



Weekly Bulletin 12th Sept 2025

[Headteacher Message](#)

Welcome to Week 3 of the Autumn Term! As we settle into the rhythm of the new school year, our focus this week is on the habits and routines that underpin successful learning. Across our classrooms, we're seeing fantastic evidence of this: students arriving well-prepared, actively listening, following learning advice, and consistently trying their best. This commitment to learning was clearly reflected in last week's positive points tally. In fact, 18 of the top 20 positive point earners were Year 7 students—what a fabulous start to their journey with us! We encourage everyone to keep building those strong habits and routines. Let's make this another great week of learning!

Key Dates

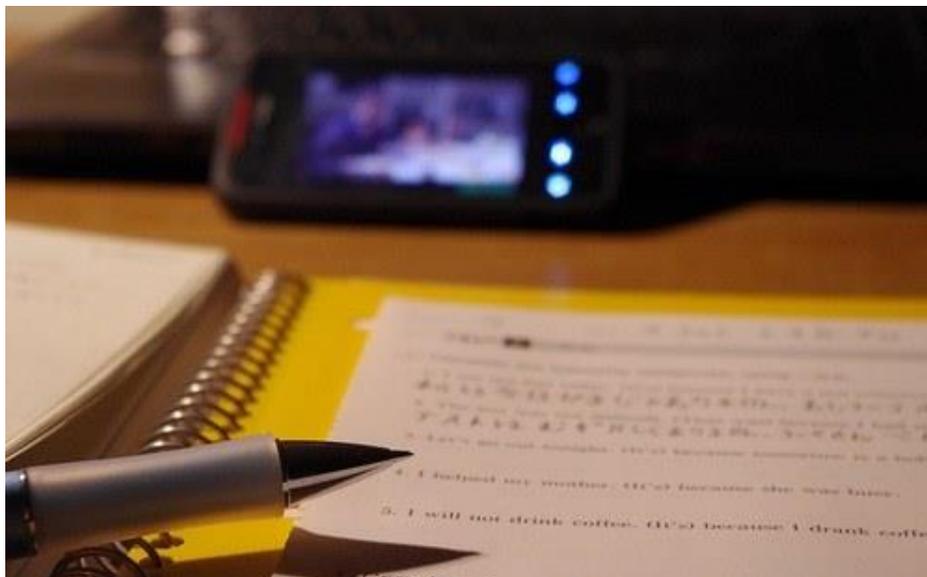


Monday 22nd September school photos

Wednesday 1st October SEN coffee afternoon drop in

Thursday 2nd October Open evening for Y6 students 5-7pm

Curriculum update



I would like to address some of the concerns that have been raised with me directly and via social media regarding recent changes to the Key Stage 4 curriculum—particularly the replacement of **BTEC Animal Care** with **Travel and Tourism**.

Why the Change Was Made

The decision to replace Animal Care was not taken lightly. Moderator feedback on last year's coursework was critical, and an internal review by subject leaders found inconsistencies between the feedback and the official specification. More importantly, the current delivery model was unlikely to support students beyond a **Level 1 Pass**, which does not meet our expectations for student achievement.

Additionally, the updated Animal Care specification now requires only **two animal visits across the two-year course**, significantly reducing the practical, hands-on experience that was previously a key feature of the subject.

What We've Done

To ensure students continue to receive a high-quality vocational option, we have introduced **BTEC Travel and Tourism**, a course with a strong track record of engagement and success. This change is intended to be **temporary**, and we are actively working to reengage with **Rodbaston College** to explore how Animal Care (or a similar course) can be reintroduced in a more robust and meaningful way.

Our Ongoing Commitment to a Rural-Aligned Curriculum

We remain **firmly committed** to maintaining a curriculum that reflects our rural context, especially at **Key Stage 3**. Students continue to benefit from:

- **Forest Schools, Environmental Science, and additional Geography**

A small reduction in curriculum time for Year 8 and Year 9 has allowed us to increase time for **Mathematics**, supporting core academic development.

Curriculum Balance and Future Pathways

We have also removed the half GCSE in RE to streamline the curriculum. Students in Key Stage 4 study **6 GCSEs & 3 BTECs**. This is the same qualification model we have had for the past three years.

This combination is **proven to support progression to A Levels and Level 3 vocational qualifications**, as demonstrated by the successful outcomes of last year's **Year 11 cohort**. Many students have gone on to access post-16 pathways at local providers, including routes to university, depending on their Level 3 results.

Next Steps

I recently met with Year 10 parents to discuss how we might reintroduce Animal Care in some form, while recognising concerns about qualification levels. We will continue to adapt, and ensure our curriculum reflects both student needs and community values whilst also ensuring our students can access appropriate destinations when they finish their time at TREA.

The TREA Way



Ready

Respectful

Responsible

I wear my uniform correctly and take pride in how I look.

I have all the equipment I need and am ready to use it effectively.

I arrive on time and am ready to start each lesson with a good attitude

I listen carefully and engage with others respectfully and attentively.

I am kind and considerate to everyone around me.

I speak and act politely at all times.

I follow instructions.

I take care of our school property and keep our surroundings clean and tidy.

I respect other people's personal space and boundaries.

I stay calm and act responsibly.

I set a good example with what I say and do.

I help create a calm environment where everyone can learn.

I complete all my classwork and homework

I treat everyone fairly and stand against unfairness.

I ask staff for help when I need it

1 - The TREA Way

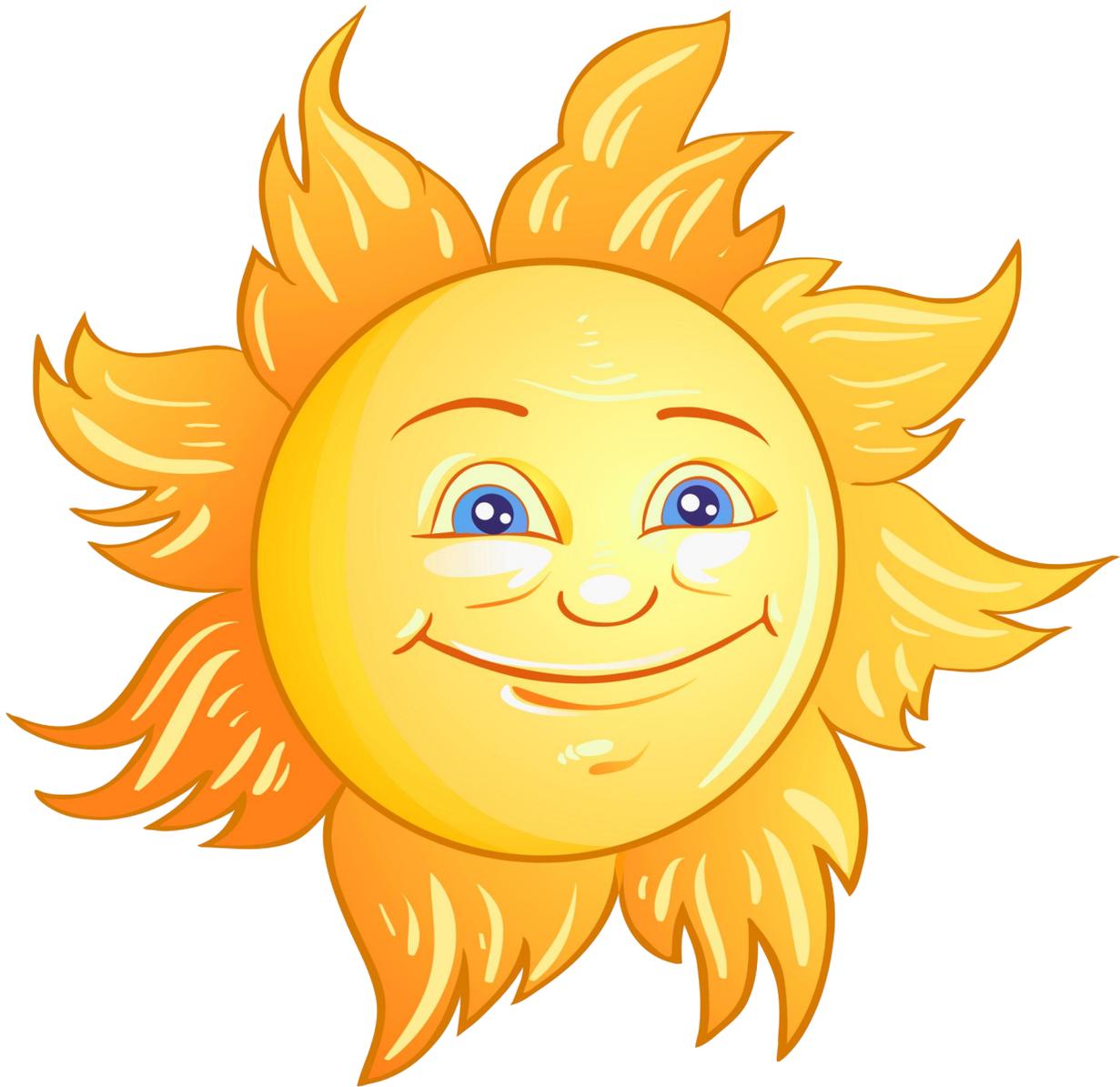
Start the New Term with a Focus on Behaviour for Learning

As we begin the new academic year, we continue to prioritise behaviour that supports learning for all students. Our **Ready, Respectful, Responsible** mantra has already helped students understand our expectations, and this September, we are excited to launch **The TREA Way**.

The TREA Way clearly defines the behaviours we expect to see both in the classroom and around the academy. These expectations have been shared with students during tutor time and in our first assemblies of the term.

By reinforcing these standards, we aim to create a positive and focused learning environment where every student can thrive.

September Safeguarding and Wellbeing



At TREA, safeguarding your child's wellbeing is at the heart of everything we do. This month, we are focusing on mental health and emotional wellbeing. As children return to school after the summer break, it's important to notice how they are feeling and to know what support is available.

Why Mental Health Matters

- 1 in 6 young people experience a mental health difficulty.
- Challenges such as anxiety, low mood, and stress can affect learning, friendships, and family life.
- With the right support, children and young people can recover and thrive.

Spotting the Signs

- Withdrawing from friends or family.
- Becoming unusually irritable or tearful.
- Struggling with sleep or appetite changes.
- Showing a drop in school motivation or concentration.
- Expressing feelings of hopelessness or worry.

How Parents Can Help

- Listen without judgment – let them know it's okay to talk about their feelings.
- Keep routines – regular sleep, healthy meals, and time outdoors really help.
- Encourage balance – limit screen time, promote hobbies, and support physical activity.
- Model self-care – show them that looking after mental health is important at every age.

Support at School

- Students can speak to their form tutor or any trusted adult in school.
- Our pastoral team and safeguarding leads are always available for pupils who need someone to talk to.
- NEW: We now offer mental health check-ins in the pastoral hub at lunchtimes.
- COMING SOON: The School Nurse will host regular drop-in sessions in the pastoral hub (ask the pastoral team for more info).

Where to Find Help

- YoungMinds Parent Helpline: 0808 802 5544
- NHS 111 (option 2 for urgent mental health support)
- Childline: 0800 1111
- Kooth (online counselling): www.kooth.com
- Your GP – first point of contact for ongoing concerns
- Action for Happiness have shared their September self care planner. It has the tag line: 'Happier, Kinder, Together' and fits well with our value of kindness: [Planner](#) link.
- The Anna Freud website has some useful material on self help for parents and families [Link here](#).

Safeguarding Reminder

- If you ever feel your child is at immediate risk of harm, please call 999.
- For safeguarding concerns, contact our Designated Safeguarding Lead, Mrs. N. Bragoli.

Together, we can create a safe, supportive environment where every young person feels valued and cared for.