

RELEASING POTENTIAL

MAGAZINE

CURRICULUM SPECIAL



AUTUMN 2025

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Welcome

In this issue of *Releasing Potential* we focus on the theme of curriculum.

Since schools started back in September there have been a number of significant events that will influence the offer that schools provide for their pupils.

The final **Curriculum and Assessment Review** and the Government's response to the recommendations came in November. In the same month, **Ofsted** released their newly revised (and much-anticipated) toolkit. We have summarised all three of these documents for you.

At St. Bart's we are privileged to have benefited from time spent with the **Education Endowment Foundation** and two local **research schools** to further refine our Trust-wide approach to curriculum and pedagogy. You can read all about our plans alongside our regular features.

Happy reading!



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Curriculum and Assessment Review

Summary and Government Response



Curriculum and Assessment Review

In November the final version of the *Curriculum and Assessment Review* was published, alongside the Government's response to the recommendations. Over the next few pages we present a summary of the highlights of the report and what the Government plans to do next.

Review Timeline

In July 2024, the Government commissioned Professor Becky Francis CBE to convene and chair a panel of experts (known as the Review Panel) to conduct a review of the curriculum and assessment system in England. An interim report was published in March 2025 and the final report followed eight months later, entitled *Building a world-class curriculum for all*.

What's working well?

The report recognises that many aspects of the current system are working well:

- The current knowledge-rich national curriculum has had a positive impact on attainment
- The present architecture of key stages is generally working well and should be retained
- National assessments and qualifications are, broadly, working well

Ideas for change

The report recommends that the Government should:

- Make the curriculum easier to use so teachers can see how topics connect across subjects and years
- Write a guide to help teachers teach the curriculum for pupils with SEND
- Try out new subject plans with teachers to make sure they have time to teach them

Ideas for curriculum changes for all subjects follow on the next two pages.

"There are many strengths in our existing curriculum and assessment arrangements. We have sought to build on these strengths, in addition to identifying numerous opportunities for improvement; and we have taken an evidence-led approach in diagnosing problems and their solutions."

Professor Becky Francis, CBE

Curriculum and Assessment Review

Building a world-class curriculum for all

Final Report

November 2025

You can download a copy of the report by clicking on the image above.

Building a world-class curriculum for all

Ideas For Curriculum Changes For All Subjects

The review panel recommended that the Government adopts the following curriculum principles when drafting Programmes of Study for the refreshed national curriculum.

- The refreshed national curriculum must be an aspirational, engaging and demanding offer that reflects the high expectations and excellence our young people deserve, irrespective of background.
- The refreshed national curriculum should retain a knowledge-rich approach, ensuring skills are developed in conjunction with knowledge in ways that are appropriate for each subject discipline.
- The national curriculum should be constructed so that it supports children and young people to master core concepts, ensuring sufficient space for them to build their knowledge and deepen their understanding.
- Curriculum coherence should be an organising principle for curriculum drafters and support the selection and prioritisation of content. Where appropriate, vertical core concepts on which subjects have been constructed should be clearly presented, and horizontal coherence should be ensured.
- Foundation subject content should specify the essential substantive knowledge and skills which should be taught to enable children and young people to meet expectations at the end of each key stage.
- The refreshed national curriculum should ensure the professional autonomy of teachers is maintained, making sure that greater specificity does not substantially restrict teachers' flexibility to choose lesson content and how to teach it.
- The national curriculum is for all our children and young people. As such, it should reflect our diverse society and the contributions of people of all backgrounds to our knowledge and culture.
- Develops the national curriculum as a digital product that can support teachers to navigate content easily and to see and make connections across key stages and disciplines.
- Develops a programme of work to provide evidence-led guidance on curriculum and pedagogical adaptation (as well as exemplification) for children and young people with SEND, including those in specialist provision, who experience various barriers to accessing the curriculum.
- Involves teachers in the testing and design of Programmes of Study as part of the drafting process. This must take into consideration the curriculum time that is available, ensuring the national curriculum is ambitious but teachable within a typical school timetable.

Art and Design Help pupils – <ul style="list-style-type: none">• aged 5-14 understand how to gain more skills in Art & Design• try out different kinds of art, not only drawing and painting• understand what GCSE coursework they need to do	Citizenship <ul style="list-style-type: none">• Make it law that all primary children learn Citizenship as soon as possible• Take out topics from primary Citizenship that pupils will learn in other subjects• Teach Y7-11 about online information, equality, money, rights and the environment	Computing <ul style="list-style-type: none">• Help pupils learn important digital skills, like online safety and web design.• Change GCSE Computer Science to GCSE Computing• Add topics, so pupils gain the right skills for life and work• Check what digital skills other subjects teach and find out if those skills should be part of the computing curriculum
Design and Technology <ul style="list-style-type: none">• Set high goals for Year 7-9 pupils to gain D&T skills• Make it clear what pupils learn in each school year for D&T• Update curriculum and GCSE subject plans with ways of working that look after the planet• Make sure pupils try out and test their designs, not just plan them	Cooking and Nutrition <ul style="list-style-type: none">• Change the subject name to Food and Nutrition• Make Food and Nutrition separate from Design and Technology• Make it clear what pupils will learn in Food and Nutrition in each school year• Make sure students gain the skills and knowledge they need for level 3 food science or the workplace	English <ul style="list-style-type: none">• Make English year goals clearer and add a new section on speaking & listening• Make clear how English Language and Literature are different• Create a new English test for Year 8• Change the primary grammar test, so it is a better test of writing• Make sure pupils study diverse books and poems

Read the full report here - [Curriculum and Assessment Review Final Report - GOV.UK](https://www.gov.uk/government/publications/curriculum-and-assessment-review-final-report)

Building a world-class curriculum for all

Ideas For Curriculum Changes For All Subjects

<p>Drama</p> <ul style="list-style-type: none"> • Add a new section for Drama in English for Years 7 to 9 to explain what pupils need to know • Make sure the curriculum is clear about how to teach Drama in primary school • Help pupils build strong skills in Drama, so they are ready for Year 7 	<p>Geography</p> <ul style="list-style-type: none"> • Update the curriculum and GCSE by checking that topics are useful • Add more geography skills to Years 7-9- for example, digital maps • Make sure teachers understand geography fieldwork plans and show how they can help pupils learn • Improve sustainability and climate change 	<p>History</p> <ul style="list-style-type: none"> • Update the curriculum and GCSE to help pupils understand and use history facts and skills • Make it clear in the curriculum what pupils must learn in History in Years 1-9 • Support schools to teach History from diverse people and places, as well as local history • Check that the History curriculum does not cover too many things to teach
<p>Languages</p> <ul style="list-style-type: none"> • Make it clear in the curriculum what primary pupils need to learn in French, German and Spanish • Wait until 2026 to make any changes to GCSE French, German and Spanish • Help councils and schools to work together to decide what languages pupils should learn 	<p>Maths</p> <ul style="list-style-type: none"> • Keep the Maths curriculum content the same for Years 1-9 • Help children learn by teaching Maths topics in a different order • Make sure pupils learn important Maths ideas in Maths lessons first, not in other subjects like Science • Update the Maths test in Year 2, so more schools use it • Update the Maths test in Year 6 and add more mental Maths questions • Create a new Maths test in Year 8 so teachers can see what help their pupils need 	<p>Music</p> <ul style="list-style-type: none"> • Update the curriculum for Years 1-9, so all pupils get a strong music education • Make sure GCSE Music goals are clear and exams work well • Check that changes to Music Technical Awards work well
<p>Physical Education</p> <ul style="list-style-type: none"> • Make sure the goals of PE and of Dance are clear • Make sure the subject plans for sports like dance and swimming are clear to help teachers deliver good lessons • Show how PE helps children in other parts of school, not just PE • Make sure the PE that all pupils do in Years 10 and 11 is about movement • Make sure GCSE PE is about sports science • Make sure pupils with SEND can join in GCSE PE and do well – for example, GCSE Dance 	<p>Religious Education</p> <p>Add Religious Education to the curriculum in two steps –</p> <ol style="list-style-type: none"> 1. The Government should work with faith groups, teachers and others to write subject plans for RE 2. If these people agree with the subject plans, the Government should ask the public what they think about any new subject plans 	<p>Science</p> <ul style="list-style-type: none"> • Make sure there are clear plans for teaching Science in the same way across primary classes • Make sure the curriculum is based on ideas from each Science, so pupils get strong skills and knowledge – for example, in carrying out experiments • Make sure the curriculum teaches pupils the science about the environment, like climate change • Give pupils the chance to study all three sciences: Biology, Chemistry and Physics

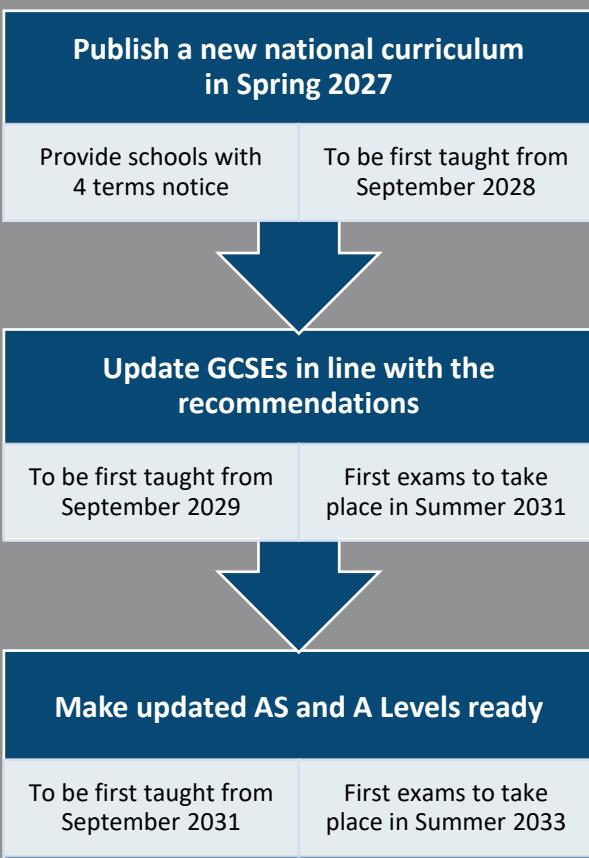
Curriculum and Assessment Review

Government Response

The Department for Education (DfE) have welcomed the series of changes recommended by the Review Panel and say they will be “guided by the Review’s principles to refresh the national curriculum so that it enables all pupils to achieve deep subject mastery and high standards, secure solid foundations in English and Maths and develop the skills they need to be ready for the future”.

The DfE also plan to ensure the assessment system “remains rigorous, whilst also ensuring the overall volume of assessment is more manageable for students”.

The timeline for the new world-class national curriculum is as follows:



“In taking forward the work of the Review, the government is determined to deliver a stretching, rewarding curriculum for every child.”

Government response to the Curriculum and Assessment Review



Government response to the Curriculum and Assessment Review

November 2025

You can download a copy of the Government’s response by clicking on the image above.

Building a world-class curriculum for all

Government Response To The Review

Create a world-leading curriculum

To enable pupils to achieve subject mastery and a secure understanding of the curriculum, we will refresh the programmes of study for each curriculum subject in line with the Review's recommendations and publish a revised national curriculum in 2027 for first teaching in 2028. We will also update GCSEs, for first teaching from 2029 onwards. In doing so, we will follow the curriculum principles of coherence, subject mastery and depth – making sure that programmes of study and subject content are grounded in relevant and important knowledge and disciplinary skills. In languages we will consider the feasibility of qualifications that recognise pupils' achievements earlier than GCSE and can motivate them to continue studying and developing their language abilities.

Improve arts education

We will revitalise arts education as part of the reformed national curriculum and through high-quality support for teachers of these subjects.

Create a fully digital and easily navigable version of the national curriculum

We will create a rich, connected online version of the curriculum which visually represents the links within and between subject areas and gives connections to prior learning, helping teachers to contextualise learning across traditional subject boundaries in the classroom.

Deliver high standards for all

We will raise standards in oracy, reading and writing from the early years and into secondary. We are building on our Best Start in Life Strategy to raise standards in the early years, boosting access to high quality early education and care, and supporting families to develop children's language and learning at home through our Best Start Family Hubs. This includes new training and development for reception year teachers which will collectively help to deliver our ambition for 90% of children to meet the expected standard in the phonics screening check alongside expanded support for children with SEND to access phonics and improve their reading. We will raise standards in maths through expanding our Securing Foundations in Year 7 programme and through our Higher Level Maths Achievement Programme to support disadvantaged children to achieve highly in their GCSEs and beyond. We will improve key stage 3 education through our new well-sequenced curriculum, our new regional improvement for standards and excellence (RISE) key stage 3 Alliance to mobilise and spread best practice in key stage 3 teaching regionally and locally, and a stronger focus on assessment. We will develop evidence-led resources to support teachers in adapting the curriculum for all children and young people, including those with SEND. For pupils who can achieve more, we will support teachers to identify, engage and challenge these students, using adapted curriculum materials to stretch pupils during curriculum time and through extra-curricular opportunities that build their love of learning. We will help every child build a love of reading with our 2026 National Year of Reading.

Prepare young people for life and careers in a changing world

We will ensure that subject-specific disciplinary skills including critical thinking, creative thinking and problem solving are clearly articulated in the relevant refreshed programmes of study, as well as opportunities to practise social and emotional attributes such as resilience. A new oracy framework will support primary teachers to ensure their pupils become confident, fluent speakers and listeners by the end of key stage 2, and our new secondary oracy, reading and writing framework will enable secondary teachers to connect and embed all three of those vital skills in each of their subjects as part of a whole school strategy. We will ensure that vital applied knowledge and skills in financial, media and digital literacy are embedded into the revised curriculum, and we will improve climate and sustainability education, in the relevant subjects. We will work with employers to create opportunities for bringing the curriculum to life, engaging pupils by supporting them to understand the relevance of their learning to their future career.

Read the full response here –

[Government response to the Curriculum and Assessment Review](#)

Building a world-class curriculum for all

Government Response To The Review

Improve accountability and assessment

We will improve the assessment of writing at key stage 2 with greater focus on fluent writing and introduce a new statutory national assessment of reading fluency and comprehension in Year 8. We will expect all schools to assess pupil progress in writing and maths in Year 8 and will support them to select the right products to do this. We will consult on Progress 8 options to ensure that pupils can access a strong academic core and a breadth of subjects, including creative subjects. Working with the Office of Qualifications and Examinations Regulation (Ofqual), we will ensure we retain the rigour of exams whilst reducing the amount of time pupils spend in GCSE exams by 2.5-3 hours on average.

Post-16 English and maths

We will introduce new English and maths preparation for GCSE level 1 qualifications which will consolidate students' skills and knowledge before then progressing to GCSE.

16-19 reform

We will ensure a range of high-quality technical, academic and vocational pathways including those that support occupational competency at level 2. We will streamline the confusing landscape of hundreds of different qualifications at 16-19 and replace it with a clearer offer of level 2 qualifications and a simple framework of A levels, T Levels and V Levels at level 3 to give academic, technical and vocational options that are high quality and respected.

Ensure that schools and teachers are ready for the new curriculum

We will provide time for familiarisation and high-quality digital resources through Oak National Academy (Oak) and curriculum support, including through our RISE English and maths hubs, our online curriculum continuous professional development programmes, a new National Centre for Arts and Music Education and new PE and Sports partnerships.

In addition to the core national curriculum and assessment system, the government is determined that every child has access to a wide range of enriching activities that broaden their horizons, stretch their abilities and build wider skills.

We will provide an enrichment entitlement for every child, to ensure broad opportunities, within and beyond the curriculum, during and after the school day. We will set out a new core enrichment offer that every school and college should provide for every one of their pupils, which delivers access to civic engagement; arts and culture; nature, outdoor and adventure; sport and physical activities; and developing wider life skills. In line with their new inspection framework, Ofsted will consider how schools are meeting enrichment expectations when judging the personal development grade. The enrichment framework will be extended to further education settings, so that students gain a broad range of experiences and opportunities that help them to thrive.

Read the full response here –

[Government response to the Curriculum and Assessment Review](#)

Subject Leadership

Our new handbook and CPD programme



Subject Leadership

Our new handbook and CPD programme

The role of the subject leader in primary schools can look different depending on the size and context of the setting. Subject leaders are often middle leaders who have responsibility for a specific subject.

To support St. Bart's Subject Leaders we have produced a handbook which brings together some of the main duties carried out by primary subject leaders based on the model job description published by **The Key For School Leaders**.

The four main duties cover –

- Strategic direction
- Leading the curriculum
- Leading and managing staff
- Deployment of resources

The handbook signposts readers to some additional, useful tools from a range of reliable educational sources that support effective leadership of specific areas of responsibility.

For staff members who are new to primary subject leadership we have also designed four face-to-face professional development sessions aimed at exploring the content in more depth.

This includes the opportunity to collaborate and network with others in a similar position and a chance to reflect on current provision and plan next steps.

The two Spring Term 2026 sessions will cover –

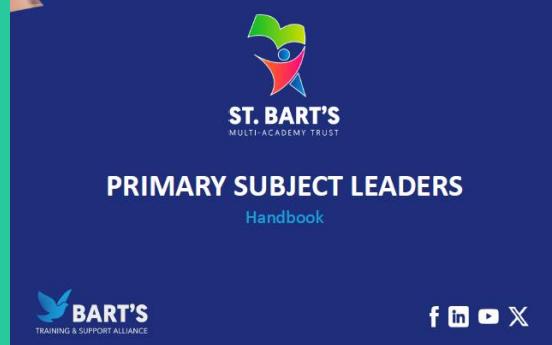
- **Leading and Managing Staff (13/1/26)**
- **Deployment of Resources (24/3/26)**

Both sessions will take place in The Hub from 1.30-4.00pm.

To book a place please contact office@btsha.org

"There are no specific statutory requirements for the role, but we know that teachers with extra responsibility, who are 'leading from the engine room', can have a positive impact on the quality of teaching and learning and pupil outcomes."

The Key For School Leaders



St. Bart's staff can download a copy by clicking on the image above.

The Four Main Duties of the Primary Subject Leader

Strategic direction

- Promote the subject, its importance, and the value it brings across the school
- Have a good understanding of how well the subject is being delivered and the impact it has on pupil achievement
- Use this understanding to feed into the school development plan and produce an action plan for the subject
- Consult pupils, parents and staff about the subject and its effectiveness, and assess the feedback against the school's values, vision and aims
- Work with the special educational needs co-ordinator (SENCO) to ensure the curriculum matches the needs of different pupils
- Work with the Early Years Foundation Stage (EYFS) leader to understand how the subject is developed at the EYFS and to support the EYFS

Leading the curriculum

- Develop and review regularly the vision, aims and purpose for the subject area
- Oversee the planning of the curriculum content, ensuring it is well sequenced to promote pupil progress
- Ensure the planned curriculum is effectively and consistently implemented across the school
- Make sure there is an effective system of assessment that oversees the progress of pupils to ensure the curriculum has a positive impact on pupils' learning
- Have an overarching responsibility for pupils' achievement and standards in the subject area



Deployment of resources

- Provide support with textbooks and library books in the subject area
- Work with the English subject leader to ensure that links between the subject topics and fiction and non-fiction books are used within the English curriculum
- Create a safe, welcoming environment and take care of the classroom accommodation
- Provide support with classroom displays for the subject area across the school to ensure they are stimulating, of high quality, and inspire curiosity in pupils
- Audit, check and manage resources to ensure they are up to date and match pupil and curriculum needs
- Manage the subject budget effectively to ensure it is spent on resources that add value and enhance the learning experience (this will likely only apply if the subject area is a priority for development)

Subject Leadership

Questions to reflect and guide

Below are a list of questions for senior and subject leaders based on the 'Expected Standard' grades from the 2025 Ofsted School Inspection Toolkit.

Curriculum and teaching

- Do you have 'an accurate and informed understanding of the quality of curriculum and teaching across the school'?
- Do you draw on this understanding when you decide how to deploy staff and allocate resources?
- Do you draw on this understanding when timely action is needed to bring about improvement?
- Do you 'ensure that the curriculum is suitable and well planned for each subject and year group'?
- Does the curriculum identify 'clear end points' and is it 'appropriately sequenced to build on what has already been taught'?
- Do you 'ensure that the curriculum is generally taught well'? (This involves teachers drawing on their knowledge of pupils' needs and starting points and an evidence-informed understanding of effective teaching and how pupils learn).
- Do you 'make sure that teachers have, or gain, the expertise they need for the subjects and phases they teach'?
- Do leaders and staff 'generally use assessment well to check understanding and make changes to teaching and/or the curriculum, as necessary'?



Achievement

- On the whole, are pupils ready for the next stage of education? (They generally have appropriate knowledge and skills across the curriculum, as reflected in the quality of their responses and the work they produce).
- On the whole, do pupils achieve well? (Typically, this will be reflected in their attainment and progress in national tests and examinations, which are broadly in line with national averages, including for disadvantaged pupils.)
- Do disadvantaged pupils, those with SEND, those who are known (or previously known) to social care, and those who may face other barriers to their learning, and/or well-being generally make suitable progress from their starting points? (They develop appropriate knowledge and skills to enable them to progress to the next stage and any gaps are closing quickly.)

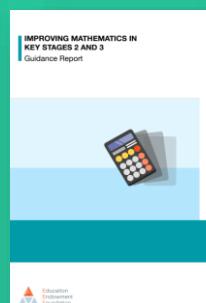
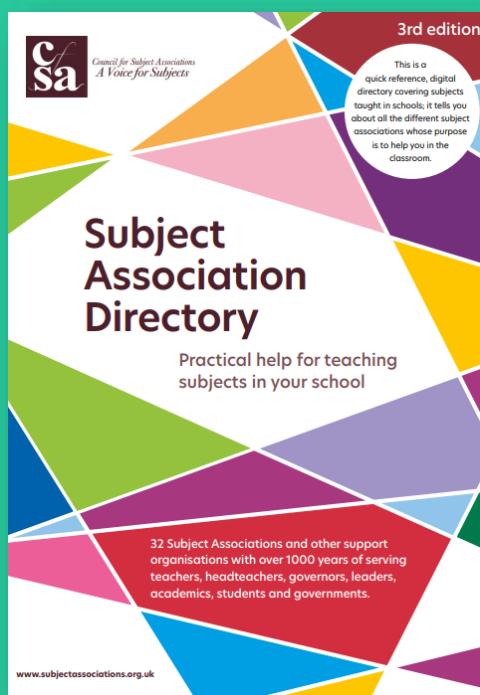


Subject Leadership

Supporting Resources



There are many useful resources to support primary subject leaders such as the **Subject Association Directory** and subject-specific **EEF guidance reports**. You can access them online by clicking on the pictures above.



Ofsted have also produced a series of **Curriculum Research Reviews** covering English, Mathematics, Science, Art and Design, Computing, Geography, History, Languages, Music, Physical Education and Religious Education. To view the complete collection click on the Ofsted logo on the right.



Subject Leadership

Feedback from our face-to-face sessions

As part of the school science team this has given me direction for next steps.

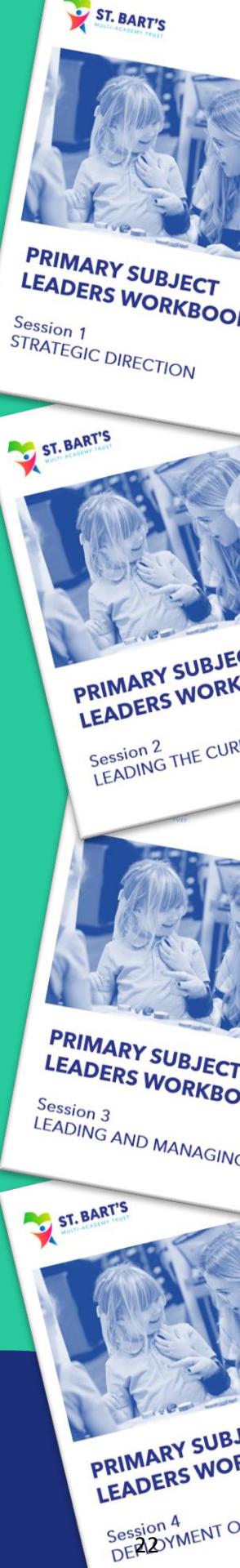
The session explored where we are as subject leaders and where we need to focus our attention moving forward.

By ensuring that the curriculum is led well will ensure good quality teaching and learning, enabling pupils to achieve better outcomes.

It improved my understanding of how to monitor my subject through observations and to ensure progression is clear for all staff.

By using the information shared I have a greater understanding of how to identify gaps in my subject and address them.

The content was aligned with our school priorities – progress across the wider curriculum and task design.



St. Bart's Curriculums

Designed by Luci Baker

The St. Bart's Curriculums (designed by Luci Baker – Co-Head of School at Belgrave St. Bartholomew's Academy) are an excellent starting point for any school that is focusing on curriculum development.

Each curriculum follows a consistent format which includes:

- Curriculum Intent
- National Curriculum Aims
- Curriculum Overview (Y1-Y6)
- Curriculum Coverage & Structure
- Golden Threads (Key Themes)
- Subject Skills
- Unit Plans (Y1-Y6)
- End of Year Outcomes
- Knowledge & Skills Progression
- Assessment
- Early Years curriculum content
- Quality Texts to share with pupils
- Links to sustainability

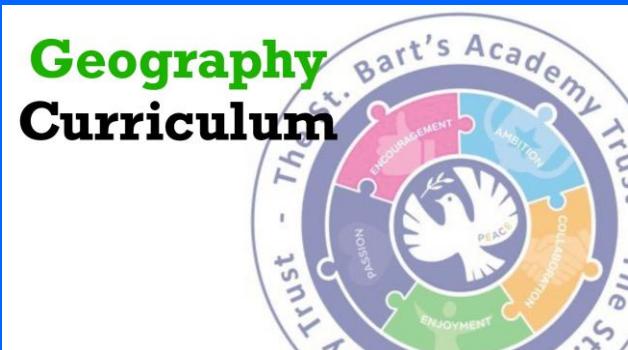
The curriculums have also been designed so that unit content can be adapted in order to take into account the unique context of your school and locality.

There are also some subject-specific additions within each curriculum.

For example –

- **Geography** includes an example lesson plan focused on Map Skills.
- **History** includes links to Spirituality.
- **Science** includes 'Significant Scientists' for year groups to study to support the promotion of Science Capital.

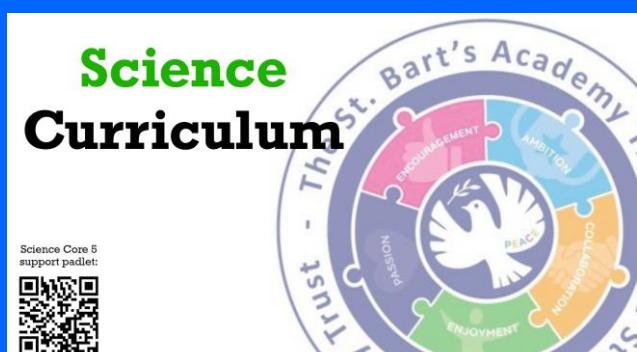
Geography Curriculum



History Curriculum



Science Curriculum



St. Bart's staff have exclusive access to the three curriculums that have already been developed by Luci. To view online click on the images above to access Geography, History and Science.



School Inspections

The new Ofsted toolkit

School Inspections

The new Ofsted toolkit

Ofsted released guidance for inspectors and schools under the renewed education inspection framework in November.

The state-funded **School Inspection Toolkit** sets out the areas that will be evaluated and graded under sections 5 and 8 of the Education Act 2005. It can also be used by school leaders to support self-evaluation and continuous improvement.

The main change to the process is that settings will no longer be given an overall judgement, such as 'good', 'outstanding' or 'requires improvement'. Instead the new 'report cards' will show colour-coded grades for the following evaluation areas -

- **Safeguarding**
- **Inclusion**
- **Curriculum and teaching**
- **Achievement**
- **Attendance and behaviour**
- **Personal development and well-being**
- **Early years**
- **Post-16 provision**
- **Leadership and governance**

Inspectors will make grading decisions based on a five-point scale, with the exception of Safeguarding which will be graded as 'Met' or 'Not Met'.

Ofsted states: "It's important to understand that the new grades can't be compared to the old ones: this is a different approach to inspection and new way of reporting."

They have also said that schools might see a mix of grades across a report card: "it's perfectly possible to achieve highly in some areas, and require a little more focus in others."

"Inspections focus on the impact of the systems and processes that leaders use to support the continuous improvement and effective running of the school."

Ofsted



State-funded school inspection toolkit

This toolkit sets out the areas that will be evaluated and graded on inspections of state-funded schools under sections 5 and 8 of the Education Act 2005. It can also be used by leaders to support self-evaluation and continuous improvement.

Updated: 5 November 2025 | Version: 1.1

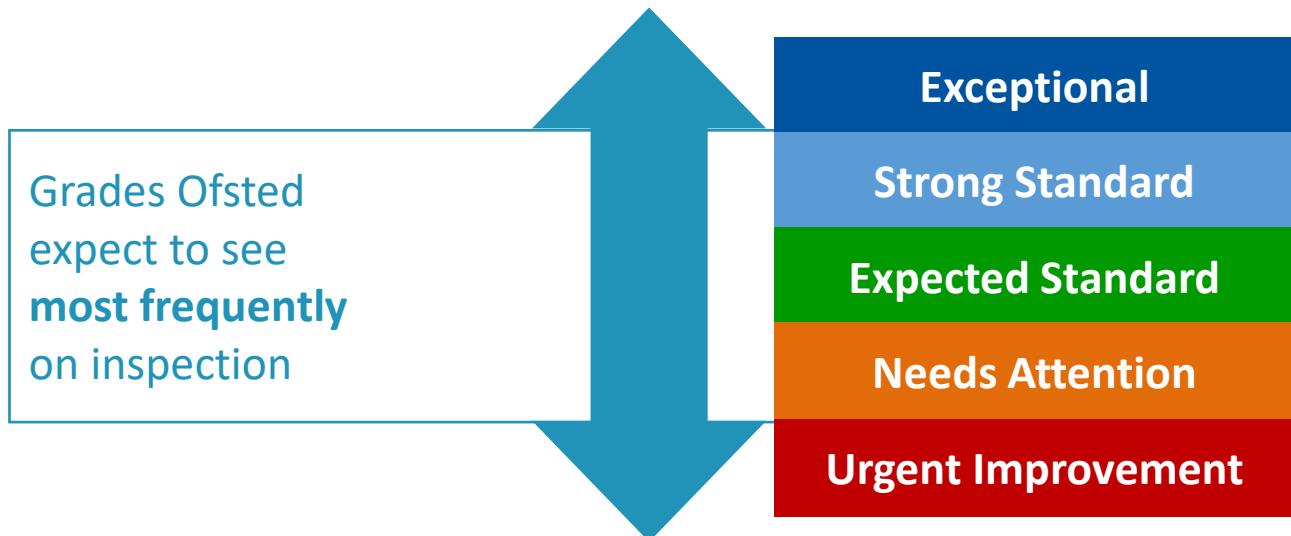
Download a copy of the toolkit by clicking on the image above.

School Inspections

The new Ofsted toolkit



Ofsted Grades Across a 5 Point Scale



* Ofsted expect to see 'Exceptional' and 'Urgent Improvement' **less frequently** on inspection.

Needs Attention	Expected Standard	Strong Standard	Exceptional
'Needs attention' is an indication that there is work to be done to reach the 'expected standard'. It's not a 'fail' but it highlights where issues can be addressed before they become bigger problems that need 'urgent improvement'.	The 'expected standard' is just that – it means the school or other provider is doing everything that it should be doing, so you'll see the green colour coding on the report card. It's a high standard, to make sure your children are receiving everything they need and deserve.	'Strong standard' marks out excellent, consistent work that's making a real difference for children and learners.	We only award this grade when we see practice that is among the very best nationally, which should be shared with other schools or providers to help them improve.

Ofsted say schools might see a mix of grades across a report card: "it's perfectly possible to achieve highly in some areas, and require a little more focus in others."

School Inspections



Inclusion – ‘Expected Standard’ Grading

Inclusion meets the ‘expected standard’ when all the following apply:

Leaders identify pupils’ needs quickly and accurately, including any emerging or changing needs. This includes the needs of disadvantaged pupils, those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to their learning and/or wellbeing.

Leaders have high expectations for these pupils. Typically, the support they provide (following specialist advice if needed) reduces barriers to their learning and/or well-being.

Leaders take a graduated approach (as explained earlier), which means pupils’ needs are generally met. Staff receive suitable training and support to implement this approach.

Leaders have a secure understanding of these pupils’ needs and the progress they make. They use appropriate evidence to inform their pupil premium strategy, including when selecting approaches to take. The strategy and approaches are generally understood and implemented by staff.

The qualified SENCo has sufficient authority within the leadership structure to make a positive difference for pupils with SEND. Leaders are committed to, and understand, their role in the local area partnership’s strategy to improve the experiences of, and outcomes for, pupils with SEND. Where appropriate, they ensure that local partnership strategies have a positive impact on pupils at the school.

Leaders support pupils who are known (or previously known) to children’s social care, including looked-after and previously looked after children, well. Staff work effectively, including with the virtual school, so that pupils’ personal education plans generally improve their learning opportunities and experiences.

Alternative provision is commissioned appropriately and is used in pupils’ best interests. Leaders take responsibility for the education and welfare of pupils who are placed in it.

Curriculum and teaching – ‘Expected Standard’ Grading

Curriculum and teaching meets the ‘expected standard’ when all the following apply:

Leaders have an accurate and informed understanding of the quality of the curriculum and teaching across the school. They draw on this when deciding how to deploy staff and allocate resources, and to identify when timely action is needed to bring about improvement.

Leaders ensure that the curriculum is suitable and well planned for each subject and year group. It identifies clear end points and is appropriately sequenced to build on what has already been taught and learned.

Leaders ensure that the curriculum is generally taught well. Teachers draw on their knowledge of pupils’ needs and starting points and an evidence-informed understanding of effective teaching and how pupils learn.

Leaders make sure that teachers have, or gain, the expertise they need for the subjects and phases they teach.

Leaders ensure that all pupils who are at the early stages of learning to read are taught to do so through systematic synthetic phonics.

Leaders and staff are particularly aware of pupils who have not yet secured the necessary foundations in communication and language, reading, spelling, handwriting and mathematics. They take appropriate action to secure this foundational knowledge.

Leaders and staff generally use assessment well to check understanding and make changes to teaching and/or the curriculum, as necessary.

Leaders and staff are clear about the importance of high-quality teaching, supplemented with targeted academic support. Any reasonable adjustments or adaptations to the curriculum or teaching for particular pupils are generally considered and implemented carefully. EHC plans are properly considered when designing and delivering the curriculum.

School Inspections



Achievement – ‘Expected Standard’ Grading

Achievement meets the ‘expected standard’ when all the following apply:

On the whole, pupils are ready for the next stage of education, employment or training. They generally have appropriate knowledge and skills across the curriculum, as reflected in the quality of their responses and the work they produce.

Pupils develop the foundational knowledge and skills they need, including language and communication skills. Pupils who are at the start of their education (and older pupils, where necessary) largely secure the necessary accuracy and fluency in word reading, spelling, handwriting and number facts. Any gaps in pupils’ foundational knowledge or skills are closing quickly.

On the whole, pupils achieve well. Typically, this will be reflected in their attainment and progress in national tests and examinations, which are broadly in line with national averages, including for disadvantaged pupils.

Disadvantaged pupils, those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to their learning and/or wellbeing generally make suitable progress from their starting points. They develop appropriate knowledge and skills to enable them to progress to the next stage. Any gaps in their knowledge or skills are closing quickly.

Attendance and behaviour – ‘Expected Standard’ Grading

Attendance and behaviour meets the ‘expected standard’ when all the following apply:

Leaders and staff have an informed and accurate understanding of matters related to attendance, behaviour and attitudes. They establish effective strategies to tackle any issues.

Leaders establish high expectations for all pupils about behaviour, built on positive relationships, and on rules and routines that staff and pupils generally understand.

Leaders ensure that staff maintain and reinforce the same high expectations, acting as role models and teaching positive behaviour.

Leaders and staff generally apply agreed rules and sanctions effectively. Suspension and permanent exclusion are used appropriately.

Leaders and staff usually ensure that incidents of bullying, unlawful discrimination, harassment, victimisation, physical and/or sexual violence and derogatory language are dealt with quickly and effectively.

Pupils generally behave well, follow the agreed school routines and show positive attitudes to their learning. This contributes to a safe and calm environment.

Leaders analyse attendance information closely, at whole-school level and for different groups to identify patterns and trends. They use this analysis well to identify the causes of poor attendance, intervene early and remove barriers.

Overall attendance is broadly in line with national averages or shows an improving trend over time. Attendance is improving, including the attendance of pupils who are persistently or severely absent and individuals or groups that leaders have focused on.

Any reasonable adjustments or adaptations to attendance and/or behaviour strategies are timely and appropriate, including for disadvantaged pupils, those with SEND, those who are known (or previously known) to children’s social care, and those who face barriers to their learning and/or wellbeing, such as young carers. Any interventions are timely, well chosen and targeted.



School Inspections



Personal development and well-being – ‘Expected Standard’ Grading

Personal development and well-being meets the ‘expected standard’ when all the following apply:

A coherent and appropriate programme of personal development extends across the taught curriculum and wider opportunities and experiences. It makes a positive difference to pupils and enables them to develop spiritually, morally, socially and culturally.

The personal development programme includes a suitable and well taught RHE/RSHE programme, which develops pupils’ knowledge.

Pupils develop their understanding of, and respect for, protected characteristics, fundamental British values and cultural diversity in modern Britain.

Pupils have a range of suitable opportunities that broaden their experiences and enable them to develop their talents and interests in areas such as the arts, music and sport.

The school’s careers education, where relevant, prepares pupils for future education, employment or training. The school is making steady progress towards the Gatsby benchmarks.

Effective pastoral support meets pupils’ needs. They are confident in accessing it when they need it.

The personal development programme is an entitlement for every pupil. Leaders track participation. They take steps to ensure that pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to their learning and/or well-being, for example young carers, can participate appropriately. Reasonable adjustments or adaptations are made for them.

Early years– ‘Expected Standard’ Grading

Early years in schools meets the ‘expected standard’ when all the following apply:

Leaders prioritise the early years to give children a successful start to their education and the best chance of later success. They have an accurate understanding of the quality and impact of education and care in this phase, and an effective strategy to bring about improvements.

Leaders know the statutory requirements of the EYFS and make sure they are met. They have a clear vision for providing high-quality education and care for children in the early years and the same high expectations of them as they do for pupils in the rest of the school.

Leaders and staff make sure that education and care practices are suitable for the age and stage of children’s development. Leaders make sure that the curriculum identifies and sequences the key knowledge that children will learn across the EYFS educational programmes. Leaders ensure that the curriculum is well taught and that staff engage in high-quality interactions with children. Staff consider children’s starting points in their curriculum design and approach to teaching so that gaps in children’s knowledge are identified and tackled.

Leaders make sure that early years teachers inform Year 1 teachers about any gaps in children’s knowledge to ensure an effective transition to key stage 1. There is a sharp focus on making sure that children acquire a wide vocabulary, communicate effectively and, in Reception, secure their knowledge of phonics. Leaders ensure that staff provide effectively for children’s personal, social and emotional development, including making sure that they feel safe, secure, stimulated and happy. Children are being well prepared to reach a good level of development by the end of Reception. Typically, this will be reflected in the proportion of children reaching a good level of development being broadly in line with national averages.

By the end of Reception, children use their knowledge of phonics to read accurately and with increasing fluency. Children develop appropriate knowledge and skills across the 7 areas of learning, relevant to their age and stage of development. Children, including disadvantaged children, those with SEND, those who are known (or previously known) to children’s social care and those who may face other barriers to their learning and/or well-being typically achieve well from their starting points. This means that they are generally ready for the next stage of learning.

School Inspections



Post-16 provision – ‘Expected Standard’ Grading

Post-16 provision meets the ‘expected standard’ when all the following apply:

Leaders have an accurate understanding of the strengths of the 16 to 19 study programme and are addressing any inconsistencies in a timely way. They ensure that students follow a suitable 16-19 study programme that is in line with Department for Education (DfE) guidance and meets the specific needs of the post-16 cohort.

Leaders ensure that the curriculum is appropriately sequenced and well taught overall. Leaders and staff typically use assessment well to make changes to teaching and/or the curriculum as necessary. Generally, students have age-appropriate knowledge and skills across the curriculum. This is reflected in the quality of their responses and the work they produce.

Students generally achieve well. Typically, this will be reflected in their attainment and progress in national tests and examinations being broadly in line with national averages. When published data is not available, including for some students with SEND, leaders can show that students typically make appropriate progress from their starting points.

Students are generally ready for the next stage of education, employment or training. They go on to destinations that meet their interests, career goals and aspirations.

Leaders have considered the needs of students in their curriculum design and approach to teaching. Adaptations to the curriculum or teaching for disadvantaged students, those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to their learning and/or well-being are appropriate and enable students to achieve well.

Leadership and governance – ‘Expected Standard’ Grading

Leadership and governance meets the ‘expected standard’ when all the following apply:

Leaders understand the school’s context, strengths and areas for development. They have a clear rationale for their improvement priorities and largely take appropriate action to drive improvement across all key stages and areas of the school’s work. If an aspect of the school’s provision falls short of the expected standard, this is dealt with quickly and effectively.

Governors/trustees ensure that the vision, ethos and strategic direction of the school are clearly defined, take account of context, and make sure that resources, including digital technologies, are used effectively. They typically support and challenge leaders appropriately, giving due regard to leaders’ and staff well-being and workload.

Leaders are role models of high expectations and professionalism. Staff have high expectations of what pupils can achieve.

Leaders take action to ensure that staff and governors feel valued and involved in the strategic direction of the school

The professional learning and expertise programme is evidence-informed, of high quality and designed to build expertise. It draws on evidence and includes planned opportunities to apply and embed practice to build an effective team of teachers and staff, including ECTs and trainees, where relevant. Leaders protect time for professional learning.

Leaders support staff’s well-being and ensure that their workload is manageable. Leaders have systems to protect staff from bullying, unlawful discrimination, harassment and victimisation.

Leaders and governors develop constructive relationships with all parents and with the wider community, to build trust. They draw on these relationships to support pupils to achieve and feel that they belong.

Leaders work with other schools, organisations and professionals in a culture of mutual support and challenge.

Leaders act in the best interest of pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to their learning and/or well-being.

School Inspections

The new Ofsted toolkit



“We’ve designed our new-look report cards with parents and carers in mind.”

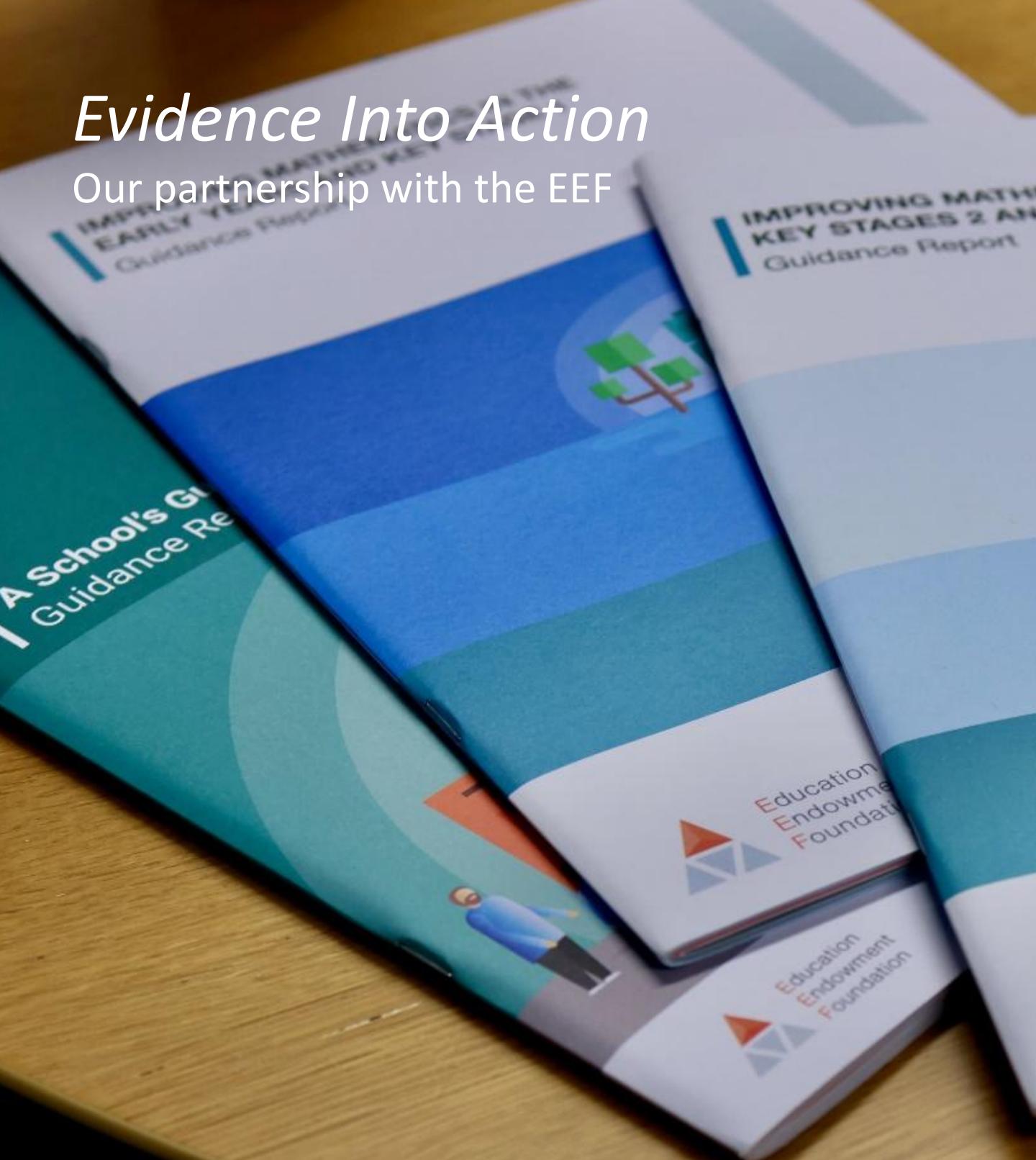
Reporting to parents

Alongside the Toolkit, Ofsted have also published advice for parents and carers explaining the changes: “We’ve designed our new-look report cards with parents and carers in mind, to give you a clearer picture of what’s working well and where the next steps for improvement are – at a childminder, nursery, school, college or apprenticeship provider. That might be where your child already goes, or places you’re comparing before you choose the best option for them. Alongside the grades, you’ll see detailed descriptions of what inspectors found. This will help you understand why we’ve awarded different grades, and what it’s like to be a child or learner at that childminder, nursery, school or further education provider. The report cards will also contain data collected at the time of inspection that provides context about the setting such as the number of children at a school, number of apprenticeships at a college, or the age range of children at a nursery. We hope the new report cards give you clear and useful information to help you make choices about your child’s future – or to reassure you that they are receiving the support and education that’s right for them.”

[Click on the image above to visit the
‘Understanding Ofsted Report Cards and Grades’ page.](#)

Evidence Into Action

Our partnership with the EEF



Evidence Into Action

Our partnership with the EEF



Throughout the last academic year, St. Bart's had the opportunity to work in partnership with the Education Endowment Foundation (EEF) and the Research Schools Network. We are delighted that this relationship has now been extended to a two-year Evidence into Action (EiA) project.

The outcome from our 2024-25 Evidence Exploration Partnership with the EEF was a 'Theory of Change' that identified high quality teaching in Maths as a challenge across the Trust. It highlighted three needs at pupil, school and system levels –

1 Pupils

Not all children are consistently exposed to a rich mathematical environment and the variation in resources, pedagogic approaches and language exposure limits children's ability to fully engage in reasoning and problem solving. For disadvantaged children, there is currently a disconnect between GLD outcomes and KS2 performance, particularly in maths, which impacts on the combined score.

2 School

Outcomes for KS2 maths indicates inconsistent knowledge and practice within schools, particularly in relation to the use of manipulatives and representations, mathematical talk, assessment and problem solving. There are variable levels of teacher confidence and understanding in relation to the implementation of approaches and the evidence underpinning these. Furthermore, there is variation in the quality and frequency of professional development available to Maths Leaders.



Above and below: Maths subject leaders from across the St. Bart's Multi-Academy Trust pictured at the Implementation Planning Workshop in November.



3 System

Across the trust, variations in KS2 outcomes indicate inconsistencies regarding the leadership of maths and the implementation of evidence-informed practices that enable children to succeed. Collaboration between schools, whilst strong, is hindered due to various schemes of work and there is a need for earlier identification of children who struggle with maths. Although networks within the trust share good practice, there is a lack of alignment with school CPD, and the dissemination of learning requires improvement.

Evidence Into Action

Our partnership with the EEF



Partnership Aims

Based on the previous findings, the Evidence into Action project has been designed to achieve three aims –

1. **Pupils:** High-quality maths teaching ensures more children achieve Age-Related Expectations and are 'secondary ready'.
2. **Schools:** Leaders and teachers embed evidence-informed classroom practices with adaptive strategies.
3. **System:** Trust-wide capacity and expertise building around evidence-use to improve KS2 outcomes, especially for disadvantaged pupils.

Planned Activity Overview

- Explore Phase to carry out diagnostic work covering pupil data, staff insights, and leader priorities.
- Trust-wide Implementation Plan co-developed with leaders.
- Professional development for leaders and teachers of maths.
- Trust-wide assessment vision including principles and practices.
- Alignment through collaboration including Maths Hubs.



Year 1 priorities

- Trust launch and governance training
- Professional development programme
- Development of shared trust-wide assessment vision, principles and practices
- Development of Implementation Teams and Communities of Practice

Year 2 priorities

- Strengthened Communities of Practice
- Develop and use a trust-wide assessment framework
- Monitoring and evaluation through Trust systems
- Data-informed curriculum improvements



ST. BART'S
MULTI-ACADEMY TRUST



Education
Endowment
Foundation



Staffordshire
Research
School

ASPIRER

Evidence Into Action

Our partnership with the EEF

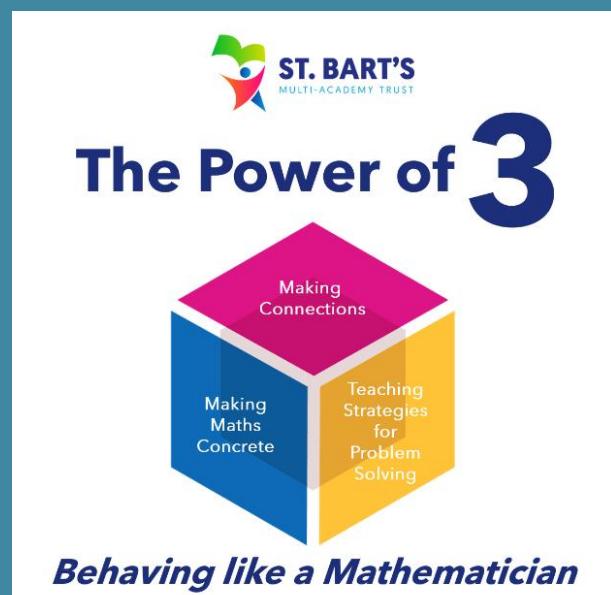


Above (from left to right): Emily Laney (Education Endowment Foundation Regional Delivery Lead for the West Midlands), Mags Daley (Director of Aspire Research School) and Stacey Jordan (Director of Staffordshire Research School) at the Implementation Planning Workshop in November.

Professional Development

A key part of the EiA project is the focus on professional development. Working with the EEF regional delivery lead and the directors from two local Research Schools (Aspire and Staffordshire) we will provide opportunities for St. Bart's maths leaders and teachers to explore and apply evidence-informed pedagogical strategies.

These will cover '**The Power of 3**' – Making Connections, Making Maths Concrete and Teaching Strategies for Problem Solving. Underpinning the three themes will be 'Behaving Like A Mathematician' which is our mantra for promoting metacognitive and self-regulation in maths lessons. We will keep you updated on the progress of the project in future issues.



Find out more about the EEF's regional partnerships by clicking on the image above.

Professional Growth

Our new approach to appraisal



Professional Growth

Our new approach to appraisal

Our new 'Professional Growth' strategy replaces traditional, target-driven performance management with a dynamic, reflective model centred on project-based enquiry, empowering every member of St. Bart's staff to release their potential and positively impact learners.

This approach reflects St Bart's deep belief in the potential of every staff member to thrive when they are trusted, encouraged, and inspired.

By shifting from performance management to a values-led, project-based growth model, we are upholding our vision of releasing potential and our commitment to provide "life in all its fullness" for our staff and children alike.

Our decision to make this change came at the same time as the **Teacher Development Trust** published their *Transforming Teacher Appraisal* report, which examines the tension between accountability and professional development. It draws upon research from education and other professional sectors and explores how appraisal systems can be designed to support staff growth, enhance job satisfaction, and improve student outcomes.

Over the next few pages we provide a summary of how our strategy addresses these areas through –

- **Our Strategic Aims**
- **How It Works**
- **The role of the Professional Growth Coach**

We also present the 2025-26 projects our schools are focusing on.

St. Bart's staff can also access the **Professional Growth Strategy and Procedure** by clicking on the white box on the right.

Professional Growth Key Components



Teams undertake specific projects that align with school improvement priorities, **identified** by Principals/SLT.



Projects are designed to **develop** new skills, explore innovative practice, and contribute to tangible outcomes.



Teams engage in **collaborative** learning and problem solving.



Projects are **assessed** based on their impact and outcomes.

 TEACHER
DEVELOPMENT
TRUST



Transforming Teacher Appraisal:

Moving Away From Performance-Related Pay
and Towards Meaningful Professional Growth

Professional Growth

Our new approach to appraisal



Strategic Aims

- Enable staff to pursue meaningful, school development priority projects that energise their practice.
- Foster a supportive coaching culture where professional growth is encouraged through collaboration, reflection, and shared learning.
- Set high expectations by empowering staff to innovate, lead learning, and co-construct solutions to real school and Trust-wide priorities.
- Embed a sustainable, values-led framework for professional growth that is consistent across the Trust yet responsive to local context.
- Make professional development energising and joyful, allowing space for curiosity, creativity, and celebration of success.

Professional Growth

Our new approach to appraisal

HOW IT WORKS

1.

Project identification and team formation

Principals/senior leaders identify relevant projects that align with the Academy/Trust improvement plans and strategic goals.

Project teams are formed, with consideration given to team members' skills, expertise, and potential for collaboration.

2.

Project planning and goal setting

Leaders will work with project teams to develop clear project plans, including SMART goals, expected outcomes and impact of the project, and defined roles/ responsibilities for each team member.

3.

Resource allocation and support

Leaders will provide the necessary resources and support to enable project success, including sufficient time for project work, access to relevant training and professional development, and ongoing coaching or mentoring support.

4.

Implementation

Project teams implement their plans, regularly monitor progress towards goals, and make adjustments as needed.

5.

Sharing and celebration

Leaders will create opportunities for staff to reflect on their learning and share their findings.

Opportunities will be provided to celebrate project successes and recognise staff contributions.

Professional Growth Coach

To support schools throughout the process, senior leaders will engage in three conversations with a Professional Growth Coach. The key coaching questions at each stage will be:

Intent

Midpoint Check-In

Reflection

<ul style="list-style-type: none">• What specific skills, knowledge or experiences are you hoping to develop or utilise within the project?• What opportunities for learning/growth do you anticipate from this project?• What are you hoping to achieve during the project?	<ul style="list-style-type: none">• How are you developing your own skills/knowledge through your contribution to the project?• What challenges have you encountered and how have you addressed them?	<ul style="list-style-type: none">• What key skills or knowledge have you gained or developed through your involvement in this project?• How will you apply this learning going forward? (e.g. in your practice; your own continued development)
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St. Bart's Professional Growth Projects 2025-26

Abbey Hill School & College <ul style="list-style-type: none"> Adaptive Teaching Careers Curriculum College Attendance? Data Insights to Bring About Improvement Developing Writing Skills Early Years Safeguarding Systems for Annual Reviews 	Belgrave St. Bartholomew's Academy <p>Unlocking communication</p> <ul style="list-style-type: none"> EAL pupils' ability to access the whole school curriculum Greater depth teaching strategies to improve end of KS2 outcomes Consistent approach to communication in The Ark Effective communication with families to build and strengthen relationships Develop communication and interaction with children through play (OPAL) 	Cranberry Academy <p>Whole-School Writing Improvement: Foundations to Mastery through Motor Development, AI Integration, and Rich Writing Opportunities</p>
Hazel Slade Primary Academy <p>Maths Curriculum</p> <p>Develop a non-negotiable lesson sequence which enables all children to make progress and utilises digital technology.</p> <p>Ensure children are targeted for early intervention.</p> <p>Raise the profile of maths across the school.</p>	Hungerford Primary Academy <ul style="list-style-type: none"> Whole staff writing project by phase/role EYFS Early Writing and Language Development Project KS1 and KS2 Writing Fluency and Feedback Project TA Support for writing and feedback project 	Kingsland C.E. Academy <ul style="list-style-type: none"> Flourishing EYFS Outdoor Environment KS1 – Phonics KS2 – Reading On Your Head SEN – The Crystal SEN Unit and Footsteps Provision
Knutton St. Mary's CofE Academy <p>Embed metacognitive teaching approaches across the curriculum to develop early self-regulation problem-solving, and reflective thinking skills (EYFS) pupils' ability to plan, monitor, and evaluate their own learning (KS1/2 Teachers), pupil's thinking and independence (Support Staff)</p>	Longford Primary Academy <ul style="list-style-type: none"> Fluency First Unlocking Voices Excitement in Every Space 	Meir Heath Academy <p>Restorative Regulation: Implementing RAMP & Zones of Regulation to Build Relationships, Resilience and Inclusion</p>
Nantwich Primary Academy <p>Flourishing Together at Nantwich Primary Academy.</p> <p>Embedding the five domains across all phases and through the global curriculum as a non-Church school.</p>	Offley Primary Academy <p>A restorative approach to driving high expectations of behaviour (Using the Behaviour Change Programme)</p>	Park Hall Academy <p>The Write Pathway: Growing Successful Writers Together</p>
Priory CE Academy <ul style="list-style-type: none"> Development of Metacognition and Self-Regulation Through the Use of Technology/EY, The Hive/Inclusion Hub Streamlining premises, admin and financial processes and systems –Consistent Application of the Behaviour, Communication and Relationships Policy – Midday Activity Supervisors 	Saint Nathaniel's Academy <ul style="list-style-type: none"> Developing Early Language Oracy Improving School Attendance Encounter Project 	St. John's C.E. Academy <p>Values Led Curriculum (SLT/Class Teachers/Support Staff)</p> <p>Ensure a values driven curriculum is in place across all subjects which explicitly links to the school's Christian vision of "Life in all its fullness" (John 10:10), supporting pupils' spiritual, moral and personal development.</p>
St. Saviours C of E Academy <p>Leading with Consistency: Behaviour Transformation for All</p>	St. Michael's Community Academy <ul style="list-style-type: none"> HQT linked to the SDP Attendance SEND Early Years (high quality interactions) 	Stoke Minster CofE Primary Academy <p>Exploring Excellence: Elevating Outdoor Learning for Every Child.</p> <p>Use generative learning theory to embed quality task design.</p> <p>Creating purposeful play to enhance wellbeing, spiritual growth, learning, and whole-school improvement through OPAL.</p>
Weston Federation <ul style="list-style-type: none"> Continuous provision and writing (EYFS) B Squared (SENQ Team) Retention (KS1/2 staff) Attendance (Office staff) 	Whitchurch Federation <p>Development of</p> <ul style="list-style-type: none"> Reading across the Federation Writing SEND support across school Outdoor Provision for all The Curiosity Approach in Early Years and Year One 	Woodcroft Academy <p>Embed metacognitive teaching approaches across the curriculum to develop early self-regulation problem-solving, and reflective thinking skills (EYFS) pupils' ability to plan, monitor, and evaluate their own learning (KS1/2 Teachers), pupil's thinking and independence (Support Staff)</p>

Teaching and Learning

Handbook and resources



Teaching and Learning

Handbook and resources

Teaching and Learning Handbook Summary



CHALLENGE Use intentional and consistent language that promotes challenge and aspiration. Set tasks that stretch pupils, but which are achievable, within a challenging curriculum. Create a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.	COLLABORATIVE LEARNING Emphasising the need to maintain high expectations for all groups and ensuring all pupils have access to a rich curriculum. Ensuring that any groups based on attainment are subject specific, avoiding the perception that these groups are fixed.	CONNECTING Link what pupils already know to what is being taught (e.g. explain how new content builds on what is already known). Plan to connect new content with pupils' existing knowledge or provide additional pre-teaching if pupils lack critical knowledge.	DIGITAL TECHNOLOGY Consider how technology can be used to improve the quality of explanations and modelling. Consider how technology offers ways to improve the impact of pupil practice. Consider how technology can play a role in improving assessment and feedback.
ELABORATION Plan activities around what you want pupils to think hard about. Provide scaffolds for pupils to talk to increase the focus and rigour of dialogue.	EXPLICIT INSTRUCTION Apply common aspects of explicit instruction in their teaching. Ensure lessons are designed to clearly instruct students ensuring they all receive the necessary information. Ensure lessons are designed to clearly instruct students while being highly engaging and interactive.	FEEDBACK 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.	HIGH EXPECTATIONS Articulating, modelling and rehearsing practices that contribute to the intended school culture and the responsibilities every member of the school community has in its creation. Developing a school culture of articulating, modelling and rehearsing to contribute to the intended school culture within lessons and at other times during the school day (e.g. extra-curricular activities and lunchtimes). Using language and consistent language that promotes challenge and aspiration for all pupils and colleagues. Creating an environment for all pupils and colleagues where everyone feels welcome and safe and learning from mistakes is part of the daily routine.
METACOGNITION 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.	MODELLING 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.	ORAL LANGUAGE INTERVENTIONS Target reading aloud and book discussion with young children. Explicitly extend pupils' spoken vocabulary. Use structured questioning to develop reading comprehension. Use purposeful, curriculum-focused, dialogue and interaction.	PRACTICE 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).
QUESTIONING Include a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers). Provide appropriate waiting time between question and response where more developed responses are required.	RETRIEVAL Balance exposition, repetition, practice and retrieval of critical knowledge and skills. Plan regular review and practice of key ideas and concepts over time. Design retrieval tests that provide just enough support so that pupils experience a high success rate when attempting challenging work. Increase challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements).	SCAFFOLDING Visual scaffolds may support a pupil to know what equipment they need, the steps they need to take or what their work should look like. Providing a verbal scaffold may involve reteaching a tricky concept to a group of pupils or using questioning to identify and address any misconceptions. A written scaffold will typically be provided for a pupil to support them on an independent written task. It could be the notes made on the whiteboard during class discussion; it could even be the child's own previous work used to support their recall.	SEQUENCING Identify essential concepts, knowledge, skills and principles of the subject and provide opportunity for all pupils to learn and master these critical components. Ensure pupils' thinking is focused on key ideas within the subject. Work with colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations. Use resources and materials aligned with school curriculum (e.g. textbooks or shared resources that carefully sequence content). Be aware of common misconceptions and know how to help pupils master important concepts.

In September 2025 we released the updated version of our **Teaching and Learning Handbook** which includes an extra four pedagogical themes – *Collaborative Learning, Digital Technology, High Expectations and Oral Language Interventions*.

One page summaries of these new themes can be found on the following pages.

The new Handbook is accompanied by a summary poster and sixteen Teaching and Learning Seminars for St. Bart's staff to explore on the St. Bart's Central Hub.

Each seminar provides a clear definition of the theme, explains why it is important to pupil learning, and gives practical examples of how it can be applied successfully in the primary classroom.

Every folder contains –

- Short explainer video
- Slide deck
- Effective Practice Guide
- Supporting resources
- Further reading

TEACHING AND LEARNING HANDBOOK 2.0



Click on the images above to view the Handbook and Summary Poster.

T&L Seminars

Collaborative Learning



What do we mean by collaborative learning?

“A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates.”

Education Endowment Foundation

Why is it important?

“Through collaboration, pupils may develop explanation, demonstration, problem-solving, and metacognitive skills, or pupils may benefit from sharing the load of challenging tasks.”

Education Endowment Foundation

What does research tell us?

“The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months’ progress, on average, over the course of an academic year. However, the size of impact varies, so it is important to get the detail right.”

Education Endowment Foundation

How does collaborative learning link to the Teachers' Standards?

Standard 5 – Adapt teaching to respond to the strengths and needs of all pupils

How does collaborative learning link to Great Teaching*?

Collaborative learning underpins the Second Element of Dimension 2 – Promoting a positive climate of student-student relationships, characterised by respect, trust, cooperation and care.

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

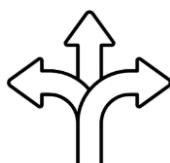
“Paired and group activities can increase pupil outcomes, but to work together effectively pupils need guidance, support and practice.”

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

Primary practitioners should consistently:



Emphasising the need to maintain high expectations for all groups and ensuring all pupils have access to a rich curriculum.



Ensuring that any groups based on attainment are subject specific, avoiding the perception that these groups are fixed.

Further reading:

[Collaborative learning approaches | EEF](#)

St. Bart's Multi-Academy Trust staff can access the

COLLABORATIVE LEARNING

seminar by clicking on the icon at the top right of this page.

T&L Seminars

Digital Technology



What do we mean by digital technology?

“We live in a digital age. Technology has transformed how we do things, from communication with friends and family to learning about the world around us. The pupils we teach do not know a life without it. The opportunities it offers us to improve education are truly exciting.” *Using Digital Technology To Improve Learning* (EEF)

Why is it important?

“The question is no longer whether technology should have a place in the classroom, but how technology can most effectively be integrated in ways which achieve improved outcomes for young people.”

Using Digital Technology To Improve Learning (EEF)

What does research tell us?

“Technology itself is unlikely to improve young people’s learning, but the pedagogy behind it can. Put simply, this means buying a tablet for every pupil is unlikely to boost pupil attainment.

However, if those tablets are used purposefully they stand a much better chance of doing so.”

Using Digital Technology To Improve Learning (EEF)

How does digital technology link to the Teachers’ Standards?

Standard 4 – Plan and teach well structured lessons

Standard 5 – Adapt teaching to the strengths and needs of all pupils

How does digital technology link to Great Teaching*?

Digital technology underpins the First Element of Dimension 3 –

Managing time and resources efficiently in the classroom to maximise productivity and minimise wasted time.

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

Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.

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

Primary practitioners should consistently:



Consider how technology can be used to improve the quality of explanations and modelling.



Consider how technology offers ways to improve the impact of pupil practice.



Consider how technology can play a role in improving assessment and feedback.

Further reading:

[Using Digital Technology to Improve Learning | EEF](https://www.eef.org.uk/publications/using-digital-technology-to-improve-learning)

St. Bart’s Multi-Academy Trust staff can access the

DIGITAL TECHNOLOGY

seminar by clicking on the icon at the top right of this page.

T&L Seminars

High Expectations



What do we mean by high expectations?

“Setting clear expectations can help communicate shared values that improve classroom and school culture.” *National Professional Qualification (NPQ): Leading Teaching Framework* (DfE, 2020)

Why is it important?

“Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. Teachers can influence pupils’ resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.”

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

What does research tell us?

“The relationship between high teacher expectations and student attainment has been a mainstay of educational effectiveness research since it began.” (Muijs et al., 2014)

How do high expectations link to the Teachers’ Standards?

Standard 1 – Set high expectations which inspire, motivate and challenge pupils

How do high expectations link to Great Teaching*?

High expectations underpin the Fourth Element of Dimension 2 – Creating a climate of high expectations, with high challenge and high trust, so learners feel it is okay to have a go.

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

Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.

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

Primary practitioners should consistently contribute to the creation of a culture of high expectations across the school by:



Articulating, modelling and rehearsing practices that contribute to the intended school culture and the responsibilities every member of the school community has in its creation.



Develop colleagues’ ability, through articulating, modelling and rehearsing, to contribute to the intended school culture within lessons and at other times during the school day (e.g. extra-curricular activities and lunchtime).



Using intentional and consistent language that promotes challenge and aspiration for all pupils and colleagues.



Creating an environment for all pupils and colleagues where everyone feels welcome and safe and learning from mistakes is part of the daily routine.

Further reading: *How Principals Affect Students and Schools* (Grisson, Egalite and Lindsay)

[How-Principals-Affect-Students-and-Schools.pdf](https://www.gov.uk/government/publications/how-principals-affect-students-and-schools)

St. Bart’s Multi-Academy Trust staff can access the
HIGH EXPECTATIONS
seminar by clicking on the icon at the top right of this page.

T&L Seminars

Oral Language Interventions



What do we mean by oral language interventions?

"Oral language interventions are about making the most of spoken language and verbal interaction for learning. 'Oral language' refers to speaking and listening. 'Intervention' means doing something new or making a change or refinement to usual practice. Oral language interventions can therefore include approaches that emphasise speaking and/or listening in a whole class setting. They can also include targeted and small-group approaches."

Education Endowment Foundation (EEF)

Why are they important?

"Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be." (EEF)

What does research tell us?

"On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress). Interaction for learning is a key aspect of these interventions. Approaches often involve spoken interaction between the practitioner and pupils and between peers. The evidence is strongest on interventions that are integrated with the existing curriculum. It is important to consider how any changes or refinements to practice are integrated with the curriculum." (EEF)

How do oral language interventions link to the Teachers' Standards?

Standard 4 – Plan and teach well structured lessons

How does oral language link to High Quality Teaching*?

Oral language underpins the Third Element of Dimension 4 – The range of activities teachers use to promote 'oracy' and dialogue are much wider than questioning.

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

Every teacher can improve pupils' literacy, including by explicitly teaching...oral language skills specific to individual disciplines. National Professional Qualification (NPQ): Leading Teaching Framework (DfE, 2020)

Primary practitioners should consider the following approaches:



Target reading aloud and book discussion with young children.



Explicitly extend pupils' spoken vocabulary.



Use structured questioning to develop reading comprehension.



Use purposeful, curriculum-focused, dialogue and interaction.

Further reading: Oral Language Interventions (EEF) [Oral language interventions | EEF](#)

St. Bart's Multi-Academy Trust staff can access the

ORAL LANGUAGE INTERVENTIONS

seminar by clicking on the icon at the top right of this page.



St. Bart's Pupil Parliament

Autumn Meeting at Keele Hall

Autumn Meeting 2025

At the latest Pupil Parliament meeting at Keele University, St. Bart's Sustainability Officer, Julie Rowlandson, shared the new **SBMAT Sustainability Champions Awards**.

The aim of the awards is to motivate both staff and pupils to take meaningful climate action, linking the academy climate action plan, the work of their Eco Committees, Pupil Parliament and the sustainability work being done centrally.

The programme is structured to allow schools to take part at their own pace and will support sustainability leads in their work. It links Climate Change education and curriculum development with practical actions. Ensuring that both staff and pupils have an understanding of the why and the how.

Boards will be displayed in each academy and the puzzle pieces added once achieved. The gold puzzle piece has overarching award criteria which will run alongside the other sections and can be awarded to a setting once all the other pieces are achieved.

Academies can begin to work towards the awards in the new year, with applications for each, available from Summer term 2026.



Sustainability Champions Awards Criteria

Criteria should be met in full before applying for any of the awards.

GOLD STANDARD Sustainability Champions Fundamentals Award Criteria (Gold Centre Piece).

To be completed alongside any of the other awards.

1. Set up an Eco-Committee which meets at least once per half term.
2. Complete at least one Sustainability Audit during the year.
3. Add actions from the audits to the Climate Action Plan.
4. Climate Change Education Audit completed and CCE included in at least three areas of the curriculum, in different year groups.
5. Informing and involving the community via an Eco Display Board, social media posts, events and community action.
6. Evidence of impact of actions on carbon reduction.



DJ VOLTS Energy Efficiency Award Criteria

1. Know what your school electricity consumption baseline is and reduce consumption from this baseline.
2. Complete an Energy Audit, identifying what can be turned off and complete active labelling of switches.
3. Take part in a Switch Off campaign, like Switch Off Fortnight.
4. Lead an assembly to make sure the whole school community is involved.
5. Make a 30 second video or poster to share with the wider community to inspire them to switch off and save energy.



AQUA MARIA Water Saving Award Criteria

1. Know what your water consumption baseline is and reduce water consumption from this baseline.
2. Complete a Water Audit, identifying leaks and areas for improvement and add to Climate Action Plan.
3. Install and use a water butt to harvest rainwater and use to water the school garden.
4. Take part in Water Week.
5. Encourage families to take part in Water Night.



SUPER BILL Water Buster Award Criteria

1. Know what your waste baseline is across general waste, dry mixed recycling and food waste.
Reduce the amount of general waste produced and increase the percentage recycled from baseline.
2. Complete a Waste Audit and identify areas for improvement and add to Climate Action Plan.
3. Lead a Waste Buster assembly.
4. Find out how much paper is used in your school in a year and use this information to create a baseline, then reduce the amount of paper used from this baseline.
5. Lead a reduce, re-use recycle initiative. i.e. preloved uniform shop, Christmas Jumper and World Book Day costume swap or a fast fashion awareness campaign.



MR CARROT Healthy Living and Food Waste Warrior Award Criteria

1. Find out how much food waste is produced in your school and use this information to create a baseline.
Reduce % of plate waste per meal served, from this baseline.
2. Complete a Food Waste Audit, identify areas for improvement and add to Climate Action Plan.
3. Lead an assembly about food waste and healthy eating.
4. Grow food in the school grounds and share with the school community.
5. Use a composter for fruit waste to produce compost for the school garden and reduce the amount of food waste sent off site.
6. Take part in a community food project such as OLIO, set up and run a school pantry or partner with a local shop. to



BIO-FLY Biodiversity and Environment Award Criteria

1. Register for the National Education Nature Park & create a site boundary & map the habitats on your school site.
2. Conduct a NENP or Climate 180 audit of the school grounds and identify areas for improvement and add to Climate Action Plan.
3. Take part in an eco survey, such as the Butterfly Count, RSPB Big Schools Bird Watch or Pollinator Count.
4. Create a habitat area for a specific reason i.e. pollinator planting, bug hotel, a wild meadow area, swift boxes etc.
5. Take part in a community clean up or biodiversity enhancement project.
6. Find out how pupils in your school travel to school. Take part in an active travel campaign, encourage the whole school community to take part. Measure the impact of encouraging active travel. How much carbon have you saved?



In The Spotlight

News from across St. Bart's



In The Spotlight

News from across St. Bart's



Summer Glow Up For The Hub

It was a busy summer over at Belgrave St. Bartholomew's Academy where the St. Bart's and BTSA central training suite, The Hub, was given a full refurbishment.

The Hub was first opened in September 2013 by Baroness Floella Benjamin and twelve years on (with thousands of people passing through the doors) it was time for a cosmetic and technological upgrade.

St. Bart's Chief Operating Officer, Vickie Keeling said, "Through the project we had the pleasure of working with some very talented contractors including Matt Perrin of RAE Build, David Plant from AEI Electrical Services, Emily Handy from Signability, and Central Glass & Windows Ltd."

Visitors have been impressed by the makeover, in particular the new pop-up power points on each table!



In The Spotlight

News from across St. Bart's



Effective Deployment of Teaching Assistants

In the Spring issue of *Releasing Potential* we reported on the updated EEF guidance focusing on the deployment of teaching assistants which recognises the vital role TAs play in schools. The guidance celebrates their contributions while acknowledging the complexities of maximising their impact.

As effective TA deployment is first and foremost a strategic issue, we facilitated three face-to-face sessions aimed at supporting St. Bart's principals and senior leaders in exploring the report and considering the implications of its three 'Effective Practices' -

1. Deploy TAs in ways that enable all pupils to access high-quality teaching
2. Deploy TAs to scaffold learning and to develop pupils' independence
3. Deploy TAs to deliver well-chosen, evidence based structured

The content of the training sessions has since been summarised in a St. Bart's Handbook for School Leaders which you can download by clicking on the image on the right.

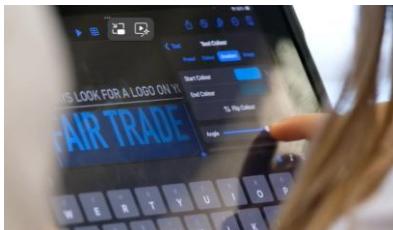
The contents include key things to consider and remember, classroom strategies and additional EEF tools to support school leaders in identifying areas of strength and areas for improvement in their own setting.



In The Spotlight



Distinguished School



Congratulations to Kingsland C.E. Academy who have been recognised as an Apple Distinguished School for 2025-28 for inspiring, imagining, and impacting teaching and learning through school-wide continuous innovation.

Since becoming the Stoke Apple Regional Training Centre in 2018, the school's unwavering commitment to technology has been instrumental in enhancing its overall performance and fostering a more inclusive and equitable learning environment.

Their digital vision aims to continue to propel the school forward, ensuring that pupils flourish by seamlessly integrating technology across the curriculum to enhance their learning experiences. In turn, children will become digital leaders and innovators, using their skills to support and develop teaching and learning, while also applying their digital knowledge in the wider community and beyond their time at Kingsland.

Staff at the school will fully embed technology into their teaching, confidently using it in engaging and creative ways to inspire and challenge students. As technology evolves, the staff will not only embrace new advancements but also become innovators of digital practice, leading the way for others—not just within the local community but also at a regional and national level.

Principal Sara Goddard said, "Kingsland will remain at the forefront of digital innovation, continually refining and advancing our approach. Additionally, we will extend our impact by supporting other schools on their digital journey, sharing our expertise and best practices to help foster a strong digital learning culture across the education sector."

You can read more about Kingsland's journey and watch a video about their approach here -
[Apple Distinguished School - Kingsland C.E. Academy](#)

In The Spotlight

News from across St. Bart's



Let's Go Zero Hero Award

We're delighted to announce that our Sustainability Officer, **Julie Rowlandson**, has won the **Let's Go Zero Hero Award** at this year's **Education Estates® People's Awards**!

This prestigious award celebrates individuals who are leading bold, innovative, and impactful climate action within their school, college or nursery - inspiring others and championing the Let's Go Zero vision for all UK schools to become zero carbon by 2030.

Julie was one of 12 incredible finalists recognised for their commitment to creating measurable change and driving sustainability forward in education.

Congratulations, Julie! Your dedication and leadership are making a real difference and we couldn't be prouder.

The Education Estates® People's Awards shine a spotlight on the people who make a difference every day, celebrating the talent, dedication, and passion driving excellence across the sector.

Let's Go Zero is the national campaign uniting teachers, pupils, parents and their schools as they work together to be zero carbon by 2030.

The aim is to harness the power of schools and young people to drive change and spark climate action in communities, cutting emissions, increasing biodiversity and safeguarding our planet for future generations.



What is a zero carbon school?

"A school that, on its site and through all its activities and procurement, does not contribute to climate change through carbon emissions. Key impact areas include energy use, travel, waste, water, procurement, food and school grounds."



In The Spotlight

News from across St. Bart's



St. Bart's Ultimate Frisbee Competition

Bee Active hosted the inaugural St. Bart's Ultimate Frisbee competition at Northwood Stadium in October. The inter-school event saw twelve teams of Year 5/6 pupils split into two leagues for the morning session before a final challenge in the afternoon. Charlotte from Offley Primary Academy explained, "It's a bit like rugby where you have to run with the ball and if you get tagged you have to pass to one of your teammates. The aim of the game is to get it into the end third." Elodie from Hungerford Primary Academy said her school team was "running at the right time, throwing at the right time and catching at the right time."

Mr Davies from Kingsland C.E. Academy thought it was a really good event: "You can see how much the children are enjoying themselves when you watch them running around. It's just a good opportunity for them to meet other children from across the Trust and have a great day out doing sport." Miss Lawton from Nantwich Primary Academy said, "I think it's really great for us all to be together because some of these children don't experience something like this outside of school." Mr. Mothershaw-Hall from Belgrave St. Bartholomew's Academy saw the day as a chance to work as part of a team and build new skills.

Congratulations to the overall winners, Offley Primary Academy, who narrowly defeated Whitchurch Church of England Federation in a thrilling final match. Gary Bell (parent from Offley) said, "Just to get them out of school every now and then to do something different that they wouldn't normally do is fantastic." We would like to extend a massive thank you to our friends at Bee Active for making the event such a success, and to all our academies for their enthusiasm and team spirit. [You can watch a short video capturing the day by clicking on the image above.](#)

In The Spotlight

News from across St. Bart's



Bee Active Enrichment Programme

In addition to the termly St. Bart's inter-school events, Bee Active are also delivering in school events at every one of our academies.

These provide our pupils with the opportunity to take part in inspirational, fun, physical, challenges and team building activities.

The school offer for 2025-26 includes- **Early Years Superheroes Training** Action packed challenges to test speed, strength, and reflexes so our young heroes are ready to save the day!

Learn To Ride

A fun and supportive session to help KS1 children gain confidence on two wheels. Perfect for beginners or those ready to ditch the stabilisers!

Team Building Challenges

Fun, fast-paced challenges to test the communication, teamwork, and problem-solving skills of our lower key stage 2 pupils.

Mr Bee's Bonkers Bootcamp

Gruelling challenges that will push our upper key stage 2 children to the limit. Tough, fun, and totally bonkers!

There is also the **Mega Bounce Package** for all pupils which completes this incredible enrichment package for St. Bart's pupils to access.

You can watch short videos of some of the activities by clicking on the images on the right.



In The Spotlight

News from across St. Bart's



New Outdoor Area At Kingsland C.E. Academy

In November our C.E.O. Lisa Sarikaya attended Kingsland C.E. Academy today to officially open their new outdoor areas for Early Years!

Even the classic British weather couldn't dampen spirits - with puddle suits at the ready, our youngest learners were more than happy to splash, play, and explore!

We can't wait to see all the adventures, discoveries, and muddy smiles to come!





In The Spotlight

News from across St. Bart's



Above: MP Connor Naismith (centre) was welcomed to St. Michael's by Katey Shenton and George Barlow.

MP Connor Naismith Visits St. Michael's Community Academy

Labour MP for Crewe and Nantwich, **Connor Naismith**, paid a visit to St. Michael's Community Academy in November as part of **UK Parliament Week**.

The national initiative is an annual series of events that aim to inspire interest in parliament, politics and democracy and encourage young people to engage with the UK's democratic system and institutions.

Connor said, "I've absolutely loved the opportunity to speak to young people in schools, colleges and even a scout group. When I was their age I didn't know very much about politics. I'd never met my MP and I never

dreamed that a life in politics was possible, much less what one looked like. That's why I always grab the opportunity to speak to the young people I represent. To lift their aspirations and answer their very important, and often, robust questions!"

Principal George Barlow thanked Connor for visiting the school and for the opportunity to discuss the increasing SEND need in Cheshire and how schools can be part of the solution.

Senior leaders and staff were also able to share their digital strategy and the positive impact it has on their most vulnerable learners. George said: "We also explored the plans for the new national curriculum and how we feel it needed to be braver and bolder in ensuring our children are best prepared for the future."

In The Spotlight

News from across St. Bart's



Above: St. Bart's CEO Lisa Sarikaya and Jonathan Wilkes officially open The Avenue.

Jonathan Wilkes Opens The Avenue (Oh Yes He Does!)

St. Bart's had a very special visitor in early December. Panto star **Jonathan Wilkes** officially opened **The Avenue**, marking an exciting chapter for our children, families and community. The Avenue is an independent specialist school offering expert support for children aged 4-11 with complex autism and co-occurring conditions.

Jonathan shared the ribbon-cutting duties with our CEO, **Lisa Sarikaya**, delighting the crowd which was made up of members of the St. Bart's Central Team, Avenue staff, children and families. There was also a selection of Avenue/St. Bart's inspired cupcakes for everyone to enjoy!



*“Today’s opening is just the beginning.
We cannot wait to see our children
continue to shine.”*

Lisa Sarikaya CEO



Termly Meetings

Spring and Summer 2026



	SPRING 2026		SUMMER 2026	
ACADEMY OPERATIONS (10.00am-1.00pm)	Thursday 22 nd January		Thursday 7 th May	
ATTENDANCE (1.30pm-4.00pm)	Tuesday 10 th February		Tuesday 30 th June	
ENGLISH (1.30pm-4.00pm)	Tuesday 20 th January		Tuesday 19 th May	
CHURCH SCHOOLS (1.00pm start)	Friday 30 th January	Friday 13 th March	Friday 8 th May	Friday 26 th June
EARLY YEARS (9.30am-12.30pm)	Weds 28 th Jan Abbey Hill	Weds 25 th March BTSA Hub	Thursday 16 th April Nantwich Primary Academy	
EAL (1.30pm-4.00pm)	Wednesday 28 th January		Wednesday 17 th June	
ESTATES (10.00am-1.00pm)	Thursday 5 th February		Thursday 11 th June	
EXECUTIVE MANAGEMENT BOARD (9.00am-3.00pm)	Friday 6 th February	Friday 20 th March	Friday 18 th May	Friday 3 rd July
PHONICS (1.30pm-4.00pm)	Tuesday 3 rd March		Tuesday 2 nd June (Optional)	
QUALITY OF EDUCATION (1.30pm-4.00pm)	Wednesday 25 th February	Wednesday 25 th March	Wednesday 20 th May	Wednesday 1 st July
RELATIONAL RESTORATIVE PRACTICE (1.30pm-4.00pm)	Wednesday 4 th February		Wednesday 24 th June	
RELIGIOUS EDUCATION (1.30pm-4.00pm)	Wednesday 11 th March		Tuesday 16 th June	
SAFEGUARDING (1.00pm-4.00pm)	Tuesday 27th January		Tuesday 14th April	Wednesday 10 th June
SCIENCE (1.30pm-4.00pm)	Tuesday 24 th February		Tuesday 9 th June	
SENCO (1.30pm-4.00pm)	Wednesday 21 st January	Wednesday 18 th March	Wednesday 22 nd April	Wednesday 3 rd June
SENIOR MENTAL HEALTH LEADS (1.30pm-4.00pm)	Wednesday 4 th March		Wednesday 8 th July	
SUSTAINABILITY (1.30pm-4.00pm)	Thursday 12 th March		Thursday 4 th June	
WELLBEING (10.00-11.30am)	Friday 6 th March		Friday 5 th June	
YEAR 6 (1.30pm-4.00pm)	Tuesday 17 th March			

Apart from the Early Years network, all meetings take place in the BTSA Hub.

WELLBEING CHAMPIONS

Their role is to promote wellbeing across our community, be a friendly point of contact, guide colleagues to support, share ideas for a healthy workplace, and represent their team at Wellbeing Network meetings.



Mel Brown



Taz Akhtar



Rachael Newell



Victoria Smith



Anna Wheaver



Angela Glover



Sally Adams



Carly Wright



Michelle Davis



Holly Spencer



Julia McGhie



Jayne Lyall Brookes



Louise Whitehall



Lindsay Jubb



Sam Shutt



Alison Cooper



Rosemarie Patrick



Debbie Goodwin



Sue Newnes



Chrissie Flanagan



Matt Preston



Ali Williams



Karen Brooks



Tracey Finney



Kirsty Walsh



Katie Moores



Gini Cotton



Gemma Edmondson



Lisa Henshall



Julie Rowlandson



Emina Sarikaya



INSET 2026

CULTURE



Featuring author and
inspirational speaker
DAVE KEELING

LAUGHOLGY

FRIDAY 13th FEBRUARY 2026

More details to be announced soon

HEADlines

Welcome to our regular feature which profiles a different Headteacher/Principal from one of the St. Bart's Multi-Academy Trust schools.

Name:

Helen Hewitt

Job Title/School:

Principal at Offley Primary Academy

Why did you choose education as a career?

Since an early age, I have always been a 'teacher' – I have lots of memories of creating registers and using my dolls and teddies as children in my class – they were very quiet and well-behaved! This progressed to volunteering to support a Rainbows group when I was a Guide and then when I was 16, I qualified as a swimming teacher and taught children to swim at my local leisure centre. I have always naturally wanted to work with children!

Where did you first start teaching and in which year group? I started my teaching career at Belgrave St Bartholomew's Academy, initially as a 4th year MMU trainee before successfully being appointed as a NQT for a year 5 class – those children are now 26!

Describe your journey into leadership
I have always been part of the St Bart's Family – having started my teaching career at Belgrave before it became the first school in Stoke on Trent to be in a Trust. I will never forget Chris Brislen approaching me about an assistant principal opportunity at John Baskeyfield VC CofE Primary School, now Saint Nathaniel's Academy, and would I be interested in applying.

At that point, I had not considered 'leadership' and wondered whether Chris had confused me with someone else!



It was difficult to leave Belgrave as I was having the best time – it didn't feel like a job as the team had so much fun! I became assistant principal at Saint Nathaniel's – this was a great place to start my senior leadership journey as I learnt lots about school improvement and working with large teams.

After nearly 5 years, including getting married and having my first son, an opportunity became available to lead Woodcroft Academy as Head of School. I was able to transfer all my school improvement knowledge that I had learnt at Saint Nat's to this role and working with a great team at Woodcroft. In January 2023, I was successfully appointed as Principal at my current school, Offley Primary Academy.

My career has been developed and nurtured by the leaders of St Bart's and I am very thankful for the leadership opportunities that I have been given.

HEADlines



PEP TALK: Duncan Goodhew with pupils, from left, Mobeen Noveed, aged 11, with Olympic mascot; Tom Leivers, nine; Sabbi Fatima, 11; and Jessie Woodcock, 10.

Star inspires future champs

Above and below right: In February 2012, Helen arranged for Olympic medallist Duncan Goodhew to visit Belgrave to encourage pupils to get involved in sport.

What has been the stand-out moment of your career so far? Obviously, meeting Duncan Goodhew in 2012 whilst working as PE lead at Belgrave, is a career highlight! After this, working with the team at Offley to bring our vision for EYFS into reality by designing, enhancing and creating an amazing, high-quality provision for the early years' pupils at Offley! To witness the impact that this transformative space has had on our very youngest children makes me feel proud of the team

How do you think colleagues would describe your leadership style?

Proactive, determined and energetic.

Describe your school using the title of a song. 'Happy' by Pharrell Williams.



Share a dream that you are yet to realise.
I would love to train to complete a triathlon one day, before I am too old!

What interests do you pursue when you are not at work?

I like to go running and keep fit. However, I mainly spend my time taking my boys from one sporting fixture to the next!

What is your favourite staff room drink/biscuit combination?

Definitely a coffee (strong!) and a chocolate digestive.

Recommended Reads



In the first of a new series, John Collier shares his choice of quick reads from the world of research.

Recommended Read:

Curriculum and Assessment Review: a conceptual position paper

Context and content:

When the interim report for the independent review of the curriculum and assessment system in England was released in March 2025 this interesting short paper appeared alongside it.

It provides a ten page summary covering the following –

- Understanding the national curriculum
- Approach to the Review
- Conception of curriculum knowledge

Why should I read it?

For me the most interesting part of this publication is the first section that breaks down the national curriculum into three areas –

Purposes, goals and expectations, Programmes, school subjects and courses of study, and Teaching.

I have been sharing some of the key ideas with subject leaders on our ‘New To Subject Leadership’ programme which has led to a greater understanding of the ‘why’ behind curriculum intent, implementation and impact. Overall, it provides a reminder to schools that developing a cutting-edge curriculum equips pupils “with the essential knowledge and skills which will enable them to adapt and thrive in the world and workplace of the future”.

John Collier

Curriculum and Assessment Review

Curriculum and Assessment Review: a conceptual position paper

March 2025

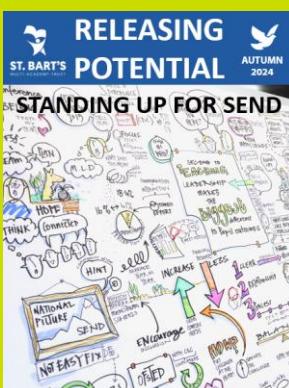
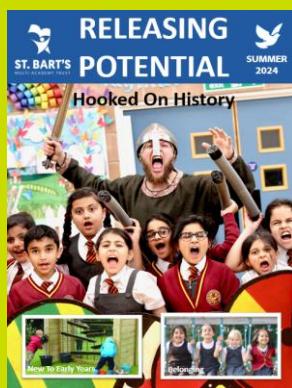
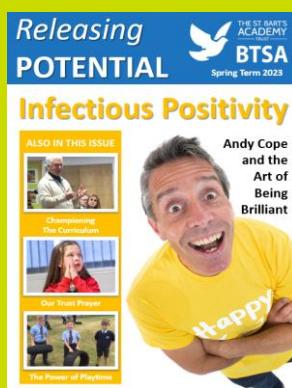
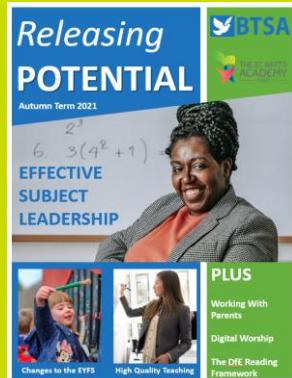
Click on the image above to read online or download a copy.

Key Takeaway

“A rich and well-specified national curriculum supports and empowers teachers’ professional practice. Teachers act as ‘curriculum makers’ in that they interpret and transform the content of a school subject within the national curriculum to ‘author’ instructional events with students in the classroom. At the core of curriculum-making is the process of unpacking and interpreting content to unlock its educational potential.”



Back Issues



Previous issues are available at
Releasing Potential Magazine - St. Bart's



ST. BART'S
MULTI-ACADEMY TRUST

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