

**Primary Schools Partnership  
June Newsletter**



20  
26

## A message from our Deputy Dean

Dear colleagues,

We are delighted to share that our Primary ITE provision has been graded as 'Strong' in all five areas: Inclusion; Curriculum; Teaching and Training; Achievement; Professional Behaviours, Personal Development and Well-being; and Leadership. The inspectors were keen to emphasise that the new framework, introduced this academic year, is much more rigorous than the last - and that a judgement of 'strong' in this framework is more stringent than a judgement of outstanding under the previous framework. In being judged as strong in all areas, they emphasised that this demonstrates a continued improvement of standards since our last inspection, which was outstanding. Please see our full report [here](#).

We would like to draw your attention to 2 of the statements that stand out from this report:

*Leaders establish purposeful and collaborative relationships with a range of stakeholders. These partnerships play an important role in providing leaders with feedback, so that adaptations can be made to enhance the offer that trainees receive.*

*Trainees, including those with SEND or other barriers to their learning and/or wellbeing, are very well prepared for the realities of teaching. They achieve very well and gain the qualifications required to teach pupils in the primary phase, including supporting pupils with SEND or who may have other barriers to learning.*

These judgments are a testament to the strength of our partnership and we would like to thank you all for the hard work that you contribute that has been recognised here.

Also - a big thank you to colleagues who sponsored me to complete the Norfolk Coast Mighty Hike for Macmillan. 26 miles in the May sunshine with thousands of fellow hikers all raising money for a great cause

Best Wishes,

Matthew Sossick

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### Introduction

This edition shares university successes, staff achievements and sustainability initiatives, including projects led by Roehampton Students' Union and work exploring circular fashion, heritage crafts and sustainable practice.

The newsletter features innovative teaching and learning approaches, including oracy and storytelling from one of our



PGCE students, inclusive music education, and developing critical digital literacy in response to AI. It also provides updates for schools on PE and sport funding changes, professional development opportunities, research projects, and initiatives supporting wellbeing, inclusion and neurodiversity.

Professional learning opportunities include the Froebel Certificate in Early Childhood and the Early Years Teacher Degree Apprenticeship, alongside subject specialist support, partnership resources and opportunities for schools to engage with Roehampton's research and expertise.

A reminder, that if you have something you would like to share, or would like more information on what to share, please email Emily Rotchell [e.rotchell@roehampton.ac.uk](mailto:e.rotchell@roehampton.ac.uk)

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## Roehampton Celebrates Outstanding Success in Whatuni Student Choice Awards 2026

The University of Roehampton has achieved outstanding success in the Whatuni Student Choice Awards 2026, ranking third in London for University of the Year and rising 27 places nationally. Based entirely on student feedback, Roehampton was also named London's number one university for Student Life and Postgraduate Study, alongside strong UK-wide rankings for teaching quality, facilities, student support and accommodation.

<https://www.roehampton.ac.uk/news/2026/june/university-of-roehampton-achieves-outstanding-results-in-whatuni-student-choice-awards-2026/>

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## Sustainability Initiatives at Roehampton Students' Union – Joshua Kayode (Roehampton Student Union President)

At Roehampton Students' Union, sustainability is not just a concept, it is a lifestyle – We live it every day. The Students' Union has been involved in a number of sustainability initiatives over the years, often working in partnership with the University of Roehampton. The Union's most notable projects include:

### 1. Growhampton (flagship sustainability programme)

Growhampton is the Students' Union's best-known sustainability initiative. Launched in 2013 with support from the National Union of Students' Green Fund, with the aim to make sustainability part of everyday campus life.



Key activities include:

- Organic cultivation of fruits, vegetables, and herbs across campus.
  - Student-managed allotments and food-growing spaces.
  - A large Chicken Coop where rescued chickens are cared for.
  - A forest garden and biodiversity habitats.
  - Beehives maintained to support pollinators and campus ecology.
- Organic growing methods that avoid synthetic pesticides and fertilizers.
  - Selling or using harvested produce locally on campus.

## 2. Sustainable food and social enterprise – The Hive Cafe

- The Hive Café incorporates produce grown on campus.
- The café promotes vegan and vegetarian options.
- The facility itself was built using recycled shipping containers.
- Reusable cup incentives, compostable packaging, and participation in food-waste reduction schemes complement the initiative.



## 3. Community Donation and Circular Economy Programmes

The Students' Union has supported end-of-year donation drives where students moving out of accommodations donate unwanted:

- Clothing
- Kitchenware
- Books
- Household items

These are redistributed through initiatives such as the SU Community Pantry, reducing waste while supporting students experiencing financial pressures.

#### 4. Student volunteering and sustainability engagement

- The Students' Union encourages students to participate in hands-on environmental activities such as:
- Gardening and food growing.
- Sustainability volunteering.
- Workshops on environmental issues.
- Campus engagement events linked to the United Nations Sustainable Development Goals (SDGs)



#### 5. Sustainable Masquerade Ball



To combat fast fashion and its effects, encourage circular fashion and support students with cost of living, the masquerade ball was introduced as a student engagement programme with the aim of embedding sustainability into students' lifestyle, enlightening them that celebration does not have to come at the expense of sustainability. The programme has several elements such as:

- Mask Making workshops: where students make masks from upcycled materials for the purpose of the

masquerade ball, while encouraging inter-disciplinary conversations on fast fashion, waste reduction and forever chemicals

- Clothes donation drive: formal wear donation drive was done, saving about 100 pounds of clothing from going into the landfill
- Clothes swap: After the donation drive was completed, a clothes swap event was put in place where students received the donated clothing free of charge to reuse when attending the ball.
- Waste reduction: At the end of the ball, the SU collected some of the face masks used at the event that would have gone back into landfill and donated them to be repurposed into a body of artwork for the **Thread Carefully Exhibition** (another sustainable fashion initiative led by a Southland student through the Chaplaincy).



#### 6. Green Week

The Students' Union helps lead an annual Green Week (formerly Greenfest), bringing together students and staff for sustainability-focused events and campaigns.

Typical activities include:

- Workshops and educational sessions.
- Community engagement events.
- Practical sustainability challenges.
- Awareness campaigns on climate action and responsible consumption.

## 7. Sustainability Governance and Policy



The Students' Union has adopted a sustainability policy committing the Union to reducing the environmental impact of our operations and integrating sustainability into management decisions. Student officers also participate in university sustainability committees and working groups to influence strategic priorities.



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## Food for Fashion: From Cassava Paste to Circular Fashion by Oreoluwa ODUFEJO (Yíímiiká), Bridget Moira STEENKAMP, Oluwafemi OSHOFISAN, Daniel ODUNLAMI

Àdirẹ's etymology is simply *Àdi* (to tie) and *rẹ* (to dye). This ancient form of designing in south-western part of Nigeria. Abeokuta city has one of the richest textile histories that dates back to centuries ago. The early Àdirẹ clothes were hand spun and dipped in natural Indigo (*Indigofera tinctoria*) dye, which is similar to the technique found across West Africa.



*Figure 1: Hard indigo cakes used for dyeing – The Beauty and Benefits of Natural Dye, Ecoscopy.*

This tradition was a deeply matrilineal craft pioneered by Chief Mrs. Miniya Jojolola Soetan in Abeokuta, the second *Iyalode* of *Egba-land* (Head of Women) of *Egba-land* in Abeokuta, Ogun State. Her housing compound became the earliest known centre of Àdirẹ making - she

then passed the knowledge of this craft on to her children, dependents and future generations.

Figure 2: Àdìrẹ Èlẹ̀kọ Patterns on material - Ibadandun by [Adire African Textiles](#)

Abeokuta's rise as the heart of Àdìrẹ production began in the early 20th century, when the European merchants introduced imported cotton materials, and the vast trade network spread across Africa. Just as it gradually



evolved, some other designs were born; Àdìrẹ Oniko (Raffia), Àdìrẹ Alábéré (Stitching), Àdìrẹ Èlẹ̀kọ (Starch-resist), *Batik* (Wax-resist) etc. The growing availability of chemical dyes from Europe caused a revolution in colour and birthed innovation as regards new resist-dyeing methods. Over the years, in many families, women passed the skill from mother to daughter, using Àdìrẹ not only as cultural expression but also as a source of income through local markets and trade. This craft was later taught, even in higher institutions.

Figure 3: Picture of Freehand Batik (wax-resist) traditional technique used to create meaningful Yoruba patterns on material - Freehand Batric patterns on fabric handmade by [Yiimiika](#), July 2022.

### Àdìrẹ Èlẹ̀kọ - Starch Resist Method



Figure 4: Cassava in its powdery form (Cassava flour), Roehampton Sustainability's Slow-Eco Textile Workshop, Southlands College, [University of Roehampton](#). May 2026.

Cassava (*Manihot esculenta*) is an edible plant grown and eaten in most parts of West

Africa - Nigeria as far back as the 16th century. The cassava is native to South America but is

now grown worldwide in tropical areas. Àdìrẹ Èlẹ̀kọ was used to create patterns on materials by the textile artists using the special starch resist ingredient. This is made using cassava starch to create patterns that resist dye.

- The paste is carefully applied to parts of the fabric through a stencil or freehand, forming different patterns and symbols.
- When the paste dries, the fabric is then dyed in indigo, the dye is resisted by the covered cassava paste.
- After dyeing, the fabric is left for oxidation for a few minutes, then the excess dye is washed off and finally, the cassava paste is washed off, revealing the bold and beautiful patterns and designs.

This method allows the artists to express their creativity with detailed and meaningful patterns revealing bold and beautiful designs. The handmade process, symbolic designs and cultural

identity Àdìrẹ Èlẹ̀kọ translated into valuable luxury, especially for special occasions and fashionable dressing and today it remains relevant in Nigerian African fashion and heritage enterprise.

### **Bridging Ancient Àdìrẹ**



Figure 5: [Bridget's slow-eco workshop](#) and [Yiimiika](#) applying Cassava Paste on Fabric - Roehampton Sustainability's Slow-Eco Textile Workshop, Southlands College, [University of Roehampton](#). May 2026.

### **Èlẹ̀kọ with Circular Fashion**

Ultimately, revisiting historic techniques like Àdìrẹ Èlẹ̀kọ does more than just preserve a rich cultural heritage; it shifts our modern perspective on sustainability. Engaging with these ancient traditional crafts forces us to slow down enough to appreciate the true cost and value of the products we consume, reflecting deeply on their impact on both ourselves and the planet.

As Bridget Moira Steenkamp said after co-leading the University of Roehampton's slow-eco textile workshop with textile artist, Yiimiika: 'Going back to old techniques gives us appreciation for the real cost and value of products. I personally think learning how to create using these ancient traditional crafts helps us slow down enough to think about the true cost of fast fashion to us and the planet. I don't think we can go back there to clothe the planet using these ancient crafts. I think circular fashion, no matter how broken, is important. Learning to value the textiles we already have and to mend, reuse and repurpose clothing that already exists can save our planet from drowning under textile waste'.

Notably, revisiting the lessons of the past does not mean we must live in it. Moving forward



requires a commitment to a truly circular fashion system, one where no matter how broken a material may be, we actively find ways to mend, reuse and repurpose the textiles that already exist. We are not telling people to all grow their own colour and all make their own clothing but instead we are raising awareness. By becoming conscious of the real cost of textiles to the planet it helps to understand the processes

Figure 6: Àdìrẹ̀ Èlẹ̀kọ on a cotton fabric dyed with onion skin from Southlands Kitchen, done at the [Slow Eco Textile Workshop](#) at Southland's College, University of Roehampton.

involved in providing us fashionable textiles. By pairing the conscious, slow-paced artistry of traditional resist-dyeing with modern circular practices, we can foster a more sustainable and intentional future for fashion. Owning an artisan piece of handmade fabric can remind us of the true value of textiles.

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## News from the library – Stevie Russell

In our most recent Spotlight blog, [Airbrushing Enid?](#) Professor Carrie Winstanley from Roehampton's School of Education looks at the challenges of historical children's literature held in the Library and Archives, such as the very popular oeuvre of Enid Blyton, amongst others. Carrie will be joining our Archivist, Kornelia Cepok, to give a presentation about their recent work with our [Challenging Books Collection](#) at the [2026 ARLIS conference](#) in Leeds next month. The focus of the conference is managing those items with offensive or problematic content but which still have value in research and teaching. This is an important issue that staff here at Roehampton have been actively addressing for some time, so we welcome this opportunity to share our experience at the conference.

In June, Gilly King, Heritage Officer at Southlands, along with Kornelia, took part in a workshop in Liverpool celebrating the [early history of British teacher training colleges](#). Roehampton's four colleges were among the earliest, going back almost 200 years, so it was a pleasure to be able to represent them.

Our latest Snapshot from the Archives is the first in a series in which we share reminiscences from past students of those four teacher training colleges, before they merged to form Roehampton Institute (later University). In this post, you can read about Southlands College in the 1930s through the remarkably sharp memories of supercentenarian Marjorie Hodnett. From eating "Thames mud" in the company of cockroaches, to organising pencils and writing poetry - it's all to be found [here on our blog](#).

## The role of Geography in sustainability: collaboration is key – Anthony Barlow

I was pleased to speak with two Secondary geography colleagues on the subject of whole-school sustainability approaches recently as an invited guest of the [Ministry of Eco Education](#).

### Are geography teachers the key to whole school sustainability?



This is an edited, and improved, version of what I said. If you want to know more, and develop your connections in this area, do join the 35+ schools who are joining our launch event on Primary Sustainability on 8<sup>th</sup> June 2026. [Sign-up here!](#)

My answer to the question posed is that geography teachers and primary subject leads are **not** the key to achieving whole-school sustainability. Placing this burden on an individual teacher or subject lead is unfair and reinforces a problematic *siloing* of sustainability as an issue or topic. It is far from that: it affects us as teachers, affects the children and will be an increasing part of their futures.

## The role of Geography in sustainability: collaboration is key

### KCSIE and sustainability

I am sat typing this in the heatwave of June 2026 with **Amber** and **Red** Met Office warnings for the next week. There's a "**danger to life**". If Safeguarding is the shared duty and role of everyone alongside named and trained people in the senior teams in a school, might we now start to consider whole school sustainability and climate mitigation to be equally high priority alongside a shared for us all, too?

**Red warning of extreme heat**

**Red - Expected**

**Starts:** ⌚ 09:00 (BST) Wed 24 Jun **Ends:** ⌚ 21:00 (BST) Thu 25 Jun

An exceptional spell of hot and humid weather is expected across this region, with impacts to the general population highly likely.

- Population-wide adverse health effects experienced, not limited to those most vulnerable to extreme heat, leading to serious illness or **danger to life**
- Substantial changes in working practices and daily routines will be required
- High risk of failure of heat-sensitive systems and equipment, with the loss of power and other essential services, such as water, electricity, gas or mobile phone services
- Significantly more people visiting coastal areas, lakes and rivers, leading to an increased risk of water safety incidents
- Delays on roads and road closures, along with delays and cancellations to rail and air travel, with **significant welfare issues** for those who experience even moderate delays

**Issued:** ⌚ 10:30 (BST) Mon 22 Jun

Source: BBC Weather

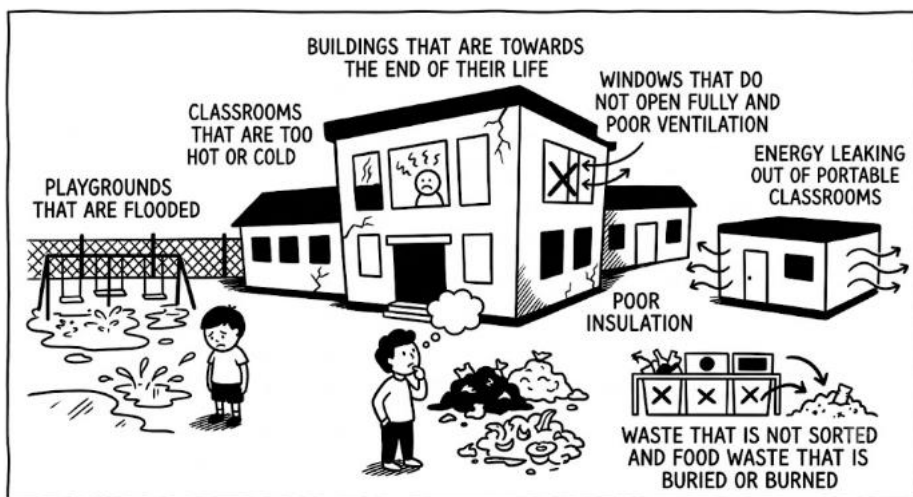
Whole-school sustainability requires subject leadership *alongside* wider governance (SLT and wider trust, LEA, mayoral and governmental leadership). Through operational and financial decisions, we need to connect up decisions related to our working environment, waste management alongside travel and food procurement. There are very understandable barriers (school funding and inspection systems) which do not always value what's best for the

planet alongside, but we should be held accountable by our learners if we do not aim to practice what we preach?

Geographers, alongside other schools leads, should agitate (as I say in the talk). We should argue a case to those who have decision-making powers.

### Framing sustainability with a local geography lens

Sustainability across the curriculum might be to look at the challenges our site that children might learn about in the curriculum. *What can be done? What are the problems schools face?*



Graphic: Gemini Ai.

Other subjects which can contribute towards understanding the school site and its challenges too might play a part. D&T, Citizenship and Science are all named in the [Curriculum and Assessment Review](#).

### How might geography help?

Geography is about the **real world** and examines evolving relationships between people, place and local, national and global environments. In primary education, geography grounds the abstraction of **here** and many imagined **theres**. We excel though, by providing a lens on the immediate. *What do learners see outside the window, the school site, and within their local community?*

This approach teaches students about environmental change and degradation (what's changing for the worse), as well as highlighting where we can, opportunities for optimism. *Wow – there*

*are a thousand new street trees in your local area! You have a new pocket park opening on a piece of ground. We can play a role ourselves in preventing flooding on our school playground.*

Effective sustainability education might also have alignment with the United Nations Sustainable Development Goals (SDGs), which prioritizes the **biosphere** as the foundation for human survival, followed by within which we

need to develop **society** and the **economy**. Maybe this is a graphic worth teaching to Year 5 or



Image: Credit: Azote for Stockholm Resilience Centre, Stockholm University CC BY-ND 3.0.

### Building alliances in school

To implement and embed sustainability practices, subject leads must have ways to build **alliances** across the school site and celebrate great practice. This might be spaces for discussions across teams: between the school business manager, caretaker, governors, parents, and community groups. *A model of "curriculum plus community" might be an aim.*

Schools might have a dedicated sustainability governor and might be vocal about who is their nominated **DfE sustainability and climate change lead** and what is in your school **climate action plan**. "By 2025, all education settings will have nominated a sustainability lead and put in place a climate action plan" (DfE, 2025). *How is that going in your location?*

National programmes can focus the mind. I loved doing the [Eco-Schools](#) programme run by Keep Britain Tidy. Gaining a *Green Flag Award* can be a real high point of your journey. Support for your climate action plan might also come from the [Climate Ambassadors](#) scheme or the [National Education Nature Park](#).

### Case studies of change

Looking for simple stories of change might come from local successes. One St. John's School in Barnet. Facing a flooded, impermeable tarmac playground, the school chose to redesign the site with rain gardens and planted areas rather than installing more expensive traditional drainage solutions. This resulted in reduced flooding, increased biodiversity, and a more usable space through the year.



The alternatives

This article is more than 1 month old

## 'It's put the joy levels up': the flood-prone London school with a climate-adapted playground

When pupils could no longer play outside, St John's school in Barnet decided to act, enlisting Trees for Cities to help rethink its outside space

By [Tom Duggins](#)

Source: [The Guardian](#)

Through case studies like this, geography allows schools to ask critical questions about their own infrastructure: *How does this place work? How could it work better? Why does it work like this?*

## Practical Recommendations

- **Conduct outdoor staff meetings:** Subject leads should be brave and lead staff professional development meetings outside the traditional staff room. Walking with staff through local streets and parks helps teachers observe local geography and ecosystems first-hand, which might spark inspiration for new lessons. *What? Who? How? Might?*
- **Implement incremental outdoor lessons:** Encourage teachers across different subjects to move at least one lesson per term outside (e.g., once in summer, autumn, and spring). This creates small, iterative, and manageable changes toward embedding environmental observation within the school culture.
- **Link to geography:** Educators can build their substantive and conceptual subject knowledge through the Geographical Association (GA), the GA's [Framework for school geography](#) and free [GeogLive! webinars](#).

***Please see the flyer for our online Sustainability Training at the end of this newsletter.***

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## Celebrating Excellence: Academic Staff Awards 2026



The second annual Research and Learning & Teaching Academic Staff Awards took place on Monday, 15 June at Froebel College, celebrating the outstanding contributions of colleagues across the University.

This year saw a significant rise in engagement, with over 200 nominations submitted, and over 20 nominations from the School of Education. This was an impressive increase on last year's inaugural event. It was a real pleasure to see colleagues recognising one another's work through thoughtful and detailed nominations, highlighting the

breadth of excellent practice across Roehampton.

Several new award categories were introduced this year. In Learning and Teaching, these included Professional Services in Learning and Teaching and Outstanding Contribution to Employability. In Research, a new Research Enabler of the Year category was added. Every category attracted a strong field of nominees, and all those nominated should be warmly congratulated for their achievements.



The event began with afternoon tea in the Terrace Room, with thanks to the catering team for providing such an excellent spread. Guests then moved into the Portrait Room for the awards ceremony. Professor Lee Robinson, Pro Vice-Chancellor for Education, presented awards to winners and those highly commended across each category. It was a wonderful opportunity to recognise and celebrate the dedication, innovation and impact of colleagues from across the University.

We would like to congratulate our award winners from the School of Education.

- Overall Contribution to School: Matthew Sossick
- Programme Team of the Year Award; Initial Teacher Education Team
- Overall Excellence in Teaching; Adrian O'Connor
- Rising Star in Teaching; Hannah Balogun
- Post Graduate Research Achievement Award; Natalie Cairns-Ratter



Recognising the excellence of our academic community is a highlight of the academic year, and the event was greatly appreciated by all who attended. We look forward to building on this success and celebrating again next year.

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## **Oracy Storytelling in Year Two – Reflective Analysis on PGCE CORE Curriculum Assignment by Chloe Daly (PGCE Primary CORE)**

One of the greatest joys in teaching is thinking of your own memories of joy during your childhood and offering the same experience with your own classroom. When I was a child, I loved to be told stories by my family. Having struggled to become a fluent reader, I was suddenly rich with knowledge and ideas through oral storytelling, accessing stories that not even the strongest child readers around me were able to read.

During my first block school experience placement, my cohort had their CORE Curriculum Assignment. Rebecca Hibbin's (2016) article '*The psychosocial benefits of oral storytelling in school: developing identity and empathy through narrative*' is key reading that influenced my planning for teaching. A key emphasis in Hibbin's (2016) article is how oral storytelling is not utilised enough in classroom settings and educators are not reaping the full benefits that oral storytelling has to offer. I chose to specialise my assignment in Oral Storytelling with Year 2 in English. At the planning stage of this assignment, I chose to focus on fairy tales and mythologies.

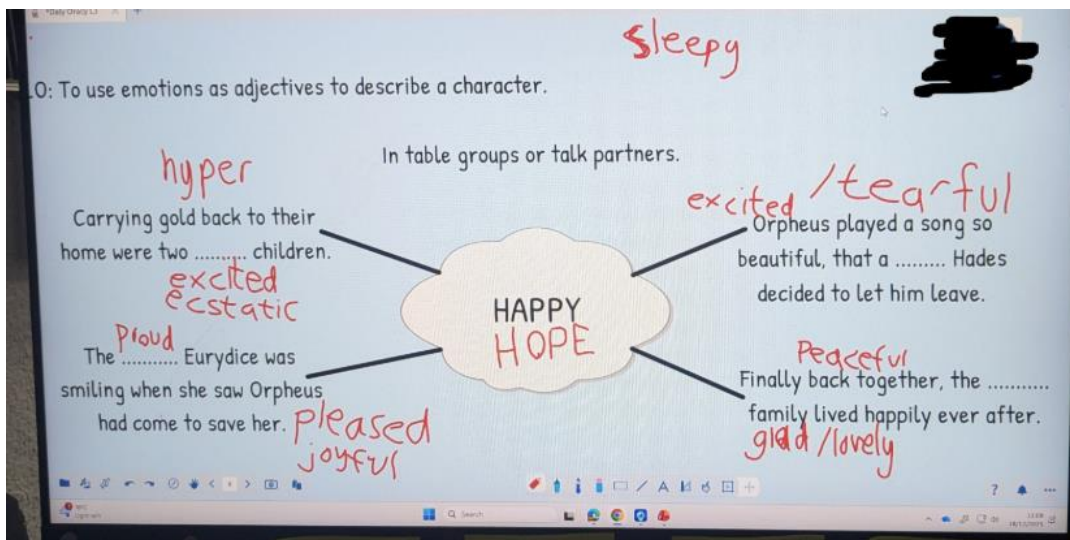
The Primary English National Curriculum is broken into three components: spoken language, reading, and writing. There is an essential acknowledgement by educators that spoken language underpins everything in reading and writing. Researchers like Alexander and Mercer have written guidance on the different types of spoken language you should find in the classroom and how best to execute it as an educator. Their research, and the oracy framework Voice 21, influenced the foundations of my planning for this sequence of lessons.

Image 1: The emotions vocabulary grid.

For the discussion-based segments of my lesson, I made and provide the children with the

Happy	Sad	Scared	Angry	Surprised*
Glad	Heartbroken	Worried	Cross	Shocked
Pleased	Tearful	Fearful	Furious	Speechless
Delighted	Crushed	Unsure	Frustrated	Shaken
Joyous	Devasted	Frightened	Annoyed	Amazed*

'emotions vocabulary grid'. I made this myself because found many online resources were overloaded or not age-appropriate for the working level of my class. I created my own, considering what my children could access and what were reasonable challenges for new (or less familiar) vocabulary. Although this was a scaffold, children were encouraged to bring their own knowledge and vocabulary into discussion.



The first fairy-tale that I chose to focus on was 'Hansel and Gretel'. I chose this because much of my base class were already well-familiarised with the tale. This allowed for them to make enthusiastic

Image 2: Scribed vocabulary followed from the children's whole class discussion, scribed into sentence frames.

interjections (opinions as well as contributions). This was vital as my own oral storytelling came from no script (no prewritten words to prompt), the tale was recited from memory, an important teaching practice highlighted in Hibbin's article.


Image 3: Slide from lesson two, a focus on the tale of 'Orpheus and Eurydice'.

LO: To explain the emotional journey of a character in a myth.

Whilst listening, think about...

- Who is the story about?
- What happens to the main characters?
- What is the most difficult problem the characters experience?
- Does the problem get solved?
- How does the story end?

**Challenge:** How does the ending make the three characters feel?



Orpheus (married to Eurydice)

Eurydice (married to Orpheus)

Hades (God and King of the Underworld)

My most favoured lesson from this sequence was my second lesson which focused on the Greek mythology tale 'Orpheus and Eurydice'. Typically, Greek mythology is not explored by Primary children until History Year 4. However, much like my own childhood, I knew age-

LO: To explain the emotional journey of a character in a myth.

T-Y-P

Who is the story about?  
The story is about...

What happens to the main characters?  
The characters...

What is the most difficult problem the characters experience?  
The most difficult problem was...

Does the problem get solved?  
The problem does/does not get solved because...

How does the story end?  
The story ends...

4: Sentence stems provided for lesson three.

appropriate adaptations were able to be put into my lesson planning so that the children could engage with this unique and powerful tale. Because of the weight and complexities of the tale (themes of grief, loss, desperation), it was my responsibility as the teacher to lead conversation in a way which made new learning comprehensible, digestible, but also continued to challenge in a way that allowed children to form their own opinions on serious matters.

Lesson three was about recalling the events of the stories told prior and to compare the characters' emotional journeys. By this final lesson in the sequence, there was a focus on the consolidation of emotions as adjectives. This is where the research of Alexander and Voice21 were vital supports as I implemented newly adapted sentence stems. Discussions for lesson three were flexible, with plenty of classroom talk, and was allowed to be swayed by whichever topic matter sparked the children's interests most. For example, there was a discussion on the distinction between 'tearful' in happiness and 'tearful' in sadness. By using the tale of Orpheus, the children were able to understand the distinction better than before this sequence.

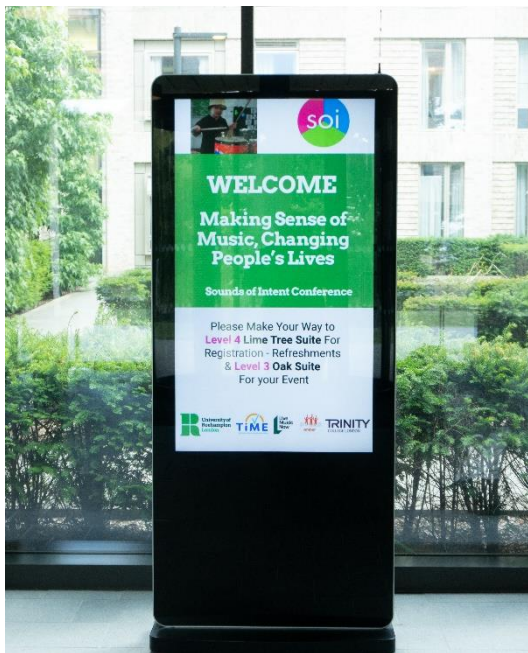
My sequence of lessons ended up becoming my most favourite lessons to deliver during my teacher training. I was fortunate enough to have them not only delivered across the year group of my BSE1 school, but to bring one the lessons into an interview at the school I will attend for my ECT years. Each time I have delivered these lessons, I have been given new insights into the same stories I've heard for years after years, as well as new reflections I have as a teacher responding to the needs of my class (whether it's elevating language, offering encouragement, or responding to the emotional needs of the children).

Chloe Daly (PGCE Primary CORE)

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## Sounds of Intent Conference: Making Sense of Music, Changing People's Lives - Florence Jarvis, Executive Assistant – Sounds of Intent.

Elm Grove Conference Centre, Roehampton University



*The inaugural Sounds of Intent conference gathered practitioners, researchers and teachers to celebrate our collective work to make music accessible to disabled children and young people.*

On the 9<sup>th</sup> of June 2026, Roehampton University's Elm Grove Conference Centre played host to the first ever Sounds of Intent conference. This was a milestone event for [Sounds of Intent](#) (Sol), a charity which for almost ten years has been quietly but profoundly transforming the landscape of music education for children and young people with disabilities.

Founded by Professor Adam Ockelford, of Roehampton's applied musicology department, Sol owes its name to its widely adopted [developmental framework](#) designed to recognise and nurture musical engagement across the full spectrum of ability. The conference - Making Sense

of Music, Changing People's Lives - brought together some ninety delegates in a range of roles in schools, charities, music services, and universities for a day of presentations, performances and professional exchange.

The programme opened with a performance by Chapman Shum, an exceptionally talented 15-year-old pianist who is partially sighted and has severe autism and hearing loss. Chapman played one of his own compositions, an engaging piece called "Kennedy Town" which drew inspiration from Hong Kong's public transportation system.

Professor Adam Ockelford then delivered an expansive overview of Sol's first decade, tracing the evolution of the framework, the growth of its associated resources, and the breadth of partnerships the charity has cultivated – such as with Trinity College London, Live Music Now, and Merton Music Foundation. Delegates appreciated the opportunity to deepen awareness of the framework via videos of children engaging at every level.

### Research, Resources and Real-World Application



The morning continued with a presentation on the [Mini Musicians project](#), led by David Rees, Chief Executive of Merton Music Foundation. David's openers were the Melodica Maestros – a band of 8-year-olds who can create extraordinary musical results with their melodicas (and the accordion of their conductor and teacher, Julie Luck). The project - a pioneering approach to whole-school music education, with accompanying research study – produced fantastic results on attainment, wellbeing, and inclusion for students with SEND, which David talked through. Julie provided insights on the design and implementation of the scheme of learning, with both speakers emphasising the importance and positive outcomes of early intervention. This session drew considerable interest from delegates, several of whom singled it out as a highlight.

Lunch offered an opportunity to network, connect, and peruse the stalls hosted by: [Live Music Now](#), [Technology in Music Education UK \(TiME\)](#), [The Amber Trust](#), and The Mugo. Delegates particularly enjoyed testing the abundance of innovative music technology on display with TiME. It was especially exciting to gain an insight into the status of the Mugo project: a musical device (currently in prototyping phases) Sol is developing to broaden the instrumental music-making opportunities for those with limited mobility.

The afternoon opened after lunch with a celebration of Sol's newly launched [Awards for Schools](#) Scheme. The criteria identify good practice in inclusive music education and have already been met by 36 schools at bronze, silver, and gold levels. Many of the staff members

behind this achievement were in attendance and were able to collect their framed certificates, to much-deserved applause.

This was followed by a brilliant session from Linden Lodge school which combined performances from Isabella and Chapman, discussion from their Deputy Head David Shaw, and reflections from their music lead, Vikki Thomas. They offered a compelling account of what a whole-school commitment to the Sol framework can look like in practice. Vikki used photos and videos to walk delegates through how she assesses students, tailors lessons to mixed-ability groups, and uses videos to put students forward for Trinity College London's fully accessible [Awards and Certificates in Musical Development](#).

Sarah McCarthy, Sol's Development Director, then joined Tom Waltham, Music Lead at Highbury School, to examine how the framework can be woven into a school's music curriculum, in a session that many delegates described as immediately applicable to their own settings. Tom focused particularly on Sounds of Intent's [Sounds Right resources](#), even using some of the melodies in the freely available resource package to get a roomful of delegates singing and signing together. One key takeaway was Tom's passionate belief that all teachers, whether with a background in music or not, can run high quality music lessons using the resources.

The day closed with a panel discussion, hosted by Sophie Gray, Head of Inclusion at Services for Education's Music Service. She was joined by Stuart Birnie (Brent Music Service), Fran Harris (Newcastle Music Service), Amy Johnston (Headteacher, Kingsland School) and Halima Ahmed (speaking in her role as mum to a child with additional needs) in a discussion about involving the community in musical progress. The panel neatly used Bronfenbrenner's theory of ecological systems to make the case that improving provision requires a joined-up approach, taking stock of the role of parents, schools, music hubs, and wider context.

*"I came away absolutely buzzing with possibilities, having made new connections and met so many inspiring colleagues."*

— Hannah Malhotra, delegate

## Delegate Response

Feedback collected from delegates featured a strikingly positive response to the day. When asked what they had taken away, the most common themes were a deepened understanding of how the Sol framework can be implemented at school and curriculum level, inspiration drawn from hearing directly from practitioners, and a renewed sense of possibility for music education within SEND settings. Roehampton's venue was widely praised and the comments on the inspirational energy of the day were endless.

*"Everyone's contributions were great individually, and together they definitely added up to more than the sum of the parts — not least because of the children, of course."*

— Professor Adam Ockelford, Founder, Sounds of Intent

## Looking Ahead

The conference revealed a clear appetite for more. Delegates fed back a rich list of themes for future conferences: secondary settings, PMLD-specific workshops, demonstrations with adaptive technologies, mixed mainstream case studies, working with learners with hearing loss,

onboarding staff teams, and cross-curricular applications. The atmosphere also spoke to the evident need for more opportunities for this passionate community to come together in-person more often.

As Stuart Birnie put it: it was a “privilege” to be part of the first ever Sounds of Intent Conference. If the quality of the day - and the warmth and commitment of everyone present - is any indication, it will not be the last.

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## Real or Generated? Building Critical Digital Literacy in the age of AI – Lynda Chinaka

A highlight from the recent Subject Advisory Panel was a session dedicated to critical digital literacy, with a particular focus on AI generated content and its expanding presence online. The discussion focused on the phenomenon commonly known as Deepfakes or Synthetic Media, a term used to describe artificially generated content that distorts and manipulates reality. This content takes many complex forms, spanning video, images, and audio, often in combination (Ofcom, 2024).

Colleagues turned their attention to this question: how is AI being used in everyday life, and to what extent are pupils in the classroom already encountering this kind of material?



*Examples of AI generated Images accessible online*

The session explored developing a deeper understanding of AI-generated content: what it is, how it works, and what impact or effect it has. This can be a powerful starting point for

### Ofcom research into AI generated content

The latest research from Ofcom reveals the following key findings:

- 43% of those aged 16+ have seen deepfakes online in the last six months, rising to 50% among children aged 8-15.
- Most common deepfakes among children aged 8-15 are “funny or satirical” and scam advertisements 32%
- 14% of adults who have seen synthetic content report encountering synthetic sexual content.

A high volume of synthetic content involves celebrities or public figures, with increasing use causing harm. (Ofcom, 2024)

classroom practice. The key takeaway for colleagues was the way that this knowledge could be harnessed to help pupils think more critically about the AI they encounter in their own lives, and to develop the skills needed to question and evaluate the provenance of the material they consume.

## AI Book Review



This child friendly book by Jordan Washington introduces the idea of basic analytics and data science concepts. It helps children understand how data is collected and the collected, cleaned up and examined to reveal analysed patterns that solve problems. Children learn to understand what information is helpful and what isn't. They learn about the problem they want to solve.

## Useful links:

1. [Synthetic Media \(Deepfakes\)](#) from SWGFL -South West grid for Learning
2. [Lesson: Changing the composition of digital images](#) National Centre for Computing Education
3. [Digital deception](#): Understanding deepfakes and manipulated images

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## PE and sport premium for primary schools scrapped

Schools need to be aware that PE and sport premium funding will end after 2026, so it is important to plan ahead. The ways schools have used these funds in the past will not be possible going forward. Many schools are already facing budget pressures, and there is still uncertainty about how future partnerships will work, which has led to confusion. At the same time, this change gives schools a chance to rethink and improve their physical education programmes.

The new PE and Schools Partnership Network will offer targeted support, such as expert coaches, extra swimming lessons, and more extracurricular activities. All schools will also have access to online training. Helping current staff deliver high-quality physical education is important for our children's development. Reviewing after-school programmes and working with nearby schools can also help build stronger community ties.

**The University of Roehampton offers training for school staff to deliver the [Junior Active Leaders](#) award. This programme teaches year five and six pupils how to become leaders in their schools. Over ten sessions, these students learn to run physical activities for younger children at your school before, during, and after lessons.**

The university wants to help new QTS students gain the skills they need to deliver the ten-session programme before they start their first jobs. We can also train your staff—any adult working at your school—through a five-hour workshop that provides accreditation. If you are interested in this training, please email [e.kaitell@roehampton.ac.uk](mailto:e.kaitell@roehampton.ac.uk) (Emerick) so we can arrange the best venue, dates, and times. We can offer training to a group of schools in your area or at the university.

Four PGCE students undertook the course during half-term, and they reported it was fun, informative and they gained new ideas to support their teaching in September. Their message is to 'Just Do It'.

The cost for a school to participate in the Junior Active Leader programme is £400 + VAT, which includes access to the downloadable curriculum and resources. The cost of the training is dependent on the number of schools.

The university is in place to deliver the training for a chosen adult in your school. The aim is to hold a five-hour workshop for a cluster of schools to reduce the delivery cost for each school.



## The JAL Effect: Transformative Impacts of Junior Leadership

Long-term positive influence on student development and school culture.

### EMPOWERMENT AND LIFE SKILLS



#### Flourishing Self-Confidence

Students who previously avoided PE are now leading teams and joining residential trips.



#### Rapid Problem Solving

Leaders demonstrate initiative by inventing new games when designated resources are unavailable.



#### Sense of Ownership

The programme provides a platform that transforms quiet children into active team players.



### SCHOOL ENGAGEMENT & BENEFITS SNAPSHOT

St Paul's

75%

Engaging playground rotations

Rhodes Avenue

50-60%

Improved supervisor workload

Lea Valley

40%

Aspirational impact on others

### TRANSFORMING SCHOOL CULTURE

75%

#### High Pupil Retention

Up to 75% of students remain eager to continue leadership roles after breaks.



#### Improved Playground Harmony

Supervision is easier for staff due to better engagement and reduced playground destruction.



#### The Aspirational Ripple Effect

Younger children are inspired to invent games after observing the older leaders.

NotebookLM

The course is an opportunity to build leadership through physical education, giving upper key stage two children's responsibility in supporting younger children lives. The time is now.

## Further Events:

### Google Artificial Intelligence in Initial Teacher Education Event

This interactive event is designed to help initial teacher education colleagues experiment with and build confidence in using Google AI Tools for professional formation and development through using responsible teacher training scenarios, with clear parallels to the ITTECF.

At the heart of the day is simulated practice and rehearsal: building realistic scenarios with AI and practising your response to them, all kept rooted in genuine pedagogical need with the human firmly in the loop.

For more information, including signing up to the event:

<https://rsvp.withgoogle.com/events/trainthetrainer>

### New fully funded CPD opportunity available for schools that are new to Primary Science Teachers Trust (PSTT's) in-school support during 2026-27.

We are offering a limited number of introductory CPD sessions designed to help schools take practical next steps in strengthening primary science through focused, action-based professional learning led by a PSTT Primary Science Mentor.

Schools can apply for support in one of the following areas:

- Getting started with working scientifically
- Strengthening science in your phase (3–5, 5–7, 7–9, 9–12)
- Getting to grips with leading science (for science subject leaders)

Sessions are available as either:

- Half-day CPD
- Two twilight sessions with a gap task

The support is intended for schools that are new to PSTT's in-school support and can involve teachers from a single school, group of schools, federation or MAT.

As places are limited, applications will be reviewed based on eligibility, demand and available capacity.

[You can find out more and register your interest via our application.](#)

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## Courses

### Discover the Froebel Certificate in Early Childhood at the University of Roehampton

Deepen your understanding of early childhood education through the Froebel Certificate in Early Childhood at the University of Roehampton. This professional development course introduces

the pioneering ideas of Friedrich Froebel, the founder of the kindergarten movement, and explores his influential approach to children's learning through play, creativity, relationships and child-led experiences.

Designed for early years professionals, the course supports participants to reflect on their own practice and develop a deeper understanding of Froebelian principles in today's early childhood settings. The programme welcomes practitioners from a range of backgrounds who work with young children and want to enhance their knowledge, confidence and professional practice.

Delivered through a hybrid learning approach, the course combines academic study, discussion, reflection and opportunities to connect theory with real-world early years practice. Participants explore key themes including children's development, play, creativity and the role of the environment in supporting young learners.

Whether you are an early years practitioner, teacher, leader or professional working with young children, the Froebel Certificate offers an opportunity to expand your expertise and join a community committed to thoughtful, reflective and child-centred practice.

<https://www.roehampton.ac.uk/study/short-courses-and-professional-development/froebel-certificate-in-early-childhood/>

## **Become an Early Years Teacher with the University of Roehampton's Degree Apprenticeship**

The University of Roehampton's Early Years Teacher Degree Apprenticeship offers an exciting opportunity for early years professionals to gain a degree and Early Years Teacher Status (EYTS) while continuing to work and earn. Designed for those working with young children, this apprenticeship combines academic study with practical workplace experience to develop confident, skilled and reflective early years educators.

The programme supports apprentices to build a strong understanding of child development, early education and effective teaching practice. Through a combination of university learning and on-the-job training, participants develop the knowledge, skills and experience needed to support children's learning, wellbeing and development.

Ideal for those looking to progress their career in the early years sector, the apprenticeship provides a valuable pathway to professional recognition while allowing learners to apply their learning directly within their setting.

<https://www.roehampton.ac.uk/study/apprenticeships/early-years-teacher-degree-apprenticeship/>

## **Roehampton's Short-Course Programme**

With the end of the summer term on the horizon, there is a lot to look forward to in our Short Course Programme. Our Arts and Play Therapies Summer Schools are just around the corner, a highlight of our year. The week is always buzzing with energy as learners join us for a week of intensive, experiential learning, leaving with fresh perspectives and new ideas to carry into the second half of the year.

Summer can also be a time to rest, explore new ideas, and think about what we'd like to achieve in the months ahead. As we look ahead to the new academic year this autumn, we're excited to share a wide range of short courses designed to support your goals. From professional development and specialist training to creative and practical learning experiences, we've got plenty of opportunities to learn and connect with new ideas. Bookings for our Autumn courses are now open. Whether you're looking to advance your career, develop specialist knowledge, or learn something new, you'll find courses designed to help you build confidence and deepen your expertise. [Short Courses and CPD | University of Roehampton, London](#)

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## Can you help with the below projects?

### 1. Request for help with a Mental Health Project Questionnaire from research student, Katherine.

Hello, my name is Katherine Brown and I am currently studying MSc Psychology at Roehampton University and previously a Primary School Teacher.

As part of my course, my dissertation is focussing on Mental Health in *Primary and Secondary Schools* and the potential barriers that could affect the implementation of Mental Health Services.

I am looking for Teachers and Educational Staff that work with children to take part in my questionnaire. It should take 25-30 minutes to complete and you will remain anonymous throughout.

For any queries or further questions please contact me at:  
[brownk13@roehampton.ac.uk](mailto:brownk13@roehampton.ac.uk)

If you would like to take part, here is the link to my Qualtrics Questionnaire

[https://roehamptonpsych.az1.qualtrics.com/jfe/form/SV\\_cTMHvO3nfDHUNLw](https://roehamptonpsych.az1.qualtrics.com/jfe/form/SV_cTMHvO3nfDHUNLw)

Many thanks for your time and consideration, I appreciate all the help!

### 2. Invitation to Participate in a National Study on Digital Technology and Young People's Wellbeing (11-16 year olds)

We would like to invite [*school/trust name*] to participate in a major research project being developed for submission to the Wellcome Trust.

Led by the University of Roehampton in collaboration with Penumbra (Scotland) and Oulu University of Applied Sciences, the study will evaluate the impact of the UK policy changes restricting access to digital technologies for young people under 16, including social media platforms, gaming environments and AI-based conversational tools.

The study addresses a question of increasing importance for schools and families. While concerns about young people's use of digital media continue to grow, there is limited evidence regarding how restrictions may affect their mental health, relationships, daily routines and

educational experiences. The project aims to provide robust evidence to inform future policy and practice while reflecting the lived experiences of young people and schools.

At this stage, we are seeking non-binding expressions of interest to support the development of the Wellcome Trust application. An expression of interest does not commit a school to participation but will help ensure that the proposed research reflects the needs and priorities of schools.

We would be happy to discuss the project further and answer any questions. We look forward to hearing from you and hope [school/trust name] will consider participating in this important research.

Yours sincerely,

Dr Laura Vowels [laura.vowels@roehampton.ac.uk](mailto:laura.vowels@roehampton.ac.uk)

Principal Investigator

University of Roehampton on behalf of the Research Team

### 3. Teaching School Hub Neurodiversity Toolkits: Survey for Mentors and Mentees

The mentor working party has developed a short survey for mentors and mentees to support the mentor toolkit. We would really value your input and would like to invite the wider group to review the surveys and share any feedback.

- [Mentor Survey](#)
- [Mentee Survey](#)

Once we have agreed on a core set of questions as a group, you will be able to adapt these further and share them within your own networks to gather context-specific insights. Our aim is to identify key themes collectively and build a bank of case studies to strengthen the toolkits.

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### Emotionally Healthy Schools Pledge

An exciting new initiative has been launched by a coalition of education and health professionals, politicians, and young people in association with the Therapy and Social Change Network. The campaign calls on the UK government to make urgent changes to address punitive behavioural policies in schools and genuinely embed an education system that is compassionate, equitable, and designed to meet the diverse needs of all children and young people. To find out more about the campaign and to pledge your commitment to Emotionally Healthy Schools, visit the website: <https://emotionally-healthy-schools.org/>.

The campaign website includes essential information, latest developments, and details of upcoming activities and events. We intend to keep the content informed by all the key stakeholder groups. On that note, we are inviting thoughts and comments about what to include on the 'teacher section' of the website to make this an effective channel for teacher voice. If you would like to share your views, please email: [michelle.jayman@roehampton.ac.uk](mailto:michelle.jayman@roehampton.ac.uk)

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[Sign-up here](#)

# Sustainability in Primary Education

## Curriculum CPD Online



Hear insights into what our students think



See what we are doing at Roehampton



Learn what you can do in your schools to develop

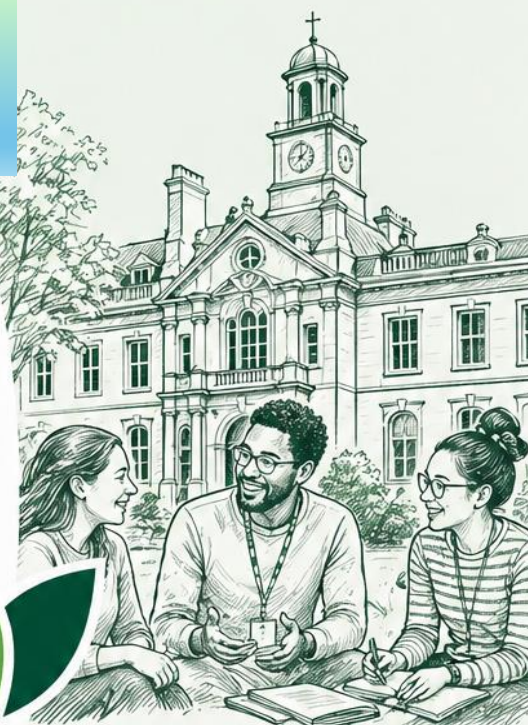


**Wednesday 8th July  
4–5:15pm**



**For schools, teachers and Lead Mentors**

The first in a series of CPD and discussion sessions in 2026-7 supporting a focus on the future of our city, our landscapes and the planet



## Upcoming ECT roles at your school

If you wish to advertise ECT jobs with us, then please send adverts (PDF or Word files) to [baprimary@roehampton.ac.uk](mailto:baprimary@roehampton.ac.uk) and [pgprimary@roehampton.ac.uk](mailto:pgprimary@roehampton.ac.uk), and we will share these with our current students and graduates from last academic year.

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## Our Primary Subject Leads



**Subject:** Geography

**Subject Lead Name:** Anthony Barlow

**Email:** [anthony.barlow@roehampton.ac.uk](mailto:anthony.barlow@roehampton.ac.uk)

**Telephone:** 0208 392 3386

**Key subject/research interests:** Pupil understanding of their everyday geography and the locality.

**Subject:** Computing

**Subject Lead Name:** Lynda Chinaka

**Email:** [Lynda.chinaka@roehampton.ac.uk](mailto:Lynda.chinaka@roehampton.ac.uk)

**Key subject/research interests:** Computing Education in Primary settings. Building confidence for the teaching of all elements of the computing curriculum: Computer Science, Information Technology and Digital Literacy. Ensuring practice and pedagogy that intersects with the identities and experiences of all learners. Computing and creativity for everyone!



**Subject:** English (BA)

**Subject Lead Name:** Dr Anna Harrison

**Email:** [anna.harrison@roehampton.ac.uk](mailto:anna.harrison@roehampton.ac.uk)

**Telephone:** 020 8392 3017

**Key subject/research interests:** Digital Literacies, Print and Digital Picture books, Reading, Siblings as Readers, Children's Literature, The Classics, Beatrix Potter.

**Professional Links:** Open University Reading for Pleasure, UKLA, IBBY (International Board of Books for Young People).

**Subject:** English (PG/SD)

**Subject Lead Name:** Steph Laird

**Email:** [s.laird@roehampton.ac.uk](mailto:s.laird@roehampton.ac.uk)

**Telephone:** 020 8392 3076

**Key subject/research interests:** The teaching of writing, children's responses to picture books, how children read film and the use of film as a stimulus for writing.

**Professional Links:** Member of the United Kingdom Literacy Association (UKLA)



**Subject:** History

**Subject Lead Name:** Susie Townsend

**Email:** [susan.townsend@roehampton.ac.uk](mailto:susan.townsend@roehampton.ac.uk)

**Telephone:** 020 8392 3369

**Key subject / research interest:** Relativity and History, experiential learning, historic fiction and diversity.

**Professional links:** Regular contributor to Primary History journal and to Historical Association conferences.

**Subject:** Maths

**Subject Lead Name:** Lorraine Hartley

**Email:** [lorraine.hartley@roehampton.ac.uk](mailto:lorraine.hartley@roehampton.ac.uk)

**Telephone:** 020 8392 3365

**Key subject/research interests:** Planning and teaching and assessing in primary mathematics; fractions across the primary age range.

**Professional Links:** ATM/MA; NCETM and consultancy in schools.



**Subject:** Art and Design

**Subject Lead Name:** Jo Nugent

**Email:** [Jo.Nugent@roehampton.ac.uk](mailto:Jo.Nugent@roehampton.ac.uk)

**Telephone:** 0208 392 3397

**Key subject/research interests:** Primary Art and Design education, inclusive practice with a focus on using art galleries and outdoor spaces to enhance learning experiences.

**Professional Links:** NSEAD

**Subject:** Design and Technology

**Subject Lead Name:** Sue Miles-Pearson

**Email:** [s.miles-pearson@roehampton.ac.uk](mailto:s.miles-pearson@roehampton.ac.uk)

**Telephone:** 0208 392 5781

**Key subject/research interests:** CAD CAM (Computer Aided Design and Computer Aided Manufacture); Food technology that is being taught in the English primary schools; I am also interested in pupils in the Early years learning the key design and technology skills that they will require for Key Stage one and beyond.



**Subject:** Science

**Subject Lead Name:** Dr Nicola Treby

**Email:** [nicola.treby@roehampton.ac.uk](mailto:nicola.treby@roehampton.ac.uk)

**Telephone:** 020 8392 3263

**Key subject/research interests:** Varied interests relating to primary science, including science enquiry and outdoor learning. I also have a research interest in pastoral care within the school context.

**Subject:** Physical Education

**Subject Lead Name:** Emerick Kaitell

**Email:**

**Telephone:**

**Key subject/research interests:** My teaching philosophy is centred around a commitment to social justice, ensuring every child has access to high-quality physical education.



**Partnership Materials Page:**

<https://external.moodle.roehampton.ac.uk/enrol/index.php?id=108>

(click "Log in as guest" & enter the password **RoehamptonTrainee**)

**University of Roehampton Primary Partnership webpage:**

<https://www.roehampton.ac.uk/education/primary-school-partnerships/>

**School Partnerships Team**

email: [primarypartnerships@roehampton.ac.uk](mailto:primarypartnerships@roehampton.ac.uk)

**Head of Primary Initial Teacher Education:** Sarah Leonard

email: [sarah.leonard@roehampton.ac.uk](mailto:sarah.leonard@roehampton.ac.uk)

**Head of Partnerships / Mentor Training Lead:** Natalie Rankin

email: [natalie.rankin@roehampton.ac.uk](mailto:natalie.rankin@roehampton.ac.uk)

**BA (Undergraduate) Programme Convener Primary Education:** Anthony Barlow

email: [anthony.barlow@roehampton.ac.uk](mailto:anthony.barlow@roehampton.ac.uk)

**PGCE (Postgraduate) Programme Convener Primary Education:** Steph Laird

email: [s.laird@roehampton.ac.uk](mailto:s.laird@roehampton.ac.uk)