

RELEASING POTENTIAL



SPRING
2025

MEASURING IMPACT

What? So what? Now what?



***Releasing
Potential
Spring
2025***



**In this issue we report on our latest trust-wide INSET
which focused on measuring impact.**

**We have a summary of the latest EEF report
on deploying teaching assistants.**

**We also showcase how our academies are supporting
SEND pupils, saving energy, and using AI in education.**

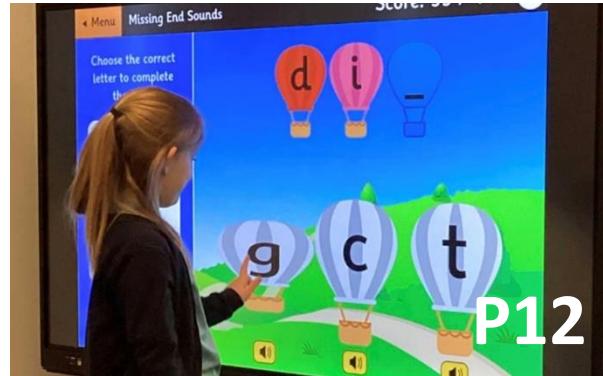
We hope you enjoy the content.

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Measuring Impact

A summary of our recent Trust INSET



Measuring Impact

A summary of our recent Trust INSET

On Friday 14th February staff from across St. Bart's gathered together for our annual INSET event.

The morning began with a welcome from our CEO, **Lisa Sarikaya**, who explained the reason behind this year's theme.

"**Impact** is the mark we leave on the world—a reflection of our actions, intentions, and the values we live by."

She went on to explain how the St. Bart's shared values of **Passion**, **Encouragement**, **Ambition**, **Collaboration**, and **Enjoyment** can shape the way we make a difference.

Passion is the heart of impact. It's the driving force that ignites our purpose and gives meaning to our efforts. When we are passionate about what we do, our work inspires others and leaves a lasting legacy.

Encouragement fuels impact by inspiring others to see the potential within themselves. Every word of support and every gesture of kindness builds a foundation for others to grow and succeed. It leaves a ripple that goes far beyond what we can see.

Ambition fuels our journey toward greater impact. It pushes us to dream bigger, aim higher, and overcome challenges. With ambition, we push the boundaries of what is possible and lead the way for others to follow.

Collaboration magnifies impact by uniting us. Together, we are stronger, smarter, and more innovative. True collaboration reminds us that the most significant changes happen when we work as one.

Enjoyment ensures that the journey toward impact is as meaningful as the destination. When we find joy in what we do and share that joy with others, we create a culture of positivity and purpose that makes our efforts sustainable and fulfilling.



Measuring Impact

A summary of our recent Trust INSET

Lisa's welcome was followed by a video created by St. Bart's Digital Media Lead, **Dan Jones**, entitled *Sharing Futures, One Note at a Time: The Impact of a School*.

This short film beautifully captures the story of Ben (a pupil from Saint Nathaniel's Academy) as he learns to play the piano. Dan describes the video as a tribute to every teacher, support staff member, and leader who plays a part in shaping young lives across our 23 academies: "Through patience, encouragement, and belief in every child's potential, you help them compose their own masterpiece—a journey of growth, discovery, and success. Thank you to every staff member who helps to release potential, one note at a time." You can watch the full video online by clicking the image on the right.

Chair of the St. Bart's Trust Board, **Johnny Anderson**, was the next person to speak. Johnny was extremely open and honest about his own experiences of education. He recognised the good and bad moments growing up and stressed the important role adults can play in a child's life: "Everything you do causes a change and makes a difference. Sometimes the difference is small, and sometimes the difference is bigger than you realise."

Johnny shared the impact his Year 5 teacher had on him: "She had a reputation of a no-nonsense, fierce disciplinarian of the school and I had dreaded moving up to her class. What I found was an enthusiastic, energetic, non-judgemental, kind teaching machine who was not going to let me be invisible in the class and just let me get through the day. She was going to get me to learn, and to love learning, and boy she did exactly that! She was principal in helping me realise my potential and gave me the confidence to succeed in Year 6."



"Together, you help us to compose our masterpiece."

Johnny shared how the staff at his secondary school championed him in different ways – the teachers, technicians, office staff and site staff: "They were determined to play a part in me enjoying school and being the first in my family to graduate from university. I have so much to thank them for. A significant element of my faith in humanity came from the impact of those extraordinary adults.

He went on to thank St. Bart's staff for everything they do: "Your impact comes from you personally, and from you all collectively. Your talent, dedication, camaraderie, smile, warm welcome, motivation, energy, engagement with communities that do not reflect your own, sense of justice, knowledge, craft, support, protection, humanity, commitment to social justice, leadership, honesty, risk-taking, ambition in others, teaching, guiding, coaching, mentoring, supervision, instruction, focus, hard work, resilience. You make a bigger, and more lasting impact, than you realise and on behalf of the trustees I sincerely thank you."

Measuring Impact

A summary of our recent Trust INSET

Our first guest speaker was **Wendy Delf** whose presentation was entitled ***Exploring impact and outcomes – what makes the difference?***

Wendy opened her session with a question for staff to reflect on – how do we ensure that we work together so that pupils see a collective approach to what we are trying to achieve in our schools?

She explained that one way to do this is by building collective efficacy in our schools.

Wendy stressed the importance of starting with 'great diagnosis' which would provide answers to where we are currently, how we will evaluate our impact, and how well we will 'sail together'. This last point related to her definition of harmony as 'having everyone in the right position on the boat'.

Wendy shared a variety of tools to assess impact including –

- student focus groups
- classroom interviews
- video diaries
- surveys
- pupil progress data
- observations/walkthroughs
- feedback from pupils, staff and families
- effect size data
- pupil to teacher feedback

Through her work supporting a large number of schools, she said that the last two on the list were the ones that people do not do enough of. Wendy explained that we need to ensure that our energy is spent on those things that will accelerate student achievement. She challenged our schools to consider what a good learner looks like, and to involve pupils in this by asking them for their ideas. She encouraged us to move away from the belief that learning is seen as passive or behavioural.

"Be clear on the learning dispositions and characteristics you want your pupils to develop and create a shared language and understanding of progress."

Wendy suggested one way to implement this is to share John Hattie's three questions with pupils –

1. *Where am I going?* (Learning intention)
2. *How am I doing?* (Against success criteria)
3. *Where to next?* (The feedback loop)

She encouraged teachers to "teach backwards" and to always "begin where the journey ends".

Teacher

- What we are learning
- Why we are learning it
- What success looks like

Pupil

- Where am I going?
- How am I doing?
- Where to next?

By applying these approaches pupils become active participants in their learning. To illustrate her point, Wendy shared a variety of case studies that demonstrated what this looks like in practice.

She concluded her session by providing attendees with a list of reflective questions to take away –

- How do you know you are having an impact on all of your pupils?
- How do you evaluate your practice?
- How do you improve your knowledge and practice about what works best in learning and teaching?
- How do you ensure that your time/energy and resources focus on pupil outcomes?



Exploring impact and outcomes – what makes the difference?

St Bart's Multi Academy Trust
14th February 2025

Wendy Delf



Wendy Delf Education 2025



*“All staff are part of the collective efficacy.
You all play a part in the lives of your pupils.”*

Wendy Delf

Measuring Impact

A summary of our recent Trust INSET

Our second guest speaker was the self-proclaimed 'UK Ambassador for Happiness' **Action Jackson** – an award-winning motivational speaker, best-selling author, TV host and lover of life.

Through his engaging and enthusiastic delivery he shared his belief that life is to be lived fully.

Jackson began by proclaiming, "This morning is about YOU. Who is making the impact? YOU!" This was followed with a challenge – "who is giving you the strength to support you?"

He then shared fourteen actionable strategies "guaranteed to ruin your life within 90 days", such as saying 'yes' to everything.

Jackson's method of overcoming these actions and avoiding the glorifying of 'busyness' is to focus on two simple things –

1. Fill up your cup.
2. Remember your why.

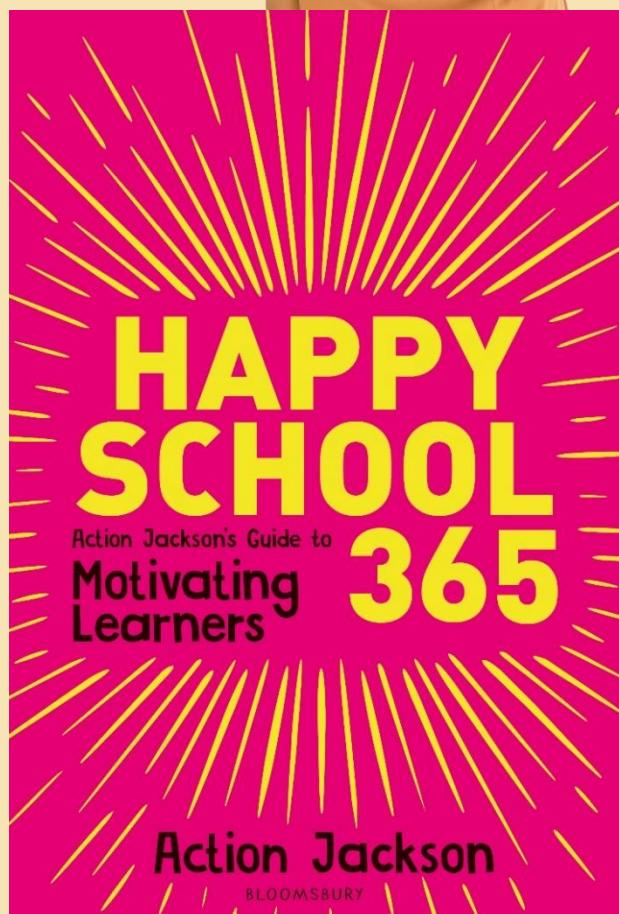
Fill up your cup

Jackson told the story of how one day his young daughter declared, "Daddy I need some 'peaceness'". This delightful expression sums up the importance of ensuring we all protect our health and energy. We also need to be aware of our danger zone. For (as Jackson reminded us) burnout is the number one enemy to a high-performing team.

Remember your why

Jackson's mantra is "Rise up people. Our young people need us!". He is passionate about transforming individuals, teams and entire youth cultures. His 'why' is about raising the bar to 'world class'. What's your why?

You can find out more about Action Jackson here <https://actionjacksonlive.com/>





Fill up your cup
and remember
your why!



Measuring Impact

A summary of our recent Trust INSET

The event concluded with Training and Development Officer **John Collier** summarising the next steps for impact. Building on Jackson's 'remember your why', John shared one of Stephen Covey's habits for highly effective people – begin with the end in mind. He asked staff to think about what it is they want to achieve and what will it look like when they are successful. To help us to achieve our 'why' John shared the 'Four A's Approach' to making impact – Ambition, Aim, Assess and Achieve.

Ambition

We need to ensure that every St. Bart's school has in place an ambitious curriculum that is accessible for all pupils. Consider the following -

- What is your current offer and how is it enhanced by the use of technology?
- What actions can your adults take to ensure every pupil flourishes?

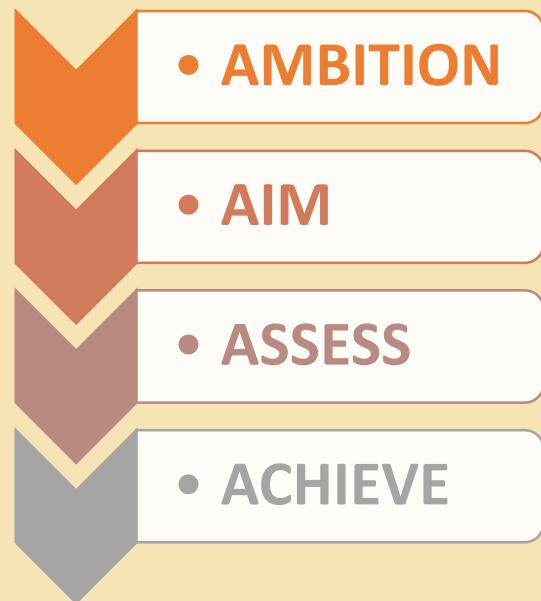
As Peps McCrae says, "We are only as good as our habits. They are a ceiling on our effectiveness". We need to be *intentional* and *intelligent* about pushing through that ceiling, or we can find ourselves stuck on the plateau. If we want to be more effective, we may need to change our habits.

Aim

Aim for high expectations based on clear outcomes. John linked this to the three Hattie questions that Wendy Delf shared. These are essential in every classroom.

Everyone working with children also needs to be aware of the 'expectation effect' ((Rubie-Davies et al., 2015). This piece of research indicates that staff with high expectations tend to offer more challenging learning experiences and constructive feedback, leading to increased student motivation and improved academic outcomes.

The Four A's Approach



Assess

Assess progress and impact. Individually and in teams, staff at all levels need to reflect on their effectiveness. Great questions to ask are:

*What do we need to do more of?
What do we need to do less of?
What do we need to stop doing?
What do we need to start doing?
What do we need to keep doing, but do differently?*

Achieve

We need to consistently recognise and celebrate our achievements (both big and small). This termly publication is one way of showcasing our successes, but there are others such as the brand new St. Bart's Employee of the Month initiative.

The event was hosted once again by our wonderful presenter and top DJ, **Eva Cerioni**, who brought the day to a close by wishing everyone a happy and healthy half term.

Measuring Impact

A summary of our recent Trust INSET

Participant Feedback

INSET Content (1 = low, 5 = high)				
1	2	3	4	5
1%	2%	13%	28%	56%

INSET Delivery (1 = low, 5 = high)				
1	2	3	4	5
1%	4%	12%	30%	53%

Motivational, inspiring and informative.

Really good content and important messages.

The video was beautifully made.

Amazing people sharing their ideas to impact our next steps.

Some excellent ideas for ensuring the delivery and understanding of learning is high.

Ideas for engaging pupils more and the importance of self-care.

It was good to have time to reflect with our school teams.

Action Jackson was really engaging and enjoyable.

Thank you to St. Bart's for investing in our happiness.



Little Explorers

Whitchurch SEND Hub

Little Explorers

Whitchurch SEND Hub

The Whitchurch Church of England Federation in Shropshire have recently created a resource-based provision for early years and KS1. Principal, Sarah Camacho, explains the reasoning and process behind the idea.

“Our vision was to develop a provision for early years and Key Stage 1 pupils with additional needs from the local community who are unable to access mainstream education. The purpose was to provide them with tailored educational experiences in an inclusive environment. The dedicated space provides specialised staff, individualised resources and adaptive strategies to help these pupils achieve their potential.

“The process has involved collaboration between teachers, therapists and parents who have worked together to foster a holistic approach to learning. The setup emphasises integration, enabling students to participate in mainstream classes where possible, promoting both academic growth and social development. The intention is that this will then be expended into a Key Stage 2 provision.

“So far we have seen increased pupil confidence, integration at a point which is best for the children, and enhanced communication skills.

“We have met a few hurdles along the way including balancing individualised attention with the needs of larger classroom groups, ensuring staff receive ongoing training for evolving pupil needs, and addressing funding limitations for specialised resources.”





“The setup emphasises integration, enabling students to participate in mainstream classes where possible.”

Sarah Camacho

Little Explorers

Whitchurch SEND Hub



Top Tips For Deciding On The Location For Your SEND Hub

Find an appropriate room where children can thrive and belong

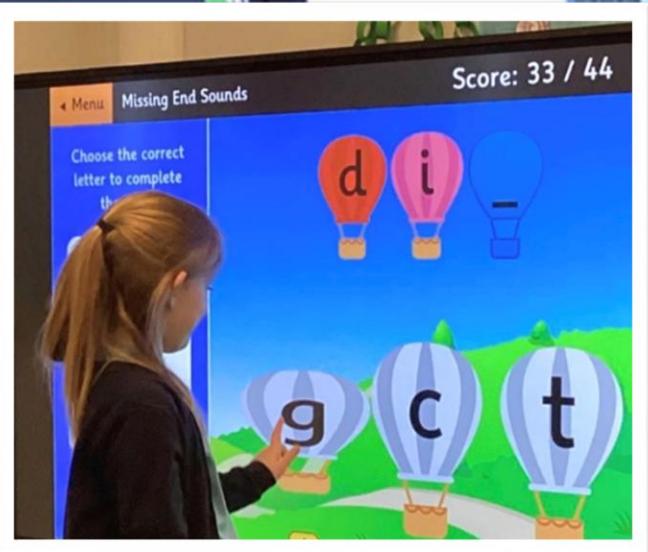
Create a safe and nurturing environment

Prioritise a child-centred approach

Ensure physical accessibility, e.g. ramps, wide corridors and accessible toilets

Create sensory-friendly spaces, quiet zones and flexible learning areas

Use visual aids, clear signage and tactile resources



*“What the school has developed
is really quite amazing.”*

Natalie Packer
16



*Deployment of
Teaching Assistants*
The latest EEF guidance report

Deployment of TAs

The latest EEF guidance report

The *Education Endowment Foundation* have released new guidance on the deployment of teaching assistants. It is designed to help school leaders make decisions about how to deploy support staff effectively.

This is an update to the previous guidance report *Making Best Use of Teaching Assistants*. While many of the key messages remain the same, the updated recommendations have been created from a new review of the evidence and in consultation with an expert advisory panel.

It highlights research on effective teaching assistant deployment, high-quality teaching, and inclusive learning environments, offering school and college leaders insights into overcoming barriers and making leadership decisions that unlock the full potential of this workforce.

Its five recommendations are drawn from the evidence base on teaching assistant (TA) deployment practices and how these can lead to improved outcomes.

The recommendations have been split into two categories –

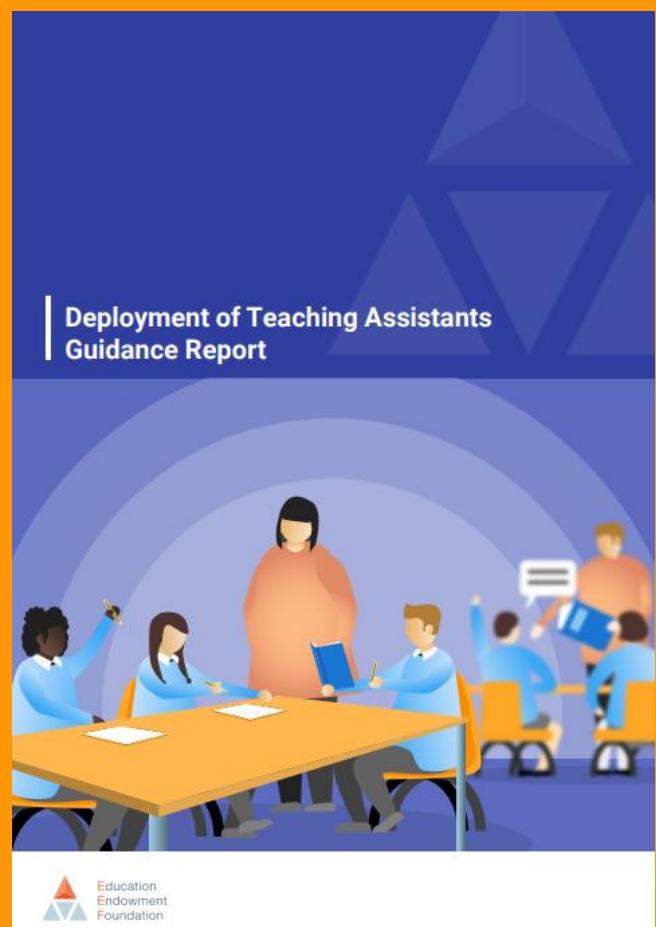
- **Effective practices**
- **Effective implementation**

The guidance also contains tools and practical strategies to help illustrate how you can put the recommendations to use in your school.

We have summarised all five recommendations on the next page.

To read the full report online, click on the image on the right.

“Teaching assistants play a vital role in schools. This guidance celebrates their contributions while acknowledging the complexities of maximizing their impact.”



Deployment of TAs

The latest EEF guidance report

Summary of recommendations

Effective practices

1

Deploy TAs in ways that enable all pupils to access high-quality teaching TAs should supplement – not replace – the teacher. This means that pupils who struggle most should spend at least as much time with the teacher as other pupils. If not more.

2

Deploy TAs to scaffold learning and to develop pupils' independence Leaders should ensure TAs are prepared to engage in scaffolding practices that support pupils' learning and ability to learn independently. Supporting pupil independence should be a key consideration of TA deployment.

3

Deploy TAs to deliver well-chosen, evidence-based, structured interventions where appropriate The evidence shows that TAs can support pupils effectively through structured interventions. However, these need to be carefully considered, monitored, and linked to the classroom to ensure positive outcomes for pupils.

Effective implementation

4

Prepare and train staff around effective TA deployment School leaders should ensure staff are on the same page about the role of the TA and how they can most effectively support pupils. Ensuring teachers and TAs are well prepared to work in these roles increases the likelihood that TA deployment can have a positive impact on pupils.

5

Engage all staff in the process of implementing effective TA deployment Effective TA deployment is complex and dependent on a range of factors. School leaders should focus on implementation as they look to embed effective practices.

Visit [Deployment of Teaching Assistants | EEF](#) to download the guidance report, recommendations poster and additional resources.



Short Story Competition

Our Key Stage 2 Winners

Short Story Competition

Our Key Stage 2 Winners



In September 2024, Key Stage 2 pupils from across the Trust were set the task of writing a short story based on the adventures of the St. Bart's Super Gang.

The competition rules were as follows –

- The story had to be 500 words or less
- The idea had to be original
- It had to be written in prose

All of the stories were judged by Booker Prize 2023 longlisted author, and Seamus Heaney prize winning poet, **Sian Hughes**.

Sian judged all of the stories on the quality of characterisation, plot, originality, language, and enjoyment. She thoroughly enjoyed reading them all and chose some lovely books for the winners. From **Cranberry Academy** she chose Olivia. Sean loved the evil villain Eek-no, especially when he locked up Mrs Smith. Sean explains, “Some of you might have noticed that it is easier and more fun to make up characters who are evil. Well behaved characters are very hard to make interesting on the page. So even if you want the good guys to win, you can spice up your story with some evil villains.” From **Belgrave St Bartholomew's Academy** she chose Aroosh, with his story of Shimmer the Squirrel and Billy the Bird in the sea of rubbish. From **Kingsland C.E. Academy** she chose Isaac as a winner because he tried a very hard thing in a story - to make a character change their nature. “This is tricky to make convincing - readers get stuck thinking one thing about a story character and you have to persuade them the character can change. Isaac made his villain change through kindness and understanding.”

Thank you to all you young writers for sending me all these funny, sad, encouraging, thoughtful, scary and imaginative stories. It is hard to pick a winner, and it is hard to make your story stand out from the others when you all were given the same characters to work with. You did really well to make your stories individual with similar starting points. But I have mostly chosen stories where the writers have invented new characters or seen the superheroes in a totally new way.



Short Story Competition

Our Key Stage 2 Winners



There once was a school called Cranberry Academy. The pupils knew lots of things, but little did they know that the treacherous Eek-no was on to them. The Super Gang tried and tried to get him!

One day Eek-no came into school and locked the principal Mrs Smith up! A little girl called Olivia knew this and her little sister Charlotte did too!

They helped the Super Gang on their missions and helped Aqua Maria, Super Billy, Mr Carrot, DJ Volts and-Bio Fly! Aqua Maria had trouble in the toilets because the taps were tap dancing.

“There is no time for tap dancing” shouted Aqua Maria (even though it was her favourite dance).

They set Mrs Smith free and captured Eek-no forever!

By Olivia
Cranberry Academy

Short Story Competition

Our Key Stage 2 Winners

There is a school where there are no bins! Every day at break time and lunch time all of the school children scatter their plastic bottles, cardboard boxes, tin cans, and paper rubbish all over the beautiful, green playground. From a birds eye view it looks like a sea of flowing rubbish. The children had to swim out of the school to go home!

One day Shimmer the squirrel and Billy the bird were hunting for food. It was autumn and so they had a busy job to gather as much food as they could for the cold, snowy winter.

Suddenly, Billy the bird was flying over the school full of colourful rubbish. Billy thought that is was a huge plate full of yummy, delicious food. Billy went to tell his best friend, Shimmer the squirrel that there was lots of food for winter.

They got so excited that they sprung themselves into the sea of rubbish.



Soon enough they both got trapped in a plastic bottle and cardboard box! They tried to get out, but they kept on sinking down to the bottom of the sea of rubbish.

All of a sudden, a blaring siren started to go off. The whole city and all of the pupils heard it. The Super Gang came flying to the rescue with a flash of light. By this time Shimmer and Billy had sunk to the bottom. The Super Gang got lots of recycling bins – one for grass, one for cardboard, one for plastic and one for paper. Within a second they had sorted all the rubbish and rescued Billy and Shimmer. The teacher and children from the school all started to cheer. Once they saw how easy it was to recycle and how dangerous it can be for our planet and animals, they made sure they recycled all the rubbish all of the time. **ALWAYS RECYCLE!**

By Aroosh
Belgrave St. Bartholomew's
Academy

Short Story Competition

Our Key Stage 2 Winners



It was a normal day in Summerville. The sun was shining, the birds were singing, and it was all very peaceful and quiet.

Until, a mysterious villain approached. He would litter, waste water, waste food and turn on all the electricity. He was a really big threat to the Super Gang, and the Super Gang would never let that slide. All of the members would try and solve this mystery.

"There is a new villain that has entered Summerville," said Super Billy.

"What has he done Super Billy?" asked Aqua Maria.

"He has done unspeakable things such as littering, wasting food, wasting water and turning on all electricity!" said Super Billy. Everyone gasped.

"Well, we shall find him and stop him, once and for all," said Mr Carrot.

Everyone put their hands together and shouted, "Super Gang!". They all set off on their adventure.

"We should go first to Summerville High School," said DJ Volts.

"Alright!" said Aqua Maria.

They all arrived at Summerville High School and saw an absolute nightmare.

There was litter everywhere, all the taps were on, food was on the ground, and all the lights were on.



"Let's split up and make this place right," shouted Super Billy.

"Yes sir!" said everyone.

They all split up and fixed the place up. Super Billy was picking up the litter from the ground, Aqua Maria was turning all the taps off, Mr Carrot was making the waste not go to waste and DJ Volts was turning off all the lights. When they were all finished with their jobs, they all met up at the entrance.

"We all did a pretty good job people," said Super Billy.

"Shouldn't we get a move on?" asked Aqua Maria.

They all went off to walk the alleyways of Summerville, not really seeing anything suspicious until they heard a woman, not far away, cry for help. They all dashed as fast as their legs could run towards the woman.

"What happened lady?" asked DJ Volts.

"A mysterious man dressed all in black has just stolen my purse!" shouted the woman.

"We will try and catch the thief, but we need to know where he went," said Aqua Maria.

"He went that way," said the woman.

They all sprinted, with all the might in their legs, the way she pointed to. They saw him, but he was way too fast. They all stopped because they were tired.

Short Story Competition

Our Key Stage 2 Winners

“That might be the villain we were chasing you know,” said Mr Carrot.

“It might have been him, but we don’t know,” said DJ Volts.

“We have to get that sneaky little thief. If we don’t he might become Summerville’s biggest ever threat!” demanded Super Billy.

“We are all very tired Super Billy. Can’t we just do this tomorrow?” asked Aqua Maria.

“We can drive to him if that’s what you want,” said Super Billy.

“Deal!” cried everyone.

Super Billy got a car and started driving around town and stopped at a place called ‘Doom’s Lair’. It looked very suspicious.

“Why did you stop the car?” asked DJ Volts.

“That place looks really odd,” said Super Billy slowly.

“Do you think it might be the villain’s lair?” asked Mr Carrot.

“Yup, that is definitely it,” said DJ Volts.

They got out of the car and walked towards ‘Doom’s Lair’. Aqua Maria knocked on the door and it opened. It was the villain. Billy shouted, “GRAB HIM!” and DJ Volts and Mr Carrot grabbed him very quickly and tied him up with rope which they found on the floor.

“So tell us – who exactly are you?” asked Aqua Maria.



“My name is Kyle.”

“Why have you done all these bad things lately?” asked Mr Carrot.

“I have depression and I have just not felt right after doing all these things,” said Kyle.

“It’s OK Kyle, you have us to talk to and we can make you feel better,” said Aqua Maria.

“Yes. We are all here for you Kyle. Just promise you won’t do anything bad,” said DJ Volts.

“I promise I won’t do such a thing,” said Kyle.

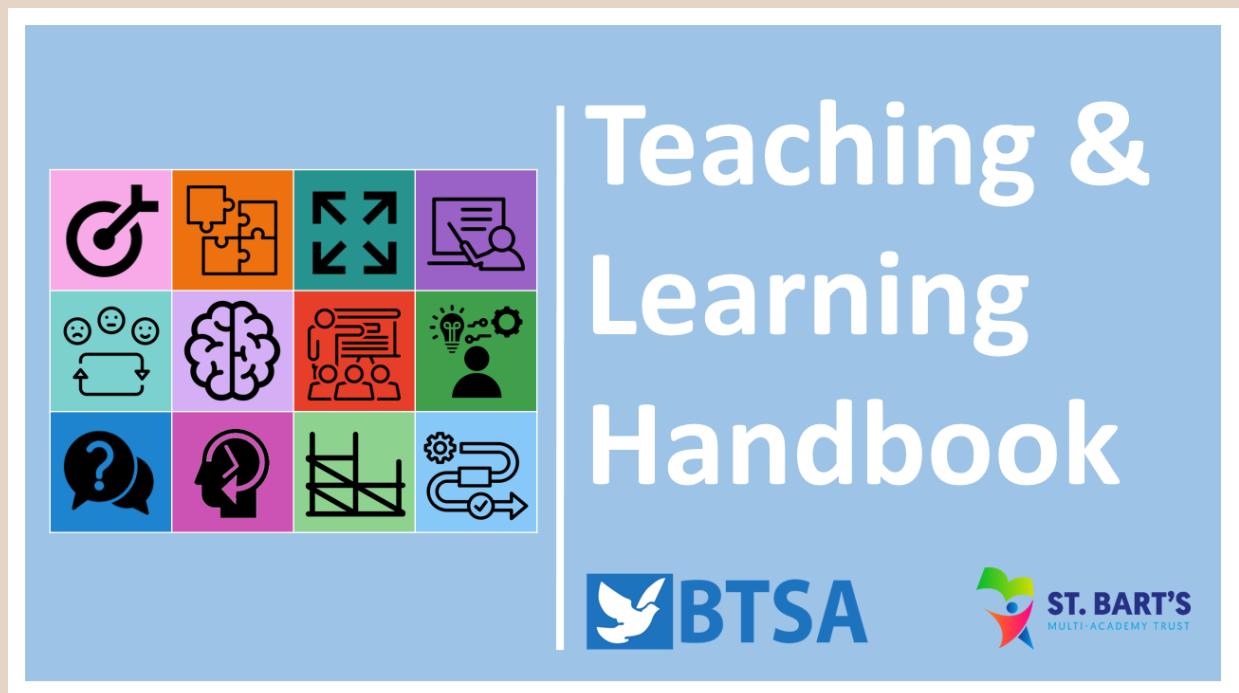
“Unite him,” said Super Billy.

After untying Kyle they all became friends with him and started hanging out a lot. They cured Kyle’s depression and they all lived happily ever after.

By Isaac
Kingsland C.E. Academy

The What, Why And How

of teaching and learning



The cover of the 'Teaching & Learning Handbook' is displayed. It features a 3x4 grid of 12 icons representing various teaching and learning concepts. The icons include a target, puzzle pieces, arrows, a person writing, a brain, a person at a desk, a lightbulb, a question mark, a head profile, a bridge, gears, and a magnet. The title 'Teaching & Learning Handbook' is written in large, white, sans-serif letters. Below the title are the logos for BTSA (blue square with white bird) and St. Bart's Multi-Academy Trust (a stylized orange and blue figure).

In July 2024 we presented our brand new resource for schools – the **Teaching & Learning Handbook**. It covers twelve themes underpinned by the very latest research. Each theme is broken down into the key idea (**the what**), the benefits of using it (**the why**) and what it might look like in the classroom (**the how**). There are also links to supporting BTSA resources and suggested further reading.

A series of seminars and a range of Effective Practice Guides covering the themes are being made available for staff throughout this academic year

In the last issue of *Releasing Potential* we provided readers with a short summary of the key points from that term's themes – *Challenge, Connecting, Elaboration, and Explanations*. Over the next four pages we present collection 2 from this term.

The Twelve Teaching and Learning Themes

Challenge	Connecting	Elaboration
Explanations	Feedback	Metacognition
Modelling	Practice	Questioning
Retrieval	Scaffolding	Sequencing

T&L Seminars

Feedback



What do we mean by feedback?

High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.

Why is it important?

“To raise standards give pupils dollop after dollop of effective feedback. In order to do this you must have ‘assessment literate’ pupils.” (John Hattie)

What does research tell us?

“All teachers understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. This process is a crucial component of high-quality teaching and can be seen in classrooms across all phases and subjects.”

(Education Endowment Foundation, 2021)

How does feedback link to the Teachers' Standards?

Standard 6 – Make accurate and productive use of assessment

How does feedback link to High Quality Teaching*?

Feedback underpins the Fourth Element of Dimension 4 (Activating Hard Thinking) – Interacting.

*Based on ‘Dimension 4 - Activating Hard Thinking’ from the *Great Teaching Toolkit* Evidence Review (Evidence Based Education, June 2020)

High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve. *National Professional Qualification (NPQ): Leading Teaching Framework* (DfE, 2020)

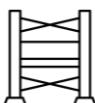
Primary practitioners should consistently:



Focus on specific actions for pupils and provide time for pupils to respond to feedback.



Appreciate that pupils' responses to feedback can vary depending on a range of social factors (e.g. the message the feedback contains or the age of the child).



Scaffold self-assessment by sharing model work with pupils, highlighting key details.



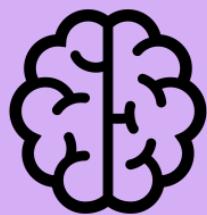
Think carefully about how to ensure feedback is specific and helpful when using peer- or self-assessment.



St. Bart's Multi-Academy Trust staff can access the **FEEDBACK** resources online by clicking on the icon on the left.

T&L Seminars

Metacognition



What do we mean by metacognition?

Pupils' ability to monitor, direct and review their learning.

Why is it important?

Effective metacognitive strategies get learners to think about their own learning more explicitly, usually by teaching them to set goals, and monitor and evaluate their own academic progress.

What does research tell us?

“With a large body of international evidence telling us that when properly embedded these approaches are powerful levers for boosting learning, it’s clear that we need to spend time looking at how to do this well.” (*Metacognition and Self-Regulated Learning* guidance report, EEF, 2018)

“We know instinctively that learners who are independent, motivated and self-aware are more successful.”

(Jennifer Webb, *The Metacognition Handbook*)

How does connecting link to the Teachers' Standards?

Standard 4 – Plan and teach well structured lessons

How does connecting link to High Quality Teaching*?

Metacognition underpins the Sixth Element of Dimension 4 (Activating Hard Thinking) – Activating.

*Based on 'Dimension 4 - Activating Hard Thinking' from the *Great Teaching Toolkit* Evidence Review (Evidence Based Education, June 2020)

Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independent and academic success.

National Professional Qualification (NPQ): Leading Teaching Framework (DfE, 2020)

Primary practitioners should consistently:



Explicitly teach pupils metacognitive strategies.



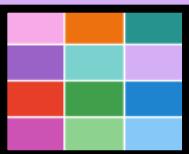
Model teacher thinking to help pupils develop cognitive skills.



Promote and develop metacognitive talk in the classroom.



Explicitly teach pupils how to organise and effectively manage their learning.



St. Bart's Multi-Academy Trust staff can access the **METACOGNITION** resources online by clicking on the icon on the left.

T&L Seminars

Modelling



What do we mean by modelling?

Alex Quigley describes modelling as “revealing the thought process of an expert learner”. Whenever a teacher demonstrates a concept for a pupil, the teacher is modelling.

Why is it important?

Modelling helps pupils understand new processes and ideas, good models make abstract ideas concrete and accessible.

What does research tell us?

“Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.”

(*Principles of Instruction*, Rosenshine, 2012)

“Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do.” (Bandura)

How does modelling link to the Teachers' Standards?

Standard 4 – Plan and teach well structured lessons

How does modelling link to High Quality Teaching*?

Modelling (alongside Challenge, Connecting, Explanations and Scaffolding) underpins the Second Element of Dimension 4 (Activating Hard Thinking) – Explaining

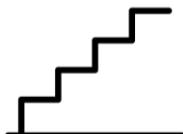
*Based on ‘Dimension 4 - Activating Hard Thinking’ from the *Great Teaching Toolkit* Evidence Review (Evidence Based Education, June 2020)

Modelling helps pupils understand new processes and ideas, good models make abstract ideas concrete and accessible. National Professional Qualification (NPQ): Leading Teaching Framework (DfE, 2020)

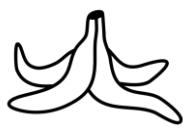
Primary practitioners should consistently:



Narrate thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider when working independently and drawing pupils' attention to links with prior knowledge).



Make the steps in a process memorable and ensure pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories).



Expose potential pitfalls and explain how to avoid them.



St. Bart's Multi-Academy Trust staff can access the **ELABORATION** resources online by clicking on the icon on the left.

T&L Seminars

Practice



What do we mean by practice?

The opportunity to consolidate – applying new knowledge and skills.

Why is it important?

Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.

What does research tell us?

“Successful teachers spend more time guiding students’ practice of new material. It is not enough simply to present students with new material, because the material will be forgotten unless there is sufficient rehearsal.” (*Principles of Instruction*, Rosenshine)

“The distinction between guided practice and independent practice is a hallmark of Rosenshine’s thinking.”

(*Rosenshine’s Principles In Action*, Tom Sherrington)

How does practice link to the Teachers’ Standards?

Standard 4 – Plan and teach well structured lessons

How does practice link to High Quality Teaching*?

Practice (alongside Retrieval) underpins the Fifth Element of Dimension 4 (Activating Hard Thinking) – Embedding.

*Based on ‘Dimension 4 - Activating Hard Thinking’ from the *Great Teaching Toolkit* Evidence Review (Evidence Based Education, June 2020)

Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.

National Professional Qualification (NPQ): Leading Teaching Framework (DfE, 2020)

Primary practitioners should consistently:



Provide sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.



Break down tasks into constituent components when first setting up independent practice (using tasks that scaffold pupils through metacognitive and procedural processes).



St. Bart’s Multi-Academy Trust staff can access the **PRACTICE** resources online by clicking on the icon on the left.

Mobilising Metacognition

Promoting self-regulation in the classroom

To support St. Bart's staff in their promotion and use of metacognition in the classroom we have designed a Metacognition Pack which is exclusively available on our Central Hub (click the image on the right to access online).

The materials are aimed at pupils from the early years to the end of Key Stage 2.

The pack covers the following themes –

- What is Metacognition?
- Four levels of metacognitive learner
- The Metacognitive Cycle
- Metacognition in the Early Years
- Metacognition in Primary
- Key Stage One Resources
- Key Stage Two Resources
- Metacognition Concept Cartoons
- Further reading

The concept cartoons can be used for

- formative assessment
- challenging misconceptions
- enhancing motivation

They promote discussion, elicit and challenge learner's ideas and lead to rethinking. The ones contained in the Metacognition pack are based on everyday situations, so learners are more likely to engage in dialogue and share their ideas.

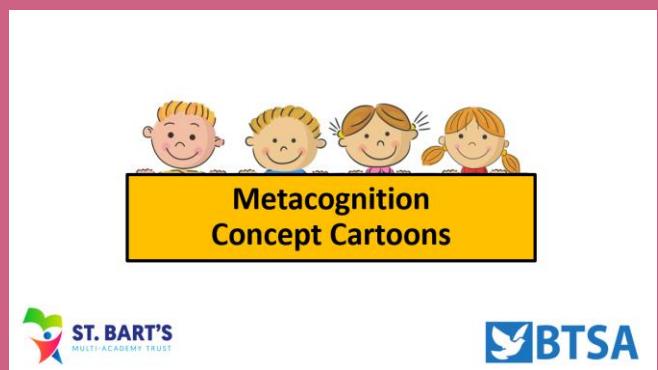
They also present alternative viewpoints on the situation, with all having equal status. Practitioners can use them to generate discussion through which learners make their ideas public and create a purpose and direction for follow-up enquiry to develop their ideas.

Alongside this resource we have also created a Metacognition Poster Pack. You can find more details on the next page.



ST. BART'S
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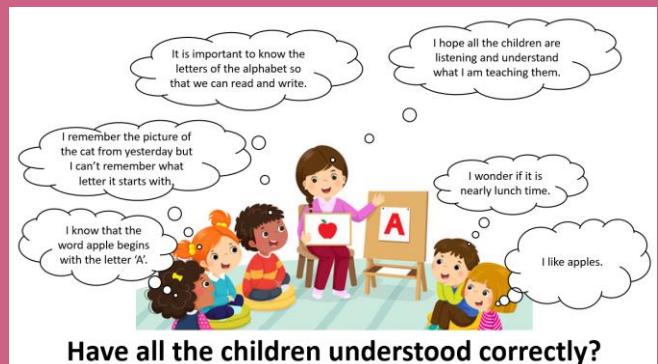
Metacognition Pack



Metacognition Concept Cartoons

ST. BART'S
MULTI-ACADEMY TRUST

BTSA



It is important to know the letters of the alphabet so that we can read and write.

I hope all the children are listening and understand what I am teaching them.

I remember the picture of the cat from yesterday but I can't remember what letter it starts with.

I know that the word apple begins with the letter 'A'.

I wonder if it is nearly lunch time.

I like apples.

Have all the children understood correctly?



Possible answers

This child is struggling to retrieve yesterday's learning.

This child understands the importance of reading but it is not clear how well he can read.

This child needs to concentrate better. Maybe he skipped breakfast and he can't focus properly because he is hungry.

This child has made the connection between the letter 'A' and the word 'apple'.

This child is not clear about what the teacher wants her to learn.

Mobilising Metacognition

Promoting self-regulation in the classroom

What Is Metacognition?



Metacognition is a **superpower** that helps adults and children to learn how to learn.

It's our ability to step back and analyse a situation and pay attention to what's going on in our heads.

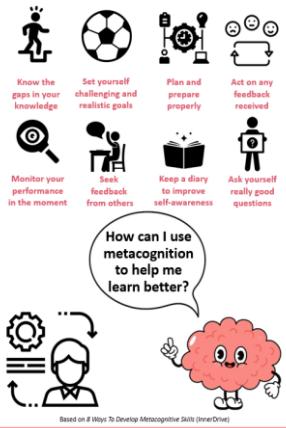
It is sometimes described as
'Thinking About Thinking'
or
'Learning About Learning'

The Metacognition Poster Pack contains over twenty digital posters to share with pupils that capture the research behind metacognition and self-regulated learning.

They are written in child-friendly language and attractively presented.

The collection includes examples for younger and older children, offering a further opportunity to promote metacognition in your learning environment.

The Metacognitive Cycle



Working In Threes

Working in groups of three is a great way to define separate roles linked to the plan-monitor-evaluate metacognition cycle.

Each pupil can be given a role play card that covers the key questions to ask at each stage.



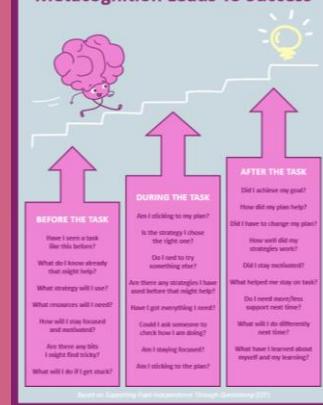
We Are Learning To Learn

by following the self-regulation rules.

1. Concentrate on what I need to do.
2. Plan what to do next.
3. Monitor what I am doing.
4. Make changes if I need to.
5. Keep calm to get the job done.
6. Be patient with myself and others.
7. Bounce back when things get difficult.

Based on Development Matters (Section 6: Self-regulation and Executive Function)

Metacognition Leads To Success



We approach any learning task with some knowledge of:

Knowledge of Task	Knowledge of Strategies	Knowledge of Self
The type of activity.	What strategies might be useful.	Our own abilities and emotions.



Metacognitive Regulation can be broken down into 3 stages:

Planning	Monitoring	Evaluation
how we are going to tackle a task.	our success and adapting when necessary.	of the learning process.

Based on Metacognition and Self-Regulated Learning (EEF)



ST. BART'S
MULTI-ACADEMY TRUST

WORLD
BOOK
DAY®

6 MARCH 2025



**READ
YOUR WAY**

St. Bart's Celebrates World Book Day 2025



READ YOUR WAY

The children had an absolutely fantastic day full of lots of different activities. We were blown away by everyone's costumes and loved seeing the children's smiling faces. We were lucky enough to have a visit from the author **Matt Buckingham**. The children took part in assemblies and workshops with Matt and they had an amazing time.





READ YOUR WAY



To celebrate World Book Day 2025, we had reading in the woods, created our own book covers and blurbs for an imaginative story, held treasure hunts and more!

We also hosted an assembly by **Heather Truman** who has worked on the film adaptation of the wonderful *Dog Man* books .

Through the 'Big Book Swap' all pupils were able to take home a book of their own to enjoy.





Year 6 combined their digital skills
with their love of reading!





We loved celebrating our passion for reading through our fantastic 'Drop Everything and Read' sessions to exploring *The Tin Forest* and special assemblies that highlighted the joy of books. A huge thank you to all the children (and staff!) who got involved.





The year groups swapped and read with younger/older pupils. They enjoyed an assembly about reading linked to dreams and aspirations. This was followed by reading-related activities in their classrooms, including a fashion show of their outfits!



WORLD
BOOK
DAY®

6 MARCH 2025



“The children loved our reading den.”
Priory CE Academy



"We celebrated our love of reading. A huge thank you to one of our parents who came in to talk about their work in translating books."
St. John's CE (VC) Primary School



READ YOUR WAY







Year 1 and 2 loved the live lesson from Scholastic UK. They listened carefully to the story *The Full Stop That Got Away*. They took their drawing lesson very seriously and created some fantastic 'Frank the Full Stop' illustrations.



St. Bart's Pupil Parliament

Reporting on our spring meeting

Pupil Parliament representatives from across the St. Bart's Multi-Academy Trust attended their Spring term meeting at Keele Hall in January.

Items on the agenda included feedback from the recent pupil survey, a discussion around pupil pledges and an update on energy saving across the MAT.

Pupil Pledges

Pupils discussed the current pupil pledges and made suggestions for changes.

They decided that everyone understands that they should not be littering, so it doesn't need to be a pupil pledge any longer.

They felt that important areas such as increasing biodiversity on our school sites, reducing pollution from driving to school and making sure everyone in the community understands what they need to do to live more sustainably, should be included.

After much discussion and debate, the updated pupil pledges can be seen top right, with an overarching aim to spread the word about sustainability in our communities and include families and the wider community in our actions.



SUSTAINABILITY PLEDGES

-  We pledge to **turn off lights, computers and electrical devices** when they are not being used.
-  We pledge to **separate our rubbish, re-use and recycle** as much as possible and reduce the amount of waste created.
-  We pledge to **reduce the amount of food waste** generated in our schools.
-  We pledge to **avoid water waste**. We will harvest rainwater to water our plants and banish leaky loos and dripping taps.
-  We pledge to **improve the biodiversity** on our school sites and increase the amount of food that we grow in our school grounds.
-  We pledge to **reduce emissions** by walking to school more often and educating our grown-ups about the impact of idling cars on air quality and the planet.

*For environmental actions to have the greatest impact, **it's essential to involve the wider community** - working together ensures lasting change, inspires more people to take action, and helps create a healthier, more sustainable future for everyone.*



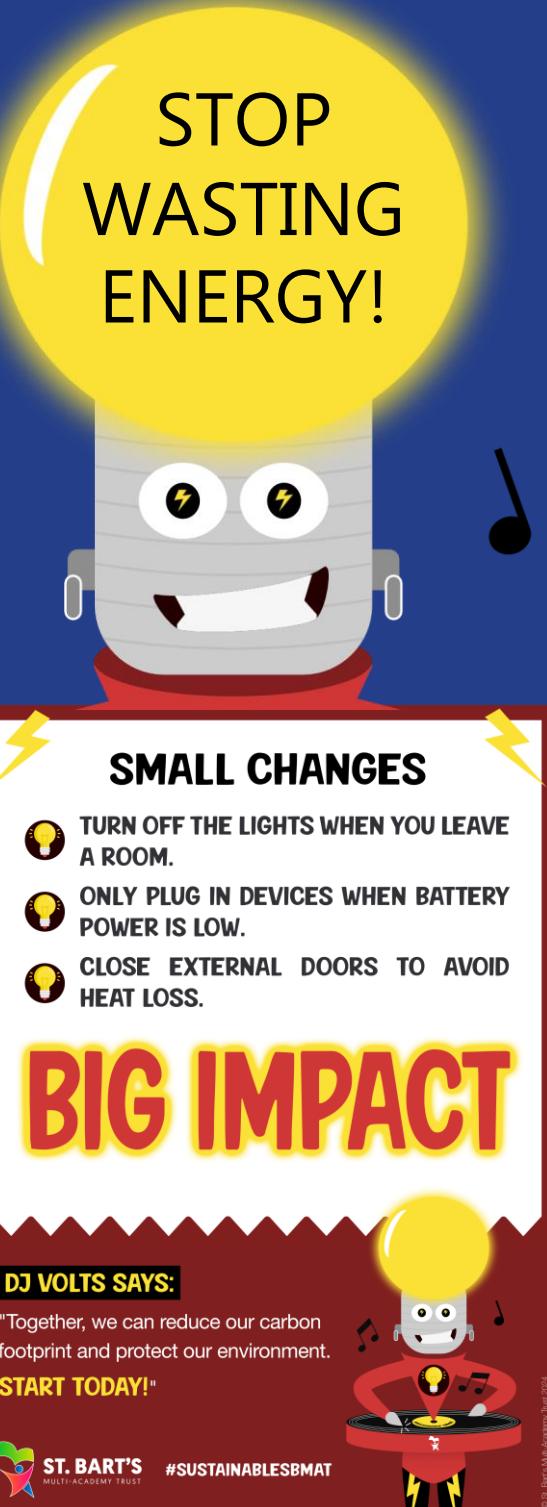
Energy saving at St Bart's

Pupils were given an update on the impact of energy saving across the trust. After initial savings, over time, there has been a gradual increase in energy consumption. It is important that energy saving behaviours become embedded in the day-to-day routines of every school, so we continue to use as little energy as possible.

Schools have been provided with energy meters to measure consumption of different electricals, so pupils can decide which might need a timer to turn them off and to understand the impact of using different appliances and devices. Each school has a poster and stickers, featuring DJ Volts, for switches, to remind everyone to turn things off. It will be interesting to see how much energy can be saved and which academies will become super savers.

We heard from sustainability expert and climate ambassador, Colin Milward who stressed how important it is to make sure appliances are switched off overnight to reduce energy consumption while school is closed. This will save money as well as the planet.

The eco-teams in our academies have been very busy identifying sustainability issues and working hard to reduce their impact on the planet. Themes emerging are the impact of the school run, plate waste at lunchtimes, energy, and water waste. Pupils and staff are very keen to involve the community in their efforts, to maximise the impact of their actions.





WHAT OUR SCHOOLS ARE CURRENTLY DOING TO SAVE ENERGY

Knutton St. Mary's CofE Primary Academy have been focusing on making sure lights, IT equipment and taps are switched off to avoid energy and water waste.

Stoke Minster CofE Primary Academy have teams of litter pickers who make sure that the school site is litter free every day. They are reducing the time that iPads are on charge, avoiding energy waste.

Priory CE Academy have active labelling on switches which are not automatic and have joined the WOW walk to school scheme. They make sure that taps are turned off, have litter picking teams and are recycling.

Nantwich Primary Academy save energy by avoiding putting iPads on charge overnight and their solar panels are generating electricity to offset use in the school. They are still working hard to save energy by making sure lights are turned off and they have butchers' blinds in their EYFS to avoid heat loss during play times.

Meir Heath Academy now have solar panels, a uniform swap and have identified and fixed several leaky taps in the school.

St. Michael's Community Academy are very proud of their new solar PV installation and have invited their local councillor for a grand opening.

St. John's C.E. Academy have a team of eco-warriors who make sure that IT equipment and lights are switched off every day.

The Whitchurch Church of England Federation have been focusing on avoiding water waste and have recently conducted a pupil-led water audit to identify areas where water waste can be avoided. They have a 'no worksheet' policy now to avoid wasting paper and have separate food waste collection and recycling bins in classrooms, to improve their recycling rates.

Cranberry Academy have woven sustainability into their curriculum this year, with Year 1 working on designing a school garden. Year 3 have been learning about electricity generation using solar panels and are looking forward to seeing their own solar panels installed. Year 4 have rescued a hedgehog, Year 5 have conducted a traffic survey, looking at the percentage of electric vehicles compared to petrol/diesel. It was very low!

Park Hall Academy has a uniform swap, which is well used and they held a bring and buy sale before Christmas. This was a way to re-use toys that children no longer played with and raised money to buy a cow for a family in the developing world. This will enable the family to live sustainably, ensuring a better future. Park Hall are very keen to look beyond their school and local community and think about global issues. They have an active pupil parliament at school, where pupils can raise and discuss ideas such as recycling and energy saving.

WHAT OUR SCHOOLS ARE CURRENTLY DOING TO SAVE ENERGY

Hungerford Primary Academy now have motion detectors to ensure lights are not left on unnecessarily. They encourage pupils to take home their packed lunch waste to recycle and have litter picking teams to keep their school site litter free. They have installed bird feeders in their outdoor areas and are enjoying seeing the biodiversity on the school site increase. Hungerford have identified car idling as an issue at their school and are keen to find a way to encourage parents to switch off their engines.

Kingsland C.E. Academy continue to make use of their lovely re-wilding area, and have now included it's use in their curriculum. They have a pre-loved uniform swap and have identified that food waste at lunchtimes is an issue for them. They have implemented a 'take what you need, eat what you take' initiative and are working closely with the school kitchen to monitor this.

Hazel Slade Primary Academy have installed a wildlife camera and were very excited to capture muntjac deer on it! They are keen to improve the biodiversity on their school site. They have a lost and found uniform swap, are generating electricity from their solar panels, and have signed up to the WOW walk to school scheme to reduce traffic emissions. They also identified and fixed some leaky taps, avoiding water waste.

Belgrave St. Bartholomew's Academy have implemented an active labelling scheme throughout the school with red and green stickers on the light switches. They now don't see lights on in empty classrooms. They led a water assembly to make sure that everyone knows that taps should be turned off properly to avoid water waste.

Offley Primary Academy are regularly litter picking and are increasing the amount of waste they recycle. KS1 had a visit from the Cheshire East recycling team to learn about the importance of reducing, re-using, and recycling. They are keen to work with the school kitchen to reduce the amount of food waste and are very excited about their new solar panels.

St Saviour's C of E Academy also have solar panels, but are very keen to still avoid energy waste and switch off their lights and use natural light as much as possible. They now have separate food waste collection and have increased plastic recycling, particularly at lunchtimes.

Woodcroft Academy are working hard to reduce energy waste by making sure lights are switched off. They are recycling more and have a used book swap, which is proving very popular. They have achieved the silver walk to school award and are feeling the benefit of less cars on the roads outside school.

Saint Nathaniel's now have posters reminding people to turn off lights, they invited Severn Trent Water to visit and enjoyed learning more about how to save water. They are working hard to promote walking to school and have identified food waste as an issue for them to work on next.

Weston Federation have active labelling on their light switches and are working hard to ensure that lights are not left on. They have an iPad charging protocol that everyone understands and have been collecting rainwater to water their plants.

CASE STUDY

Solar Panels at St. Michael's Academy

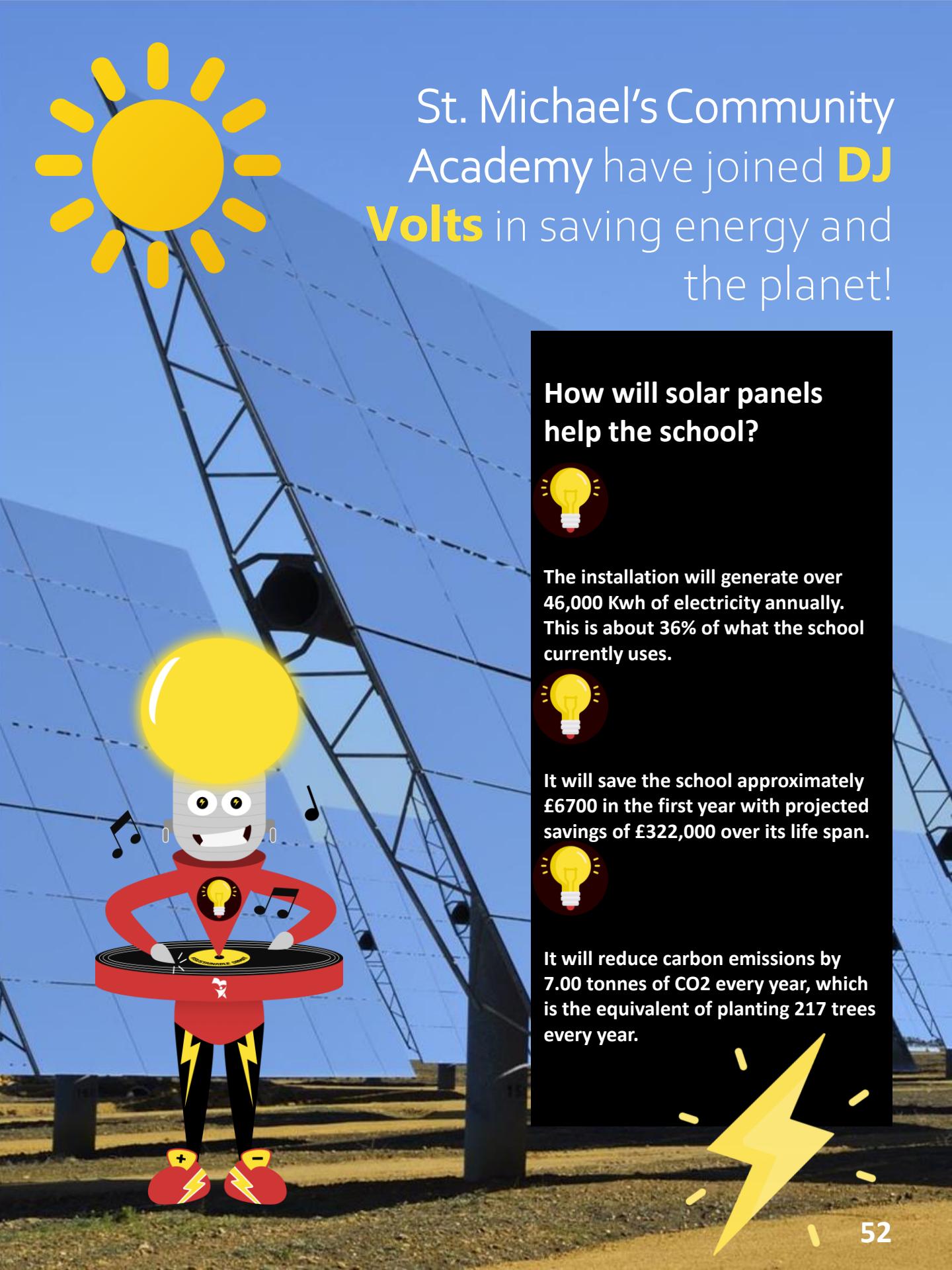


Connor Naismith, MP for Crewe and Nantwich, visited **St Michael's Academy** in Crewe to officially open the school's new solar panels. The installation marks a significant step in the school's efforts to promote sustainability and reduce its carbon footprint. During his visit, Connor attended a full-school assembly, where he engaged with pupils in a Q&A session focused on sustainability, renewable energy, and the role of government in tackling climate change. Pupils posed questions on how they could contribute to environmental conservation and how policymakers are supporting greener initiatives.

Connor also met with the school's 'Eco-Warriors' – a team of pupils passionate about environmental issues. The discussion centred around the various projects St Michael's Academy is implementing to become more sustainable, as well as broader government initiatives aimed at tackling climate change and promoting renewable energy in schools. Connor said: "It was fantastic to see first hand how engaged the pupils are with sustainability and environmental issues. Their enthusiasm for making a positive difference is truly inspiring, and it's great to see schools leading the way in embracing renewable energy. Initiatives like this show the power of local action in addressing climate change, and I will continue working to support schools and the wider community in making Crewe and Nantwich greener."

Katey Shenton, Vice Principal at St Michael's, said: "As a school, and as part of St Bart's Multi Academy Trust, we place a huge focus on sustainability. As such, the children were very excited to welcome Connor Naismith MP into school on Monday. The children's fantastic questions reflected their careful thought on this important subject. Mrs Woolgar, along with the team of Eco-Warriors, meet regularly to discuss initiatives and share these with the whole school, as we strive to vastly reduce energy costs and understand how we each have a role to play in creating a greener future."

The solar panel project at St Michael's Academy is part of the school's wider commitment to environmental responsibility, aiming to lower energy costs while reducing carbon emissions.



St. Michael's Community Academy have joined **DJ Volts** in saving energy and the planet!

How will solar panels help the school?



The installation will generate over 46,000 Kwh of electricity annually. This is about 36% of what the school currently uses.



It will save the school approximately £6700 in the first year with projected savings of £322,000 over its life span.



It will reduce carbon emissions by 7.00 tonnes of CO₂ every year, which is the equivalent of planting 217 trees every year.

CASE STUDY

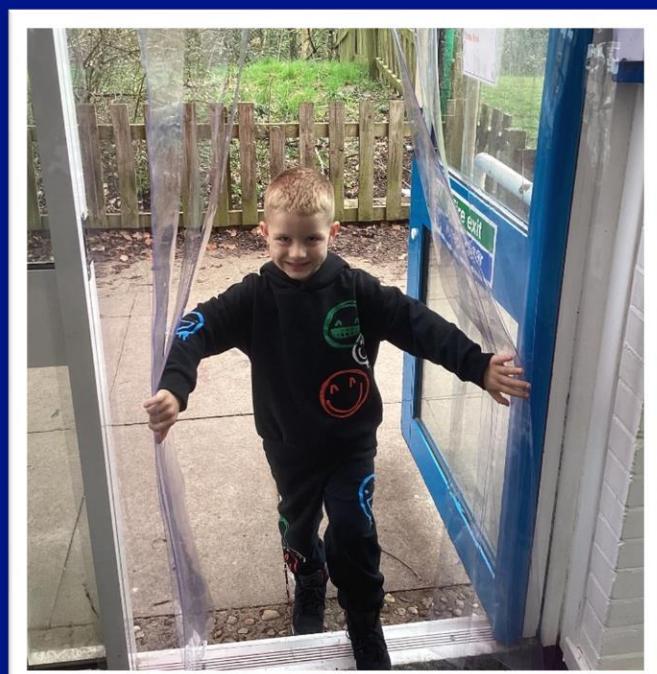
Butchers Blinds at Longford

Thanks to grant funding from our energy retailer **WME**, St. Bart's have been able to purchase butchers blinds for the EYFS free flow doors in several schools, including **Longford Primary Academy**.

St. Bart's School Improvement Officer, **Linda Jones**, explains their importance: "The blinds have supported children in being able to move from indoors and outdoors freely. Without the blinds, on cold or blustery days, staff would need to close the doors to the outdoors to ensure temperature did not drop below the expected level for young children. Why is this important you may ask? Some children learn better when outside, some children may have very little or no outdoor space to play in at home, free flow learning enables children to learn and respond to activities and stimuli in their own way and at their own pace. Therefore, no child will feel rushed into doing a certain activity, there are no fixed rules to follow, this allows children time to make up their own games, wallow in their experiences, and opportunities to be creative and time to self-regulate and explore. Free play is healthy and allows children to meet their full potential in all areas of learning."

The **Longford EYFS** team would like to thank WME for the blinds, which they say have made a real difference.

"With the door being open due to free flow the classroom was always cold and the heaters couldn't keep the classroom warm. Now, with the blinds, we no longer have to teach in our coats, the children have even commented on how lovely and warm the classroom is."





In The Spotlight

We are proud to be shortlisted for a

MAT EXCELLENCE AWARD

matexcellence.co.uk • @OptimusEd

Presented by OPTIMUS EDUCATION
part of shaw trust

Supported by Confederation
of School Trusts

St. Bart's Shortlisted For A MAT Excellence Award

We are delighted to share that **St. Bart's Multi-Academy Trust** has been shortlisted for the **MAT Excellence Awards for Environmental Trust of the Year!** This recognition highlights our ongoing commitment to environmental education, sustainability, and community action across our 23 academies.

Sustainability at the Heart of Our Schools

At St. Bart's, sustainability isn't just something we teach – it's something we live. Our students, staff, and families work together to make a real impact, ensuring that we care for our planet today and for future generations. From **forest school activities and outdoor learning** to **growing our own food and reducing waste**, we actively involve our school communities in meaningful environmental action.

Here are just a few of the ways we champion sustainability:

Hands-on Learning – pupils experience the joy of nature through outdoor education, gardening, and growing their own food.

Reducing Waste – through litter-picking campaigns, uniform swaps, clothing banks, and donations to the Children's Air Ambulance.

Food for All – we partner with local supermarkets to redistribute surplus food.

Eco Leadership – our Pupil Parliament leads the way with energy-saving, water efficiency, and healthy eating campaigns.

The St. Bart's Super Gang – students have created their own sustainability superheroes.

A Collective Effort for a Greener Future

This shortlisting is a testament to the incredible work of our staff, students, and families. Every action, no matter how small, contributes to a more sustainable future, and we are proud of our Trust-wide commitment to making a difference.



In The Spotlight



Knutton St. Mary's Join The Children's University

Congratulations to Knutton St. Mary's Academy on joining Staffordshire Children's University which is an award scheme for children aged 5-14 years. The scheme encourages, tracks and celebrates participation in learning beyond the classroom.

Children receive a Passport to Learning and they can collect credits, also known as stamps, for each activity they take part in. Credits can be given for taking part in learning experiences and activities at after school clubs, sports clubs, museums, activity centres, and music groups.

This learning doesn't need to be purely academic - often it is focused towards developing the skills that may help children go to university in the future and many of the activities link with university subjects.

Pupils from the school will be keeping a log of everything they do and towards the end of the year the credits will be totalled and the children who have managed to reach particular levels will be invited to Staffordshire University for an awards ceremony. Family members will also be invited! We can't wait to see the children at their first Staffordshire University graduation.

In addition to joining the Staffordshire Children's University pupils from **Knutton St. Mary's** also had their intra-school competition which was focused on dodgeball.

The school's Physical Education lead Patricia Goodwin explains, "The children competed against each other in their four teams. They had so much fun and the sporting spirit was amazing. I've already been asked when the next one is!"





Team Meir Heath Praised By Miquill School Catering



Congratulations to the catering team at **Meir Heath Academy** who won the **Miquill Catering Star Awards** in January.

Jonathan David and Emma Shaw presented certificates and gift vouchers in front of staff and pupils which was met with huge cheers.

They explained the reason Meir Heath was chosen: "A huge shout out to Kim and the team for their fantastic work in preparing delicious school lunches and capturing them beautifully in photos, showcasing the commitment and effort of an incredible catering team. Thank you for your dedication and for making our school lunches shine! You truly are stars!"



In The Spotlight



Priory Pupils Promote Perfect Parent Parking

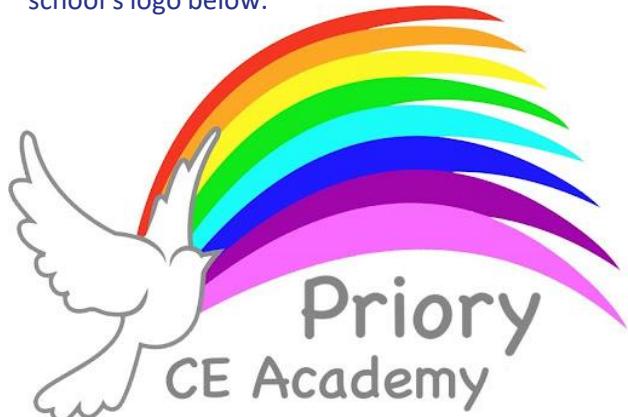
Pupils from **Priory CE Academy** have launched a publicity campaign to get parents to park safely around their school.

The staff and children worked with St. Bart's Digital Lead **Dan Jones** to create a video that promoted parking advice.

The script was based on pupil voice which included interviewing children in Nursery. Their top five ideas for adults were –

1. Park nicely or go to jail.
2. Keep a policeman at school.
3. Don't park on children.
4. Put up a sign saying "Stop Doing Silly Parking".
5. Tell the people, "why don't you just walk to school?"

You can watch the full video by clicking on the school's logo below.





In The Spotlight



MUSIC SQUAD

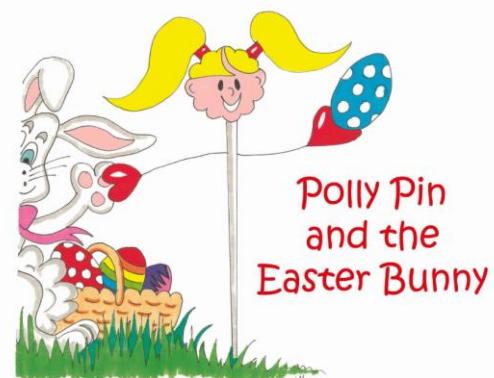
Music Squad comes to Kingsland

In our Autumn 2024 issue we reported on **Music Squad**, a local company that delivers high-quality, fun-based piano lessons and clubs in dozens of primary schools throughout the North West. Since then, Music Quad has been launched at **Kingsland C.E. Academy** with fifteen children signing up in the first week. According to the founder, Hannah Donkin, it was “a brilliantly strong launch and we are super excited to be working with the school”. Kingsland Music lead, Penny Beeston, said “Music Squad has been a fabulous addition to our life at Kingsland C.E. Academy. The children love the enthusiasm and energy brought to each session and thrive on the creativity. The opportunity to learn a musical instrument is amazing and I know that some of our staff have been itching to join in and learn too.” You can find out more about Music Squad by visiting their website – www.musicsquad.co.uk

LATEST POLLY PIN BOOK

Author Melanie Seiver has released a third title in her series of children’s books. *Polly Pin and the Easter Bunny* is now available from selected bookshops and the official website - <https://pollypin.company.site/> and just in time for Easter too!

In this adventure, the Easter Bunny is on her way, but she is worried that she may get lost. Will Polly Pin and her friends find a way to help?



Written by Melanie Seiver
Illustrated by Christine Warrington



In The Spotlight



Belgrave Hosts AI Event

Teachers from 30 different schools in Stoke-on-Trent met at **Belgrave St. Bartholomew's Academy** in Longton to explore the use of Artificial Intelligence (AI) in a training event provided by the **Good Future Foundation** and **Educate Ventures Research**. They were joined on the day by Allison Gardner, Labour MP for Stoke-on-Trent South, who said the government believed AI was a "generational opportunity" for the country and that it offered teachers a lot of potential.

The foundation said just over a quarter of teachers felt confident about AI, and said it planned to roll out further sessions across the country. "The government has already outlined how vital AI can be to the future of education in Britain," the foundation's executive director **Daniel Emmerson** said. "It is vital that our educators are given the support they need to understand and implement this technology in the classroom to confidently prepare all students to benefit from and succeed in an AI infused world."

Above: Representatives from Good Future Education (left) with MP Allison Gardner and Belgrave Principal George Barlow (right).

Attendees discussed and designed practical ways of using the technology in their own schools, including using AI to communicate more effectively with families with English as an additional language and using automated chatbots to help parents access school resources.

MP Gardner commended Belgrave for its use of AI in teaching, and said: "I want children from Stoke, in our community, to lead the way in utilising this opportunity so they are able to have the best start in life."

George Barlow, principal of Belgrave St. Bartholomew's added that harnessing innovation to improve lessons was "fundamental" in how their school approaches teaching. "We can ensure that our children are the ones who are equipped with the right skills and education to take advantage of the opportunities," he said.

St. Bart's Hosts Pickwick Academy Trust

In February, leaders from the **Pickwick Academy Trust** in Wiltshire and North Dorset travelled to Stoke-on-Trent to meet with members of the St. Bart's Central Team. This two-day Peer Study Visit was an opportunity for the two primary-only Trusts to learn from each other's school improvement and business practices.

The visit was organised by St. Bart's Director of School Effectiveness and Standards, **Ian Hunt**, who explained the reasoning behind it. "The Trusts are similar in many ways in that they are primary-only and are mixed MATs, each with a range of sizes of schools, including very small schools. Both share a common set of values and principles, are committed to developmental school improvement and have a strong Teaching School and professional development underpinning. In both Trusts, schools are organised into hubs/groups and have executive leaders overseeing these. They differ in that St Barts is much larger with 23 schools, compared to Pickwick's 15."

Colleagues heard from St. Bart's CEO, **Lisa Sarikaya**, and Pickwick CEO, **James Passmore**, who both spoke about the journey their organisations had been on since being established. This was followed by smaller group conversations where counterparts explored several lines of enquiry covering School Improvement, Professional Development and Business, Finance and Operations. Pickwick representatives also had the opportunity to visit three St. Bart's schools – **Belgrave St. Bartholomew's Academy, Weston Infants Academy and Park Hall Academy**.





In The Spotlight



Second Cohort Complete their NPQSL with TDT and BTSA

Our second NPQSL (National Professional Qualification for Senior Leadership) cohort have now completed their face to face and online learning sessions. A huge thank you to participants for their high levels of engagement and excellent conversations. Facilitated by **John Collier** and **Kath Campbell**, the 18 month programme (run in partnership with the Teacher Development Trust) covered a range of themes that support school leaders in developing their leadership knowledge and expertise to improve outcomes for teachers and pupils in their school. We wish them all good luck for their upcoming final assessment which takes place in early April.





In The Spotlight



Saint Nathaniel's Academy Host Early Excellence Roadshow

On Wednesday 5th March, **Saint Nathaniel's Academy** in Burslem, Stoke-on-Trent, hosted the **Early Excellence** Roadshow. This whole-day event was organised to offer early years colleagues an “immersive CPD experience”. It included guidance from strategic leaders, support for EYFS Leads and practical ideas for the whole team. All in all, a “unique opportunity to access expert thinking”. The day was split into three distinct sessions aimed at specific groups.

The morning ‘evaluative’ session for principals and head teachers covered EYFS expectations and implications. This strategic overview was aimed at supporting leaders with strategies to ensure the EYFS curriculum connects to the whole-school curriculum.

The afternoon ‘development’ session was aimed at EYFS leads, giving them an opportunity to look in detail at key areas of provision and reflect on how well the learning environment helps to deliver the curriculum.

The twilight session was an opportunity for EYFS teams to explore how resources can be effectively managed to support high-quality learning. This included practical advice and new ideas to take away.

Huge thanks to Saint Nathaniel's Principal **Rosemarie Patrick** and staff for hosting, to **Linda Jones** for co-ordinating the event, and to **Sarah Carey** and **Jude Twani** from Early Excellence (pictured above) for their excellent facilitation. It was great to see so many schools from St. Bart's and beyond and the feedback was overwhelmingly positive.

Nikki Walters (Head of School Services for Early Excellence) commented, “The huge crowd were incredibly passionate and reflective. They said the sessions gave them plenty to take away and take forward. We hope this is the start of a very successful partnership.”

You can watch a short video capturing the day by clicking on the photograph above.



Knutton St Marys CofE Academy



This is a warm and friendly school where everyone is treated equally. The school has re-established its values of forgiveness, generosity, respect, kindness and peace. Staff and pupils live out these values.

The school has recently improved its management of behaviour. Staff set high expectations for how pupils should behave. Vulnerable pupils receive support to help them to stay calm so that they can learn. Pupils behave well at playtime. During lessons, most pupils listen and work hard. They feel happy and safe.

The early years environment is calm and welcoming. Children are well cared for. Staff have identified that children typically need more support with physical development when they join the school. Staff ensure that there are opportunities for children to practise their gross and fine motor skills. For example, children in Reception practised writing a short sentence about Shrove Tuesday. In Nursery, children used rolling pins and shape cutters to create pancakes out of dough with increasing confidence. They develop their concentration skills well.

Pupils with special educational needs and/or disabilities (SEND) are identified early and appropriate support is put into place. Staff are trained well to support pupils with SEND, and these pupils are supported effectively.

“Reading is a priority. Staff have the knowledge they need to teach phonics effectively. Phonics is taught every day. Some pupils benefit from extra support to catch up with their peers in phonics. These pupils benefit from extra support to achieve this. Pupils read books that are matched to their phonic knowledge. They are encouraged to read regularly.

The school has introduced a range of inclusive extra-curricular activities to extend pupils' learning beyond the curriculum. These include dodgeball, dance and karaoke. The curriculum is enriched through a range of visits.”



Inspection date: March 2025

Stoke Minster CofE Primary Academy



Children and pupils are proud of their school. There is a palpable sense of belonging, and pupils thrive as a result. They are confident that all staff will provide the help and support they need.

Since the previous inspection, the school has raised expectations of behaviour significantly. This starts in the Nursery. Children are taught about sharing, turn-taking and consideration for others from the beginning. They quickly learn the routines that help them learn and support their social and emotional development.

Pupils know and understand the school's values and are proud to tell visitors how they demonstrate these in their actions each day. Pupils enjoy their learning. The ambitious new curriculum now in place is helping them achieve better and understand that what they learn in one subject can help them in another. Pupils enjoy talking about what they have learned and show real excitement about what is coming next.

The school has worked hard to make sure that pupils' personal development is now as important as their academic achievement. Exciting trips and visits are now taking place, and pupils thoroughly enjoy the very wide range of clubs they can join. The school aims to widen pupils' horizons, and, increasingly, pupils have opportunities to participate in aspirational activities, including working on a project with a university.

"Teachers have strong subject knowledge and teaching skills. The use of technology is a real feature in this school, which supports learning well. Teachers check that pupils learn the intended curriculum over time. This helps them identify any gaps in learning and adapt the curriculum accordingly.

Pupils with special educational needs and/or disabilities are central to the school's thinking. Early identification of needs and carefully constructed individual learning programmes are used well by teachers to support their learning. The school has identified a 'pupil entitlement', which sets out how all pupils should be supported to learn in every lesson."



Inspection date: January 2025

HEADlines

Name:

Jennifer Craig

Job Title/School:

Principal, Stoke Minster CE Primary Academy

Why did you choose education as a career?

Honestly – I first wanted to become a teacher after watching *Kindergarten Cop*! I then did work experience in a school when I was in Y11 and loved it.

When did you first start teaching and in which year group? I started teaching in 2006 in Year 2.**Describe your journey into leadership.**

I didn't go into a leadership position for a long time. I was a class teacher for 13 years and taught in every year group in the school from nursery to Y6. I was given many subjects to lead over the years but was finally given English which I absolutely loved! In 2019, a Vice Principal role was advertised at Belgrave which I applied for but didn't expect to get. I was so happy when I was offered the role alongside George Barlow. In 2022, Kelly Deaville told us that she was stepping down as Principal and George and I applied for the role as a co-headship. Luckily the governors liked the idea and we were interviewed and offered the position. In September 2022 we started in our new roles and it is always a time I will look back on fondly - we worked so well together. Then in December 2022, we were asked if one of us would like to become Principal of a new school that was coming into the trust that was in special measures. I think everyone was shocked (I shocked myself!) when I said that I would do it. I started officially as Principal at Stoke Minster at Easter 2023.

What has been the stand out moment of your career so far? I want to say when Stoke Minster came out of special measures (and of course that will always stand out!) but also

when I planned a whole school trip to the pantomime with Belgrave. It was a logistical nightmare, everyone thought I was crazy. It snowed, we weren't due back until after 5pm on a Friday night and we blocked the road as we had to have so many coaches. I absolutely loved the chaos (even if I was the only one!) but I'll never forget the children's faces when they walked into the theatre and the show began. Even the staff who were dreading it and thought I was mad said that it was worth it in the end.

How do you think colleagues would describe your leadership style? Supportive, kind, consistent and always putting the children at the centre of everything.

Describe your school using the title of a song.
Happy!

What interests do you pursue when you are not at work? Walking my dog, going to Alton Towers and eating too much chocolate.

Share a dream that you are yet to realise.
To become the CEO of Alton Towers.

What is your favourite staff room drink/biscuit combination? I don't drink any hot drinks (not because I'm really healthy, I just don't like them!) So I'd just be drinking orange squash with anything covered in chocolate.



Vinyl Corner

This one is a bit of an indulgence. **White Town** is essentially Jyoti Mishra. Jyoti and I have been friends since we were 16 and attended Wilmorton Sixth Form College in Derby.

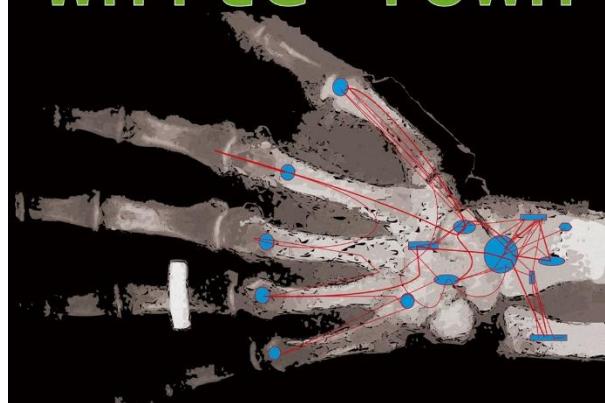
Jyoti was the one who introduced me to loads of new music such as Heaven 17, Cabaret Voltaire and This Mortal Coil. We did maths and computing together and he was an absolute demon on *Donkey Kong*, as well as programming *Golden Brown* by The Stranglers onto a BBC Micro computer – which at the time was amazing.

He used to sit in the corner of the common room with a massive ghetto blaster filling the space with huge tunes which he had remixed onto tape. A favourite of mine was the 17-minute remix he did of Heaven 17's *Come Live With Me*. I still have it on tape along with a load of his early original work.

Jyoti was also the person who got me into politics, and I think I used to worry my mum and dad when I went off to the Militant meetings and on marches. I spent many hours lugging his music gear round to gigs in pubs around Derby and beyond. You might know the hit single **Your Woman** from the album **Women In Technology**.

Ian Hunt

White Town



Women In Technology

I remember listening to that in his bedroom studio and saying it was the best thing he had done.

I then left to go and work at the British School Manila and was sitting in the Hard Rock Café and on came Jyoti's track. I got some sceptical looks from my new work colleagues when I said the singer was a personal friend. He had only gone to number one in the UK charts and three other countries!

Jyoti and I are still friends and share a love of not just music but photography. We were taking pictures around Derby last weekend. He has asked me to drive him down to a festival in Kent over the summer. So, I feel like I have come full circle with returning to be Jyoti's roadie again after a break of 40 years!

Releasing Potential Magazine

A group of children smiling and laughing, surrounded by colorful confetti, representing the 'Celebration Issue'.

Releasing POTENTIAL



Infectious Positivity

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The Curriculum



Our Trust Prayer



The Power of Playtime

Andy Cope
and the
Art of
Being
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