



**The Island
Learning Trust**

**N E W S
M A G A Z I N E**

2025/26

ISSUE 2

MESSAGE FROM THE CEO



What a year it has been - I know I say that every year but every year!
I am, once again, writing to draw the 2025-26 academic year to a close.
Let me share our news with you.

Minster Ofsted

Minster was visited by Ofsted on 28th April 2026 for a routine 4 yearly inspection. Following a gruelling 2 day, 4 inspector team inspection, Minster finally received the Ofsted grade it deserves- STRONG in all areas- the old outstanding! This is a fantastic achievement, and I am immensely proud of the Minster Magic Team, children and staff alike.

Highlights from the report include:

- **“Pupils are exceptionally well prepared for the next stage of their education. They develop the knowledge, skills and confidence needed to succeed, reflecting the school’s high ambitions and its commitment to inclusive achievement for all.”**
- **“Pupils thrive socially, emotionally and academically. Behaviour is exemplary. Pupils show self-discipline, kindness and courtesy.”**
- **“Leadership of the early years is highly effective. Leaders have a clear, ambitious vision for early learning and ensure that the provision gives children the strongest possible start.”**
- **“Inclusion sits firmly at the heart of the school’s work. Leaders have created a highly positive and nurturing culture in which every pupil is valued and supported to achieve, belong and thrive. Leaders adopt a determined, coordinated approach to support pupils with a range of needs.”**

Our pupils were just themselves- speaking with confidence, openness, and enthusiasm; their love for the school shone through- and of course that is a direct result of the care, passion and determination that every child will succeed that the staff bring to work daily!

Great work recognised and rewarded- Well done Minster Magic team!!

TILT End of Year Data 2026

It has been another year of success for our Year 6 pupils and staff across our schools. Our children have worked extremely hard, across their 7 years with us, to achieve outcomes they can all be proud of- they are leaving us with necessary skills to succeed at secondary school.

The collaborative effort across our Multi-Academy Trust has ensured that our combined outcomes for reading, writing and maths are once again above National:

- Minster Primary School 90% (RWM combined) **27% higher than national**
- Sunny Bank Primary School 70% (RWM combined) **7% higher than national**
- Halfway Houses Primary school 72% (RWM combined) **9% higher than national**

National 2026 data for RWM combined is 63%

Thank you to the whole TILT team, including our children and parents - for ensuring our youngsters leave us with firm foundations for secondary school!
Team TILT Rocks and delivers phenomenal outcomes!

Projects

This year our schools have all engaged with OPAL -Outside Play and Learning. Our school sites and lunchtimes have been transformed with exciting, zoned play and learning zones- children from all year groups are playing and learning together in the outside - relationships are stronger, playtimes more purposeful, and active, incidents of poor behaviour have dropped dramatically too. We are OPAL advocates!

All three schools have continued to develop adaptive teaching and further embed inclusion. To continue this work in September all schools will start to work towards the achievement of the Inclusion Quality Mark and also embark on Thrive training- Thrive gives schools, trusts and partners a shared, evidence-backed way to identify children and young people's social and emotional needs earlier, respond with confidence and improve inclusion, attendance, behaviour, wellbeing and readiness to learn. The Thrive Approach will complement the nurture approach that is already present in our schools:

Thrive will:

- Build consistent practice across classrooms, rooms or groups
- Strengthen staff confidence in responding to children and young people's needs
- Support inclusion and reduce avoidable escalation
- Understand the emotional needs behind attendance, engagement and readiness to learn

Consistently, persistently our TILT teams review and self-assess the next steps required to move our schools closer to our Vision- 'To be the Best we can be'

We recognise that at the heart of inclusion, inclusive pedagogy and good teaching are teachers who **demonstrate strong relational practice**, enabling young people to feel psychological and physical safety, a sense of belonging, connection, attachment and therefore they can learn. Our schools hold **Connection, Care and Nurture** at the front and centre of all we do.

Final Thought

Another busy and highly successful year. I would like to thank all of our parents, carers and staff who have all been committed to ensuring every single one of our pupils have been provided the very best education once again this year. Without you, all our schools would not be the safe, happy, learning environments they are.

I am sure you are all in need of a break and a reset. Please take care and time to enjoy the summer, your children, family and friends. I hope you and your loved ones have a wonderful summer.



BE SAFE HAVE FUN!

If you are in and around the water
ALWAYS REMEMBER TO:

1

STOP AND THINK

2

STAY TOGETHER

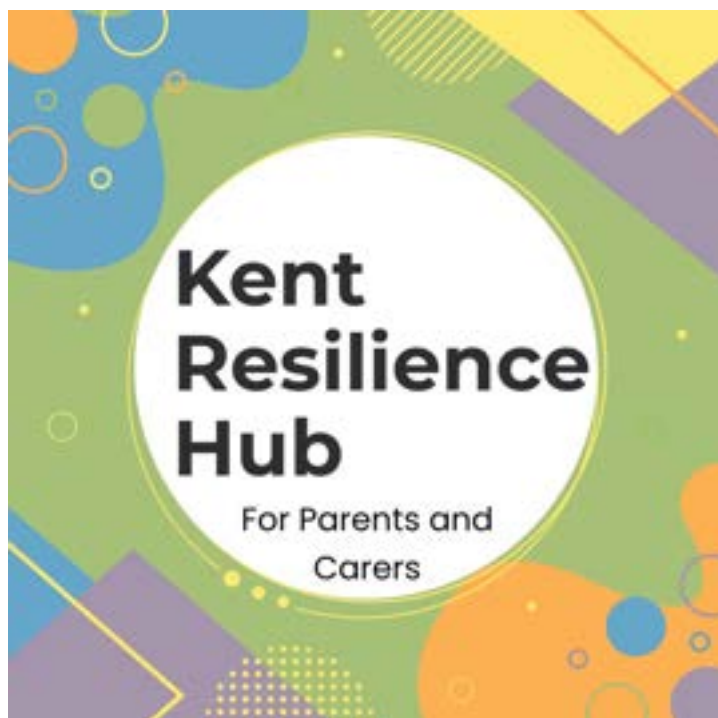
3

FLOAT

4

CALL 999 OR 112

FIND MORE FUN
AND SAFETY TIPS AT
RNLI.org



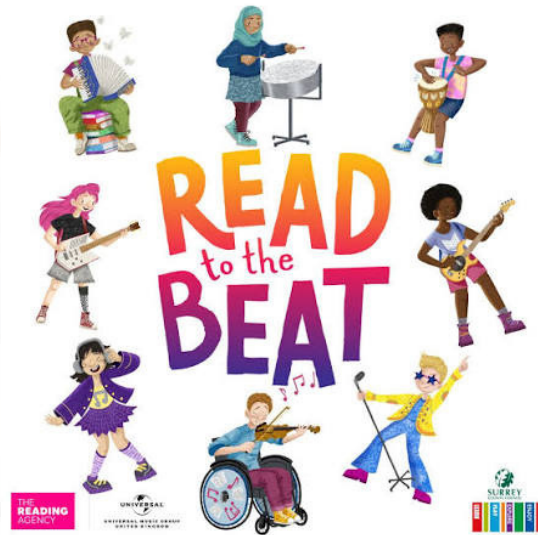
The Kent Resilience Hub has pulled together a variety of resources that will help parents and carers support their children and young people's emotional growth and mental health.

Understanding how your child is growing emotionally and preparing for the challenges they might face can help you make positive changes to promote resilience and respond in a helpful way if your child is struggling to bounce back when life gets challenging.



Kent Summer Reading Challenge

Read to the Beat!



We're excited to encourage all of our children to take part in the Kent Libraries Summer Reading Challenge this summer. The challenge is completely free and is open to children aged 4–11 years. It aims to keep children reading over the holidays while having fun and discovering new books.

This year's theme is '**Read to the Beat**', celebrating the joy of music and the ways stories can inspire, connect and entertain us. Children can join at any point during the summer and take part through their local Kent library or online.

Taking Part is Simple

- Visit your local library and sign up with a library card.
- Borrow books and collect rewards as reading goals are achieved.
- Read fiction, non-fiction, graphic novels, poetry, audiobooks, e-books and more – whatever interests you most.

As children progress through the challenge, they can earn exciting rewards, including a bookmark, key ring, certificate and medal.

Research shows that children who continue reading during the summer holidays return to school more confident and ready to learn. The Summer Reading Challenge is a fantastic way to nurture a lifelong love of reading while enjoying a summer of stories and adventure.

The Kent Resilience Hub has pulled together a variety of resources that will help parents and carers support their children and young people's emotional growth and mental health.

Understanding how your child is growing emotionally and preparing for the challenges they might face can help you make positive changes to promote resilience and respond in a helpful way if your child is struggling to bounce back when life gets challenging.

Happy reading, and we look forward to hearing about all the wonderful books our children discover this summer!

Supporting young people online

Information and advice for parents and carers



The internet – an inspiring and positive place

The internet is an amazing resource which enables children and young people to connect, communicate and be creative in a number of different ways, on a range of devices. However, the internet is always changing, and being able to keep up to date with your children's use of technology can be a challenge. You may sometimes feel that your child has better technical skills than you do, however children and young people still need advice and protection when it comes to managing their lives online. Issues that your child may encounter on the internet will vary depending on their age and online activities. We have grouped potential online risks into these 4 categories.

Conduct:

Children need to be aware of the impact that their online activity can have on both themselves and other people, and the digital footprint that they create on the internet. It's easy to feel anonymous online and it's important that children are aware of who is able to view, and potentially share, the information that they may have posted. When using the internet, it's important to keep personal information safe and not share it with strangers. Encourage your child to be respectful and responsible when communicating with others online, and to consider how what they share may reflect on them. Discuss with your child the importance of reporting inappropriate conversations, messages, images and behaviours and how this can be done.

Content:

Some online content is not suitable for children and may be hurtful or harmful. This is true for content accessed and viewed via social networks, online games, blogs and websites. It's important for children to consider the reliability of online material and be aware that it might not be true or written with a bias. Children may need your help as they begin to assess content in this way. There can be legal consequences for using or downloading copyrighted content, without seeking the author's permission.

Contact:

It is important for children to realise that new friends made online may not be who they say they are and that once a friend is added to an online account, you may be sharing your personal information with them. Regularly reviewing friends lists and removing unwanted contacts is a useful step. Privacy settings online may also allow you to customise the information that each friend is able to access. If you have concerns that your child is, or has been, the subject of inappropriate sexual contact or approach by another person, it's vital that you report it to the police via the Child Exploitation and Online Protection Centre (www.ceop.police.uk). If your child is bullied online, this can also be reported online and offline. Reinforce with your child the importance of telling a trusted adult straight away if someone is bullying them or making them feel uncomfortable, or if one of their friends is being bullied online.

Commercialism:

Young people's privacy and enjoyment online can sometimes be affected by advertising and marketing schemes, which can also mean inadvertently spending money online, for example within apps. Encourage your child to keep their personal information private, learn how to block both pop ups and spam emails, turn off in-app purchasing on devices where possible, and use a family email address when filling in online forms. Make your child aware of scams that may seek to gain access to their accounts, and advise them to be wary in following links or opening attachments in emails that appear to be from organisations such as banks and service providers.

There are real advantages in maintaining an open dialogue with your child about their internet use. Not sure where to begin? These conversation starter suggestions can help.

- 1 Ask your children to tell you about the sites they like to visit and what they enjoy doing online.
- 2 Ask them about how they stay safe online. What tips do they have for you, and where did they learn them? What is OK and not OK to share?
- 3 Ask them if they know where to go for help, where to find the safety advice, privacy settings and how to report or block on the services they use.
- 4 Encourage them to help someone! Perhaps they can show you how to do something better online or they might have a friend who would benefit from their help and support.
- 5 Think about how you each use the internet. What more could you do to use the internet together? Are there activities that you could enjoy as a family?

What can I do right now?

- ☐ Maintain an open dialogue with your child and encourage them to talk to you about their internet use: for example who they're talking to, services they're using, and any issues they may be experiencing.
- ☐ Create a family agreement to establish your children's boundaries, and your expectations, when on the internet. A template agreement can be found at www.childnet.com/have-a-conversation
- ☐ Give your child strategies to deal with any online content that they are not comfortable with – such as turning off the screen, telling an adult they trust and using online reporting facilities.
- ☐ Consider using filtering software to block unwanted content. In addition to filtering, remember that discussion with your child, and involvement in their internet use, are both effective ways to educate them about the internet.
- ☐ Encourage your child to 'think before you post.' Online actions can impact not only yourself but the lives of others. Content posted privately online can be publicly shared by others, and may remain online forever.
- ☐ Understand the law. Some online behaviour may break the law, for example when downloading or sharing content with others. Be able to recommend legal services.
- ☐ Familiarise yourself with the privacy settings and reporting features available on popular sites, services and apps.
- ☐ If your child is being bullied online, save all available evidence and know where to report the incident, for example to the school, service provider, or the police if the law has been broken.
- ☐ Familiarise yourself with the age ratings for games and apps which can help to indicate the level and suitability of the content. Also see if online reviews are available from other parents as these may be helpful.
- ☐ Set up a family email address that your children can use when signing up to new games and websites online.
- ☐ Encourage your child to use nicknames (where possible) instead of their full name online, to protect their personal information, and create strong passwords for every account.

Sign up to our Childnet newsletter at www.childnet.com.

Help make sure that your children know how to stay safe online, by using our SMART Rules for primary aged children, or 6 Tips for Teens.

SMART Rules for primary aged children:

S Safe: Keep your personal information safe. When chatting or posting online don't give away things like your full name, password or home address. Remember personal information can be seen in images and videos you share too.

M Meet: Do not meet up with someone you only know online, even a friend of a friend, as they are still a stranger. If someone you only know online ever asks you to meet up, for personal information or for photos/ videos of you then tell an adult straight away and report them together on www.thinkuknow.co.uk

A Accepting: Think carefully before you click on or open something online (e.g. links, adverts, friend requests, photos) and do not accept something if you are unsure who the person is or what they've sent you.

R Reliable: You cannot trust everything you see online as some things can be out of date, inaccurate or not entirely true. Always compare 3 websites, check in books and talk to someone about what you find online.

T Tell: Tell a trusted adult if something or someone ever makes you feel upset, worried or confused. You could talk to a teacher, parent, carer or a helpline like **Childline 0800 11 11**.

Heart: Remember to always be smart with a heart by being kind and respectful to others online. Make the internet a better place by helping your friends if they are worried or upset by anything that happens online.

6 Tips for Teens:

1 Protect your online reputation: use the tools provided by online services to manage your digital footprints and 'think before you post.' Content posted online can last forever and could be shared publicly by anyone.

2 Know where to find help: understand how to report to service providers and use blocking and deleting tools. If something happens that upsets you online, it's never too late to tell someone.

3 Don't give in to pressure: if you lose your inhibitions you've lost control; once you've pressed send you can't take it back.

4 Respect the law: use reliable services and know how to legally access the music, film and TV you want.

5 Acknowledge your sources: use trustworthy content and remember to give credit when using other people's work/ ideas.

6 Be a critical thinker: not everything or everyone is trustworthy; think carefully about what you see and experience on sites, social media and apps.



Co-financed by the European Union
Connecting Europe Facility



SUNNY BANK PRIMARY SCHOOL



SUNNY BANK NEWS

OPAL PLAYTIMES LAUNCHED

Our Opal Playtimes kicked off in term 5 and has proven to be a tremendous success.

The children have made us incredibly proud by following our play charter while fully enjoying all the new playground activities.



It has been lovely to see the children enjoying their lunchtimes with many reporting back that launch day was 'the best playtime ever' and we have also seen a reduction in lunchtime behaviour incidents.

The sandpit and mud kitchen have been the most popular areas so far, with the children not being afraid to get their hands dirty.

A big thank you to Mountain Warehouse who supplied us with wellies and raincoats, so the children can get well and truly stuck in the mud.





ATTENDANCE BAKE OFF

Some of our children enjoyed a fun cake-making activity as part of celebrating the great attendance efforts we've seen across the school this term.

We are incredibly proud of all our pupils for their continued hard work, resilience, and commitment to learning.



**note: some children could not be photographed due to permissions*



NUMERACY WEEK WAS FILLED WITH EXCITEMENT AND LEARNING ACROSS THE SCHOOL!

Children took part in fantastic team-building and problem-solving challenges led by the Problem Solving Company, before designing and creating their own maths games to share with friends.

Classes explored real-life maths by working with money and applying their skills to everyday scenarios.

We also had great fun dressing up for NSPCC Number Day, learning a maths song, and some friendly competition as pupils battled it out on Times Tables Rock Stars. It was a brilliant celebration of all things mathematical!





Book Week Celebrates Reading at Sunny Bank

A Wonderful Week Celebrating Our Love for Reading!

Everyone enjoyed a fantastic week as we embraced our passion for reading. We kicked off the festivities with a storyteller who hosted a special assembly, followed by engaging sessions in each class. The children participated in a fun guessing game to identify the Masked Reader! On World Book Day, pupils arrived at school in their pyjamas and we concluded the week with a delightful dress-up day featuring beloved book characters. To top it off, Nickel Books visited us, allowing the children to use their free World Book Day vouchers!



A heartfelt thank you
to Nickel Books for
providing all the
World Book Day titles,
allowing children to
spend their free
World Book Day
voucher.















Sunny Bank
Primary School



on News and Events

More pics
www.sunnybank.kent.sch.uk

HAVING A BLAST

Children kicked off our Science Week with a high-energy assembly filled with pops, bangs and impressive mini-explosions. Even Mrs. Willing was caught by surprise during the dramatic exploding canister experiment!

Throughout the week, classes became bustling hubs of scientific exploration. Pupils carried out a range of hands-on investigations, from growing a rainbow to launching balloon rockets and sending flying mice soaring across the room. Children learned how to think like real scientists by exploring variables and developing their own investigative questions.

Our annual Science Fair was a standout highlight. The hall was filled with creative projects and enthusiastic young scientists who confidently explained their ideas and findings. Their curiosity and passion shone through every display.

To round off the week, all pupils joined a live online lesson with real scientists on Friday. Inspired by what they learned, children then returned to their classrooms to complete a final investigation of their own.

The buzz around school has been incredible all week - a true celebration of curiosity, discovery and the joy of science!









Book Week Celebrates Reading at Halfway Houses

Halfway Houses celebrated Book Week and World Book Day with a whole series of exciting, story-filled activities that brought the school community together. The week began with a cosy Pyjama Day and a special Bedtime Read event, where children snuggled up with hot chocolates to enjoy shared stories.





COMMUNITY SPIRIT WEEK EMPOWERS PUPILS

Halfway Houses Primary School embarked on a pupil led Community Spirit Week

Held from 9th to 13th February, our children celebrated kindness, citizenship and the school's ROAR values - Responsibility, Optimism, Ambition and Resilience.

Throughout the week, pupils participated in a wide range of meaningful community focused activities designed to help them "be the best they can be" while making a positive impact on the local area.

The initiative brought together pupils, staff, local organisations and residential homes across Sheppey, giving children the opportunity to learn about social responsibility and to experience first-hand the difference their actions can make.

Led by choir leader Mrs Cockett, the school choir visited Oakdene, Barton Court and The Island Residential Homes, performing a selection of uplifting songs for residents. The children were warmly welcomed and staff and residents shared heartfelt appreciation for the visit, with the staff at the care home reporting **"the children were very gracious."** A Year 5 choir member said: "We were really proud to sing in front of the residents. It was really good because singing unlocks their memories."

Under the coordination of Mrs French, pupils created thoughtfully designed Easter cards. These were shared with local residential homes and donated to island charity shops to sell, supporting community fundraising and spreading positivity across Sheppey.





As part of the school's continued commitment to supporting inclusive community organisations, pupils took part in a whole school colouring competition. All proceeds were donated to More Than Words, a Kent based children's charity that supports families of children with communication difficulties. The charity provides free Makaton signing courses and inclusive events for families across the county. Thanks to enthusiastic participation from pupils and families, the school raised £150 for the charity during the week.

Every class took part in a large scale litter pick across the school grounds and surrounding areas, improving our local communities. In addition, Year 5 worked with a local community project led by Cllr Mike Whiting (Independent Member serving Queenborough, Halfway and Rushenden).

The project focused on improving the grounds around the Sheppey Light Railway Greenway Track. Their efforts culminated in a final ambassador led litter pick at The Leas.

Jacob, Year 5 said, ***"I really liked learning about the old Sheppey Light Railway and seeing where it used to run. Doing the litter pick there made me feel like we were looking after an important part of our island's history and giving something back to our community."***

Grace, Year 5 said, ***"I liked helping with the litter pick because it felt good to give back to our community. Using our ROAR values — Responsibility, Optimism, Ambition and Resilience — made me feel proud and positive."***

Of the ambassadors that went to the Leas beach litter pick, Milah, Year 4 said, ***"It was the best day ever,"*** and ***"I liked helping the community... we cleaned up so much plastic."***

Ethen, Year 5. Henry, Year 3 said ***"I liked clearing the beach because it helps animals."***

Cllr Mike Whiting, who led the Greenway part of the week said ***"It was great to be involved in the school's Community Spirit Week, and to speak to Year 5 about the Sheppey Light Railway, which ran near to the school along Power Station Road until its closure in 1950. The children then enjoyed a litter pick along the old route, which has been opened up and resurfaced by a group of volunteers, clearing many bags of litter for the benefit of the local community."***

Head of School Jack Allen, emphasised the importance of instilling strong values and community pride in children from an early age. ***"Community Spirit Week is about far more than the activities themselves—it is about helping our children develop a deep understanding of responsibility, pride and compassion. Our ROAR values guide everything we do, and this week showcased our pupils at their very best. When children learn that they can make a positive difference, they carry that lesson with them for life."***

Community Spirit Week has become a flagship example of Halfway Houses Primary School's commitment to nurturing responsible, caring and ambitious young people.

The school remains dedicated to ensuring that children are equipped not only with academic skills but with the character and values needed for life beyond the classroom.

The School leadership team have also been impacting positively on the local community supporting Cllr Mike Whitting with his campaign against new parking charges at Halfway car park. Lobbying from the school has helped in securing a concession for parents dropping their children off for school.

In a communication to the Head of school Mike wrote that ***"The car park will be free each weekday from 7am until 9.30am and again between 2.30pm and 4pm. The response you sent in to the 'consultation' on behalf of the school was integral to that concession."***





A Brand Nursery Opening This September!

Halfway Houses Primary School is opening a brand new, purpose-designed nursery provision for 3–4 year olds this September — an exciting next step in our ongoing commitment to serve our community and give every child the very best start in life.

[**READ THE FULL STORY HERE**](#)

Sports Week

We had a fantastic Sports Week that ended with a successful Sports Day, showcasing excellent teamwork, determination and sportsmanship from the children. Their enthusiasm and support for each other were wonderful to see.

Thank you to all the families for their support in making the event a success!



Leeds Castle

At the beginning of this term, Year 4 had an exciting trip to Leeds Castle. During Term 5, the children learnt about "The Prince and the pauper" in their literacy lesson, they were able to discuss what life would be like living as a Prince in Tudor times, but also what life would be like as a pauper.

During their trip to Leeds Castle, the children explored the inside of the castle and were able to spot different elements that were linked to King Henry VIII and the Tudors. The children also enjoyed exploring the maze, with many of them finding the middle of the maze and exploring the wonders of the Pebble grotto.

All the children had an amazing day out!



Trip to Wingham Wildlife

Year R had an amazing time on their school trip to Wingham Wildlife Park in the glorious sunshine.

The animals were fascinating to see, the monkeys and the giraffes were a big hit. The children had the best time and clearly worn out as some of them fell asleep on the coach journey home.



Food Scientists

Year 4 have been learning about the digestive system and created an experiment to imitate the way that food is processed through the digestive system.

Using Weetabix, water, vinegar and a sandwich bag-children created the body's waste products.



Year 5 explored the world of The Arrival



Year 5 immersed themselves in the world of **The Arrival by Shaun Tan** during a memorable experience day.

The classroom was transformed as pupils explored the contents of a mysterious suitcase, discovering treasured belongings that told the story of a father leaving his family behind in search of a better life.

Through drama, discussion and storytelling, the children empathised with the character's emotions and explored the difficult choices he faced. This powerful experience provided a rich foundation for their descriptive and narrative writing, helping them develop thoughtful ideas and ambitious vocabulary.





NEWS



DAVID ATTENBOROUGH 100TH BIRTHDAY CELEBRATION

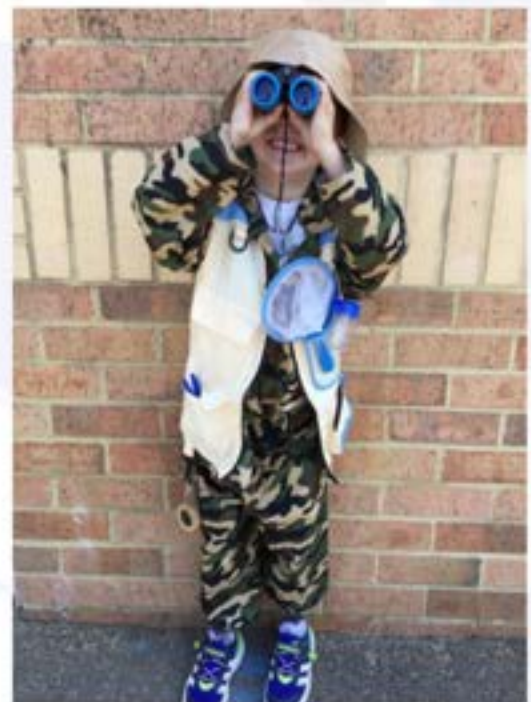
On **8th May**, our school came together to celebrate the remarkable life and work of broadcaster, natural historian and writer **Sir David Attenborough**, who turned 100 years old. It was a fantastic day of learning, creativity and environmental awareness, enjoyed by pupils and staff across the school.

To mark the occasion, children and adults arrived dressed as **animals or wildlife explorers**, creating a wonderful atmosphere and bringing the natural world to life throughout the day. From jungle creatures to ocean animals, the costumes were imaginative and full of character!

The day began with a special **Picture News assembly**, where pupils learned that for over **70 years**, David Attenborough has created and presented programmes that help people to understand **nature, people and the planet**, and has inspired generations to learn about the world and take care of it.

Each year group focused on a **different endangered animal**, including **tigers, turtles and monkeys**, learning about the challenges these species face in the wild. This helped pupils develop a deeper understanding of conservation and the importance of protecting our planet.

Pupils expressed their learning creatively by producing **poetry and artwork** inspired by their chosen animals. Alongside this, they created detailed **fact files about Sir David Attenborough**, exploring his life, achievements and the lasting impact he has had on our understanding of the natural world.



All pupils also watched an engaging **webinar about David Attenborough's life**, helping to bring his incredible journey and dedication to nature to life. Some year groups took part in an exciting **treasure hunt**, discovering facts about both David Attenborough and endangered species as they searched around the school.

It was a truly inspiring day that encouraged curiosity, creativity and a shared commitment to looking after our world.

CELEBRATING OUR OFSTED SUCCESS



We are delighted to share the outcome of our recent Ofsted inspection, which took place on 28 April 2026. The inspection recognised Minster in Sheppey Primary School as a school providing a strong standard of education across all areas, with safeguarding confirmed as effective. This reflects our commitment to ensuring every child feels safe, happy, supported and ready to learn.

Inspectors saw our vision of helping every child “to be the best they can be – best learner, best friend and best citizen” in action throughout the school. They recognised the positive attitudes of our pupils, the strong relationships between staff and children, and the pride pupils take in their learning and achievements.

The report highlights the strength of leadership across the school, recognising the ambition and dedication of our leadership team in securing the very best outcomes for every child. Inspectors noted that decisions are always made with the needs of children at the heart.

We are particularly proud that pupils’ achievement was identified as a key strength. Inspectors found that children develop strong knowledge across the curriculum, speak confidently about their learning and apply their skills effectively. By the time they leave Minster, pupils are well prepared for the next stage of their education.



Our calm, welcoming and purposeful environment was also recognised. Inspectors commented on pupils' respectful behaviour, enthusiasm for learning and positive attitudes. Many children spoke proudly about being part of the "Minster Magic Family", reflecting the caring and inclusive culture that makes our school such a special place.

The quality of teaching and our ambitious curriculum were praised for ensuring that all pupils, including those with additional needs, are supported to succeed. Inspectors recognised the expertise of our staff and their ability to adapt learning so that every child can thrive.

We were also pleased that our Early Years provision received positive recognition. Inspectors highlighted the nurturing environment, strong focus on communication, language and early reading, and the way staff help children develop confidence, independence and secure foundations for future learning.

Beyond the classroom, the report celebrates our commitment to pupils' wider development. Through a wide range of enrichment opportunities, leadership experiences, sporting activities, creative projects and community involvement, children develop confidence, curiosity, resilience and important life skills.

Importantly, inspectors also recognised the positive partnerships we have with our families. The strong relationships between home and school play a vital role in supporting children's wellbeing, learning and success.

This wonderful outcome is a reflection of the collective efforts of our pupils, staff, governors and families. We would like to thank our entire school community for their continued support. While we are incredibly proud of this achievement, we remain committed to continually improving and ensuring every child has the opportunity to succeed, thrive and truly be the best they can be.

AMBITION DAY – CELEBRATING OUR FUTURE SELVES

On **Friday 6th March**, our school proudly celebrated **Ambition Day**—a special event designed to help pupils imagine, explore, and celebrate their future selves. The school was buzzing with excitement as pupils arrived dressed as the adults they might one day become.

Among our future selves were **lawyers, doctors, vets, nurses, artists, bakers, footballers, zoo keepers, teachers, bodyguards, darts players, rock stars, actors**, and many more inspiring roles.



Creative Activities to Inspire Future Thinking

To deepen their reflection and imagination, pupils also took part in a series of creative tasks designed to help them picture who they could become.

Future Me Portraits

Pupils drew themselves in a future role—such as an artist, scientist, vet, athlete, or any career that excites them. This allowed them to visualise their aspirations in a meaningful and enjoyable way.

My Strengths Shield

Each child designed a Strengths Shield, showcasing qualities such as kindness, curiosity, perseverance, teamwork, and creativity. This activity encouraged pupils to recognise the traits they already possess that will support them throughout their lives.

Ambition Journals

Pupils completed thoughtful entries in an Ambition Journal, responding to prompts including:

- “Something I want to get better at...”
- “A challenge I overcame this year...”
- “Something I’d like to try in the future...”
- “Someone who inspires me...”

These journals can be displayed in classrooms or kept as a meaningful personal keepsake, celebrating each child’s journey and developing confidence.

Part of Our Character and Careers Education

Ambition Day forms an important part of our broader character education and careers education. By encouraging pupils to consider who they might become, recognise their strengths, and understand the value of lifelong learning, we are helping them develop into resilient, confident, and aspirational young people.

We are incredibly proud of the enthusiasm, creativity, and ambition shown by our pupils. We look forward to continuing to support them as they explore their passions and shape their dreams for the future.





SPINA BIFIDA AWARENESS DAY

In term 6, we held a Spina Bifida Awareness Day in school to help our pupils learn more about this condition and to raise funds for the Spina Bifida charity.

The day was organised following a thoughtful suggestion from one of our pupils and their family, who have personal experience of living with spina bifida. Their idea gave us a wonderful opportunity to promote understanding, empathy and inclusion across our school community.

Throughout the day, pupils took part in activities to learn about spina bifida, including how it can affect people's daily lives and the challenges that some individuals may face. These discussions helped our children develop a greater awareness of disability and the importance of supporting others.

To show our support, pupils were invited to wear yellow and make a voluntary donation to the charity. We were delighted by the enthusiasm shown by everyone who took part.

We would like to extend a heartfelt thank you to all parents and carers for your generous donations and support. Your contributions will help the charity continue its important work supporting individuals and families affected by spina bifida.

Most importantly, we would like to thank the pupil and family who suggested the event and helped us raise awareness of a condition that affects many people. Their willingness to share their experiences enabled our school community to learn, reflect and come together in support of a very worthwhile cause.

Thank you for helping to make our Spina Bifida Awareness Day such a success.



SPORTS WEEK 2026

Our annual **Sports Week** was a fantastic celebration of teamwork, determination and fun, with pupils taking part in a wide range of exciting activities throughout the week.

The week began with a spectacular **Opening Ceremony**, where each class proudly represented one of the participating countries. Children paraded around the field carrying their country's colours and showing great enthusiasm and pride. Leading the procession was a very special guest, **Lenny the Lion**, the Sheppey United mascot, who helped create a wonderful atmosphere and added to the excitement of the occasion.

During the opening ceremony, pupils were encouraged to reflect on the importance of fair play, respect and friendship, as well as the core **Olympic values** of excellence, respect and determination. It was a fantastic opportunity to remind everyone that sport is about much more than winning; it is about trying your best, supporting others and enjoying being active together.



SKY ARTS WEEK AND SCHOOL ARTS FAIR



This term, pupils immersed themselves in a wonderful week of creativity as we celebrated Sky Arts Week, culminating in our spectacular School Arts Fair, themed "The World at Our Feet."

Throughout the week, children took part in a wide range of artistic experiences that encouraged them to imagine, create and express their ideas in unique and exciting ways. Inspired by the theme, every pupil designed a piece of footwear that reflected a particular aspect of the world around them. Some pupils created colourful flippers with aquatic themes, highlighting the beauty of our oceans and marine life, while others designed walking boots inspired by the natural environment. Many children chose to create sports trainers, demonstrating the importance of physical activity, teamwork and healthy lifestyles. The creativity, thought and artistic skill displayed in these designs were truly impressive.





The week culminated in our School Arts Fair, where pupils proudly showcased their artwork alongside a range of creative projects inspired by the theme. Families were invited to explore an inspiring exhibition of work reflecting ideas such as sustainability, future technology, sport, world cultures and environmental responsibility. The event celebrated the imagination and talents of our pupils while demonstrating how art can be used to communicate important messages about our world. The Arts Fair was inspired by the vibrant "World at Our Feet" theme, encouraging children to think creatively about the future, communities and the environment.



We would like to thank all parents and carers who attended the Arts Fair and supported the children's work. It was wonderful to see so many families sharing in the pupils' achievements and celebrating the creativity that has flourished throughout the week.

Sky Arts Week was a fantastic success, providing opportunities for every child to explore their artistic talents, develop confidence and demonstrate that creativity can help us better understand the world at our feet.



Parent Workshop

Helping Your Child Move to Secondary School

20/07/2026 09:30—11:00pm

***Workshop
timings
change from
term to**

Is your child moving to **secondary school**? Would you like to come and **meet with other parents and carers** and learn about ways to **support your child with this step in their lives**?

You are invited to a **workshop which thinks about how to prepare and support your child with this move**. We will consider **challenges and concerns** and discuss **techniques that you can use at home** to help them feel ready for the move ahead.

If you would like to join, please **ctrl + click the link below or by entering the Meeting ID and Passcode within Teams**:

<https://teams.microsoft.com/meet/341931700362562?p=FtBZuaJB36K12A4vAh>

Our workshops are held on Microsoft Teams. You can create an account for free. You will need access to the internet. If you have any questions please speak to your child's school. Currently, this workshop is only available to parents/carers of children attending an EWT/EST school. Please speak to your child's school or check our website for our list of schools. If you require materials in another language or have any other access needs then please email: EWTandESTenquiries@nelft.nhs.uk

We look forward to meeting you



**EMOTIONAL WELLBEING TEAM KENT
EMOTIONAL SUPPORT TEAM
MEDWAY**

Parent Workshop

Starting Primary School

11/08/2026 10:30—12:30pm

***Workshop
timings
change from
term to**

Is your child about to start **primary school**? Would you like to come and **meet with other parents and carers** and learn about ways to **support your child with this step in their lives**?

You are invited to a **workshop which thinks about how to prepare and support your child with this**. We will consider **challenges and concerns** and discuss **techniques that you can use at home** to help them feel ready for starting primary school.

If you would like to join, please **ctrl + click the link below or by entering the Meeting ID and Passcode within Teams**:

[https://teams.microsoft.com/meet/336151678548213?
p=dQB6rSq60ASZUnJJW](https://teams.microsoft.com/meet/336151678548213?p=dQB6rSq60ASZUnJJW)

Our workshops are held on Microsoft Teams. You can create an account for free. You will need access to the internet. If you have any questions please speak to your child's school. Currently, this workshop is only available to parents/carers of children attending an EWT/EST school. Please speak to your child's school or check our website for our list of schools. If you require materials in another language or have any other access needs then please email: EWTandESTenquiries@nelft.nhs.uk



EMOTIONAL WELLBEING TEAM KENT
EMOTIONAL SUPPORT TEAM
MEDWAY

We look forward to meeting you

10 Top Tips for Parents and Educators

TECH-FREE SUMMER FOR TEENS

For many 11- to 16-year-olds, summer can quickly become screen heavy, especially when socialising, entertainment, and downtime all happen via their devices. Encouraging a tech-free summer isn't about banning technology altogether, but about helping young people rediscover friendship, creativity, independence, and the great outdoors. The NHS recommends that young people aged 5 to 18 aim for an average of at least 60 minutes of physical activity each day across the week.

1 BUILD OUTDOOR CHOICE



Teens are more likely to engage when they feel they have a level of control. Create a simple 'summer outdoors menu' with options such as cycling to a favourite café, playing rounders, visiting a skatepark, dog walking, photography walks, geocaching, or helping around the garden. Parents and educators can then ask young people to choose two or three activities each week that interest them.

2 PREPARE THE KIT

Small barriers can stop teenagers going outside, especially if they feel uncomfortable, too hot, or unprepared. Keep a grab bag with sun cream, water, snacks, plasters, a cap, period products, and a lightweight waterproof. During hot weather, plan shade, water breaks, and calmer activities, as vigorous exercise is not advised on very hot days.

3 TRY MICRO-ADVENTURES

Outdoor activities don't need to be expensive or complicated. A micro-adventure could be as simple as watching the sunrise, walking to a local viewpoint, making breakfast outside, visiting a new green space, or planning a bus journey to a nearby nature trail. Encourage teens to plan the route, snacks, and timings themselves to help build their independence.

4 LINK TO REAL INTERESTS

A young person who dislikes sport may still enjoy being outside if the activity connects with something they already care about. Link outdoor time to music, art, animals, fashion, cooking, photography, or social interaction. Ideas include sketching in a park, making a nature playlist, filming a wildlife vlog script, or designing posters for a community garden.

5 CREATE SOCIAL PULL



For many teenagers, friends are the strongest motivator in various areas of life. Parents can invite one or two friends on walks, picnics, or garden games, while schools can promote lunchtime leagues, outdoor clubs, or summer meet-ups linked to existing interests. Make these activities feel social rather than supervised, with adults nearby for safety but not dominating the experience.

6 MAKE TRAVEL ACTIVE



Active travel is a practical way to build outdoor time into everyday routines. Encourage young people to walk, cycle, or scooter short journeys where it's safe to do so, such as to school, the library, a friend's house, or a sports club. Educators could run a summer 'active miles' challenge, with pupils logging their journeys completed on foot or by pedal.

7 USE PHONE-FREE CHALLENGES



Rather than simply saying, "Put your phone away", turn time spent offline into a shared challenge. Try a two-hour, phone-free park visit, a family evening walk, or a tutor-group challenge where pupils track their screen-free outdoor hours and share what they've been doing. You could all agree to keep devices in a box, bag, or classroom drawer, and allow for check-in time afterwards.

8 OFFER REAL RESPONSIBILITY



Teens often respond well when outdoor activities feel purposeful. Give them the responsibility for setting up a garden get-together, planning a picnic budget, leading a warm-up routine, mapping a walking route, or organising outdoor equipment. Schools could ask pupils to design an outdoor wellbeing trail, manage a sports rota, or support younger pupils during activity sessions.

9 REPLACE, DON'T REMOVE



If screens are taken away without an appealing alternative, young people may see outdoor time as a punishment. Replace gaming sessions with football drills, dance practice, basketball shots, treasure hunts, or card games outside. Replace screen scrolling with a 'boredom box' containing items like chalk, a frisbee, skipping ropes, playing cards, seed packets, or a disposable-style camera.

10 CELEBRATE SMALL WINS



Not every teenager will suddenly love the outdoors, so recognise their gradual progress. Celebrate a 20-minute walk, an hour at the park, a phone-free picnic lunch, or choosing to cycle instead of being driven around. Parents and educators can use praise, certificates, group displays, or simple shared reflection to show that outdoor effort matters.

Meet Our Expert

The National College provides expert-led training and resources to support schools, trusts and education settings worldwide. Its guidance helps parents and educators understand the issues affecting children and young people today, covering topics such as safeguarding, wellbeing, digital safety, and healthy development.

See full reference list on our website



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#WakeUpWednesday

The National College



Have a GREAT SUMMER!



The Island
Learning Trust



Term 1 starts Wednesday 2nd September 2026



**The Island
Learning Trust**



ADVERTISE IN OUR NEWSLETTERS

Advertising is a powerful communication tool used to inform, persuade, and influence potential customers. It plays a critical role in shaping consumer behavior and building awareness for products, services, or ideas. In today's fast-paced world, effective advertising goes beyond just exposure - it creates emotional connections and drives action

We design visually captivating newsletters for schools and our trust, which have become quite popular among parents, children, staff and visitors alike. Now, we're offering local businesses the chance to advertise in these newsletters at an affordable rate, allowing them to reach a broad audience



SCHOOL NEWSLETTERS

- Sunny Bank Primary School
- Halfway Houses Primary School
- Minster in Sheppey Primary School



TRUST PARENT NEWSLETTER

News Highlighting All Three of Our Schools and Trust



SOCIAL MEDIA

Facebook and Instagram

SCHOOL WEBSITES

For each school and the trust

CLASS DOJO

Communication tool for all parents

EMAIL

An email is sent to parents with a direct link

HOW WE PROMOTE OUR NEWSLETTERS



A WIDE AUDIENCE

WEBSITES FOR THE SCHOOLS AND TRUST

in a typical 4-week period, our websites have received a total of 7,312 visits

SOCIAL MEDIA FACEBOOK

in a typical 4-week period, our Facebook pages have garnered a total of 86,000 views

CLASS DOJO FOR PARENTS

All parents at our schools are engaged and actively participate in viewing the School Story



The Island Learning Trust

**FOR
MORE
INFORMATION
AND
PRICING**



**The Island
Learning Trust**

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**This is a preview edition of our complete advertising brochure.
The full version can be obtained upon request.*