and the management of workload as a new curriculum is introduced.

Trust-wide Training

There are still places available and the opportunity to join cohorts for a number of our professional learning programmes, even if they have started. These programmes give employees the opportunity to develop key skills and knowledge and can help with career progression and next steps.

Aspire to Lead: From Practice to Impact Programme

The 'Aspire to Lead: From Practice to Impact Programme' develops your knowledge, understanding and application of key leadership behaviours and approaches. Over the course of two terms, you will work in mixed cross-phase groups, in face-to-face sessions, through personal reflection and individual learning in your school, and put your learning into practice by leading a project linked to your school's improvement priorities. You will consider and put into practice evidence-based approaches to leadership and develop an understanding of what makes great leaders. You will also have access to a coach, based in your school, who will support your learning throughout the programme.

Who is the 'Aspire to Lead: From Practice to Impact Programme' for?

The programme is suitable for anyone who is looking to take on leadership responsibility in schools and wants to develop their understanding of what makes leaders effective.

Elevate: The MITRE Teacher Programme

'Elevate: The MITRE Teacher Programme' runs over a period of 6 months and consists of 6 face-to-face sessions. Each session takes a particular teaching and learning theme and will include elements of facilitated discussion, the modelling of teaching and learning activities, peer collaboration, expert input, learning visits to lessons and 'gap tasks' to undertake and reflect on. The programme aims to develop reflective practitioners who better understand the craft of teaching, leading to better outcomes for children. You will engage with some key educational research in what makes great teaching, and understand how to apply those principles in your own practice, supported by a coach in your own school.

Who is the 'Elevate: The MITRE Teacher Programme' for?

This programme is for any teacher who wants to develop their practice further, understanding and applying the knowledge of what makes great teaching.

Ignite – designed specifically for teachers in the first 3 to 6 years of practice.

With the aim to inspire teachers through engaging professional learning, deepening practice with current educational research and reflection, fostering collaboration, sharing with peers and supporting wellbeing and workload through effective strategies.

Ignite will include face-to-face sessions with teachers which explore key aspects of teaching, online 'Teach Meet' sessions which serve as an opportunity for teachers to share best practice and learn from each other and an exchange programme in the Summer term.

If you are interested in joining one of these programmes you can find out more on the [MITRE website \(Minster Learning Alliance\)](#)

Make contact with Stacey Sills, professional learning co-ordinator, about next steps and how to get involved. – s.sills@mitretrust.org.uk

TES Pulse and having your say

04

Employees in MITRE schools receive an email encouraging them to feedback using the TES Pulse survey tool every few weeks. Thank you to all who take the very quick survey; it is considered by leaders in each school and also by central trust leaders. Your responses are influential and we encourage as many as possible to complete the survey on a regular basis, which provides the most helpful information over time.

Support and well-being services for MITRE staff

Every MITRE employee has access to wide-ranging services from the Schools Advisory Service. These are extensive and freely available to help and support you in a wide range of areas, as summarised in the diagram below.

Many of our staff have benefited from services provided by SAS and are often surprised by what is available to them. The best way to find out more about what they have to offer, and to keep an eye on latest updates, is through the Apps available to be downloaded on your phone. This also gives you very straightforward ways to access the services.

The App is available for Apple devices and also through Google Play.

Alternatively you can visit the Schools Advisory Service website.



School Wellbeing

At the heart of education
Designed for iPad. Not verified for macOS.



MITRE CENTRAL TEAM

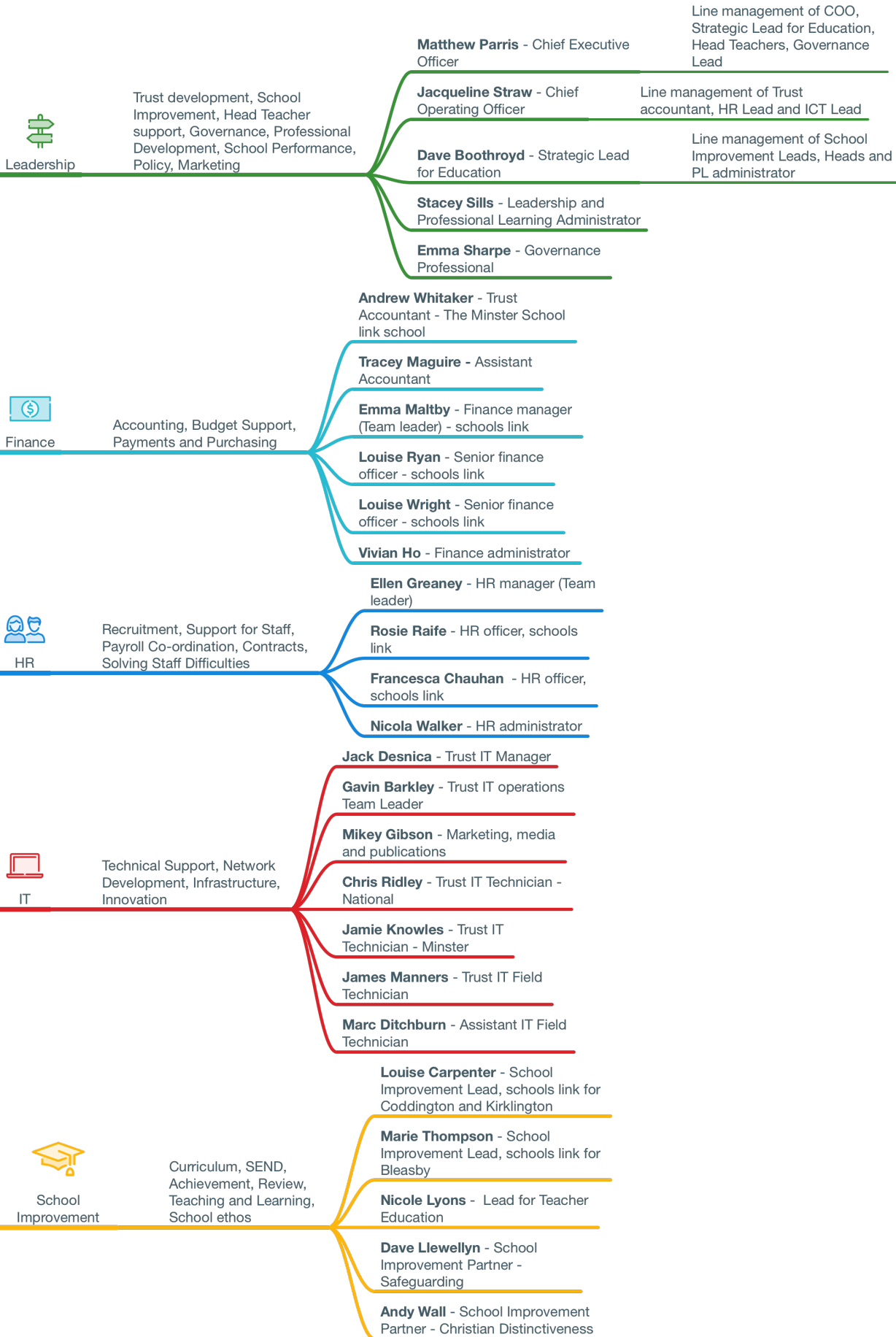
We are fortunate to have a committed team here in Eakring that works with individual schools to support them in their work with pupils and students. We have some new faces and some well-established team members who have been here since the beginning. Full contact details for all MITRE staff are available on our “all staff” SharePoint and the following diagram gives you a picture of the team as a whole and their roles.

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