



AUTUMN NEWSLETTER - OCTOBER
2025

FOREST MOOR SCHOOL

Half term 1

VICE PRINCIPAL - ALEC SCOTT

Honest. Supportive. Nurturing.

Dear Friends and Families of Forest Moor,

As Autumn 1 draws to a close, it's clear how much progress has been made across Forest Moor and how long a half term this has been. I always find that the first half-term is always about rhythm - finding consistency after the summer, re-establishing routines, and settling the community back into learning. This term, that rhythm has started to return.

Across classrooms, there's a different energy now: calmer, steadier, more focused. Staff have worked hard to build this through small, deliberate actions — clear routines, predictable structures, and steady relationships. The result is a school that feels more settled and more confident in its purpose.

Our work on rules, routines and boundaries hasn't been about control, but about reassurance. Predictability helps pupils feel safe enough to learn. When expectations are clear and consistently upheld, children can take risks, repair when needed, and begin again. That sense of safety underpins every other kind of progress.

Each phase has developed a distinct focus this half-term — KS2 building curiosity through experience, KS3 strengthening fundamentals through intrigue, and KS4 linking learning to life beyond school. Together, they reflect a community working with purpose, not speed, and beginning to see results.

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KS2 have made a strong start, showing how curiosity grows best when the environment is calm and predictable. The team has built classrooms that are structured but open, allowing space for questions, mistakes, and discovery.

Forest school has provided opportunities for pupils to connect classroom ideas to the real world. The sessions have been practical and relational — about noticing, collaborating and applying knowledge in a way that feels relevant. These experiences have supported both regulation and learning.

In literacy, pupils are beginning to express ideas with greater confidence. The most encouraging progress hasn't been about written output alone, but about attitude. Children are staying with tasks longer, showing more persistence, and taking quiet pride in their work.

The use of visual timetables has continued to make a real difference. Transitions have been smoother and anxiety has reduced, allowing more time for meaningful engagement.

The Leeds United football sessions, led by Ollie, are another great space for learning - about teamwork, communication and self-regulation. Staff involvement has helped keep these sessions structured and relational, showing that play and responsibility can exist side by side.

KS2 have reminded us that curiosity and structure are not opposites. When pupils feel safe, they are far more willing to explore, question and learn.

KS2

CURIOSITY THROUGH THE CURRICULUM





For KS3, this half-term has been about rebuilding confidence — academically, socially, and emotionally. The team have used intrigue to draw pupils in, blending direct instruction with opportunities to think and explore.

The I do, We do, You do structure has provided a rhythm that pupils can rely on. It supports clarity, reinforces success and helps learning feel manageable. This steady pattern mirrors the emotional rhythm we aim for — predictable, calm, and achievable.

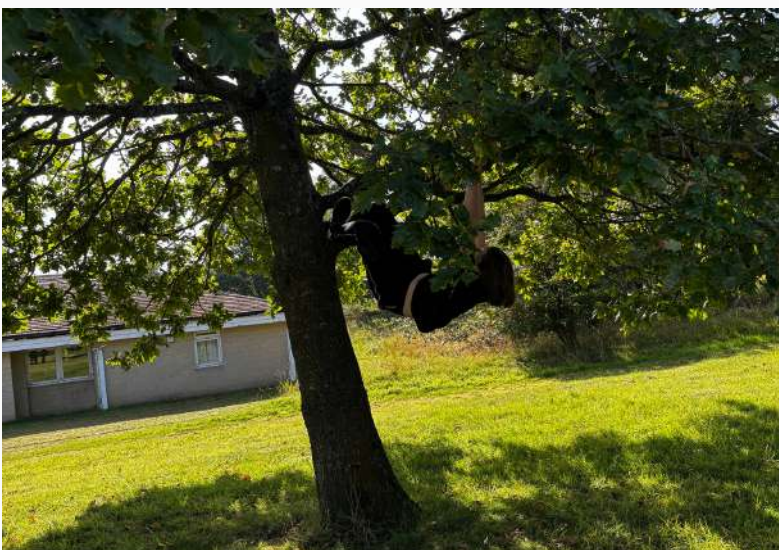
The nurture breakfast continues to set the tone each morning. It's a calm start to the day where relationships come first. Sharing food, conversation and small routines has helped pupils prepare for learning and feel part of something consistent.

In English, Explore and Science, curiosity has been used as a route into deeper thinking. Pupils have been creating, analysing, questioning and reasoning — learning that engagement begins with interest but grows through perseverance. In Maths, the focus has remained on fluency and problem-solving, helping pupils rebuild confidence through clarity.

KS3 have shown encouraging signs of growth. Pupils are taking part more readily, recovering from setbacks faster, and showing pride in their achievements. That sense of movement is beginning to show through the small, consistent steps taken each day.

KS3

DEVELOPING FUNDAMENTALS THROUGH INTRIGUE





KS4 have approached this term with maturity and purpose. The focus has been on connecting learning to life beyond Forest Moor - making education practical, relevant and forward-facing.

Following Hannah Barr's and Michelle Jauncey's hard work, the KS4 curriculum has been refined to strengthen those links. Pupils have been applying their English and Maths skills in everyday contexts. An aim for this half term has been re-emphasise how qualifications serve real independence rather than existing in isolation; embedding them within their lessons and not as the end goal.

Science and vocational sessions have continued to develop pupils' understanding of how knowledge translates into real-world skills. There has been strong progress in teamwork and communication, as pupils learn to collaborate effectively and reflect on their own goals as we work to support our young adults in securing additional BTEC qualifications.

Structured football during dinner have reinforced the same expectations we hold in the classroom - respect, consistency and effort. Pupils have shown increased self-awareness and have handled competition positively, supporting each other throughout.

Pastoral and academic teams have worked together to prepare pupils for the demands of qualifications and transition.

Mentoring and reflection work have helped students recognise progress and plan next steps. KS4 are beginning to look ahead with a clearer sense of direction and purpose.



KS4

DEVELOPING SKILLS FOR QUALIFICATIONS AND BEYOND SCHOOL



Across the whole school, the clearest achievement this half-term has been cultural. The work around rules, routines and boundaries has started to show its impact. Expectations are now more consistent and language is calmer, which has created a stronger sense of safety and belonging. Our CPD work has supported this shift. Sessions led by Mr Crichton and the Care Team on rules, routines and boundaries have helped staff reflect on how structure supports care rather than constrains it. Staff have engaged thoughtfully, refining practice and challenging themselves to keep routines structured through relational practice which is supporting our children to thrive. The nurture breakfast and nurture dinner may seem one of the simplest times of the day but in actuality it requires the most structured parts of our day. It's a moment that embodies our values: community, calm and connection. Our values - open, honest, nurturing - have felt present in everyday actions. Staff have supported one another, pupils have repaired relationships, and families have continued to work alongside us with honesty and trust.



Whole School

BUILDING CULTURE
THROUGH
CONSISTENCY



As we move into Autumn 2, Forest Moor feels settled and focused. The foundations are there - clear expectations, calmer classrooms, and a curriculum that encourages curiosity while maintaining structure. KS2 will continue to build curiosity through hands-on learning. KS3 will strengthen academic confidence through structure and exploration. KS4 will move further into preparation for exams, transition and life beyond school and into the world of work.

To staff - thank you. Your professionalism, patience and consistency have underpinned everything we've achieved this term.

To pupils - well done. You've shown courage, kindness and determination. You've reminded us that real progress is often measured in how you respond, not just what you produce.

To families and partners - thank you for your continued support and openness. The shared commitment between home and school remains central to the progress we're making.

 Term Dates - 2025/2026

Holiday	School Closes	School Opens
Summer Break		4/9/25
Autumn Mid Term	24/10/25	3/11/25
Christmas Break*	19/12/25	5/1/26
Spring Mid Term	12/2/26	23/2/26
Easter Break	27/3/26	13/4/26
May Bank Holiday	4/5/26	4/5/26
Summer Mid Term	22/5/26	1/6/26
Summer Break	17/7/26	

Training Days

- Monday 1st September 2025
- Tuesday 2nd September 2025
- Monday 1st December 2025
- Monday 19th January 2026
- Friday 13th February 2026
- Monday 20th July 2025

Looking Ahead



You may remember last year I wrote to you last year about a change to our school Governing Body. We have now formally become part of the North West Yorkshire Specialist Partnership (NWYSP), along with 5 other schools from within the Wellspring Academy Trust. This group of schools will work closely together under a single Local Governing Board.

The LGB are a group of committed people who support, advise and work with the school's leaders to make sure our school is the best it can be.

The LGB helps by:

- 1.Setting the Direction: They make sure everyone agrees on the school's goals, its values, and its plan for the future.
- 2.Keeping Leaders Accountable: They check on the school's senior leaders to make sure students are learning well and that the staff are doing a great job.
- 3.Managing Money: They watch over the school's budget to ensure every penny is spent wisely and helps the students.

We're very happy to welcome a dedicated and skilled group to the LGB. This team cares deeply about our schools and is ready to help us keep improving. Here is the list of our new Local Governing Body members:

Ken Morton

Robert Stott

Andrea Cowans

Jayne Rowe

Jane O'Gara

Jo Laidlaw

Caroline Day (Parent Governor)

Stella Croot (Parent Governor)

Shaunagh Barker (Staff Governor)

Chris Plowright (Staff Governor)

Scott Jacques (Executive Principal)

Shona Crichton (Executive Principal)

Mark Wilson

Their mix of different experiences and their commitment to our community will be a huge help to NWYSP. We look forward to working with them to plan for a successful future for all our students across the region. If you ever need to get in touch with the Governing Body, please email our Governance Officer, Francesca Lenny, at f.lenny@wellspringacademies.org.uk.

Governance



In Closing

Autumn 1 has been about rebuilding rhythm and stability. Forest Moor now feels calmer, more purposeful, and more cohesive. We've shown that clarity and care can work together - and that our values of being honest, supportive and nurturing are most powerful when they are lived out through daily practice.

As we head into the next half-term, we'll continue to strengthen what's working, stay reflective about what isn't, and keep moving forward together.

— Alec Scott, Vice Principal

