

RELEASING POTENTIAL

MAGAZINE



**SBMAT Away
Day 2026**

**Professional
Growth**

**People
Portal**



SUMMER 2026

RELEASING POTENTIAL

MAGAZINE

SUMMER 2026



Welcome

As we approach the end of another busy and productive academic year, we showcase the latest developments and happenings across **St. Bart's**.

In May, our leaders came together for our **Annual Away Day**. You can find our detailed report inside.

We celebrate some of the projects that staff have been involved in as part of our inaugural **Professional Growth Strategy** implementation.

One of these projects has been the **SBMAT People Portal**. Our handy guide provides details of what to expect from this brand-new online platform.

There is also our usual collection of news stories from across St. Bart's demonstrating our lived **PEACE values**.

Happy reading!

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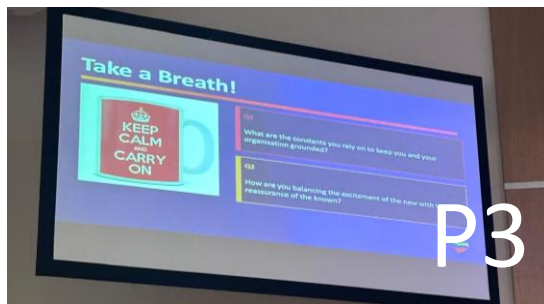
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Sara Goddard

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Recommended Reads

John Collier



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Leadership Values

Our recent away day for SBMAT leaders



Leadership Values

Our recent away day for SBMAT leaders



On Monday 18th May 2026, leaders from across St. Bart's gathered together for our annual Away Day at the Bridge Centre in Stoke-on-Trent. The morning began with a welcome from our CEO, Lisa Sarikaya.

Lisa started by reminding attendees about our common mission – to ensure every academy is a flourishing community, dedicated to releasing potential and inspiring ambitious futures through exceptional education. She highlighted the current climate in education: “Open any leadership article right now and you’ll find endless discussions about change. Whether it’s the Schools White Paper, generative AI, automation or shifts in processes, the pace is faster than most organisations have ever experienced, and leaders are under pressure to adapt quickly. But, when we focus exclusively on what’s changing, we risk overlooking the things that are not.”

A Steady Anchor

Lisa encouraged us to be the steady anchor: “The leadership challenge of this moment isn’t just about keeping up with change. It’s about holding steady to the things that don’t change — the anchors that provide stability, confidence, and continuity. Because in the end, while technology and policy change transforms processes, it’s ‘people’ who carry organisations forward. The power of a strong brand is to act as a lighthouse in the storm — a beacon in times of information overload and constant change. People do not need certainty about everything. They need certainty about how uncertainty will be handled. We will serve as that lighthouse as the policy changes move from publication to practice. Stand calm, constant, and clear-sighted — helping each other steer through the years ahead while ensuring that our trust continues to live its values and serve our children in the best way we can.”

To finish, she posed two questions for attendees –

- *What are the constants you rely on to keep you and your organisation grounded?*
- *How are you balancing the excitement of the new with the reassurance of the known?*



The Constants

The St Bart's foundations of leadership that remain the same

PASSION Trust built through honesty, consistency, and integrity.

ENCOURAGEMENT Human connection, listening, empathy, and respect.

AMBITION Clarity of purpose helps us focus on what matters most.

COLLABORATION Shared understanding brings people together around common purpose.

ENJOYMENT Adaptability, learning and a positive mindset help teams thrive.



"Stand calm, constant, and clear-sighted — help each other steer through the years ahead while ensuring that our trust continues to live its values and serve our children in the best way we can." Lisa Sarikaya, CEO, St. Bart's

Leadership Values

Our recent away day for SBMAT leaders

Kelly Deaville, St. Bart's Director of Education, focused her presentation on different aspects of leadership. To begin with, she provided us with a reminder of the **St. Bart's Leadership Team Desired Culture** (see next page) and how the six themes can be measured on the 'values continua'.

To illustrate how we might see leadership in action, Kelly gave examples of how the Mr Men and Little Miss characters might represent certain roles and attributes.

Leaders then considered questions including -

- *Does your team have a balance of different personality types?*
- *Is it ok to have multiple team members that have similar attributes?*
- *What attributes are missing within your leadership teams?*

After taking feedback, Kelly summarised the importance of why leadership teams must understand different styles and attributes -

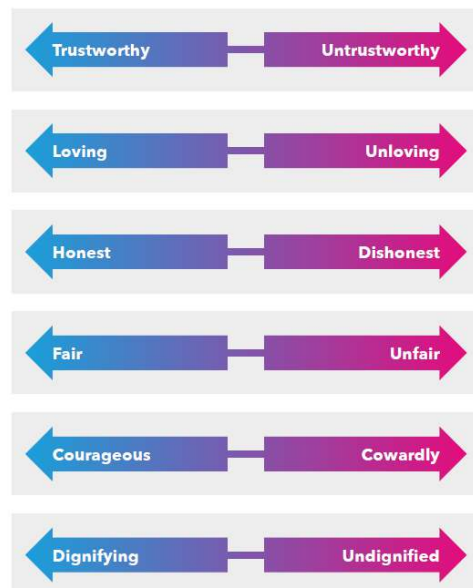
1. To get the best out of everyone
2. To build strong relationships
3. To improve communication
4. To increase engagement & motivation
5. To shape a positive culture
6. To make better decisions
7. To lead through change effectively

As Kelly emphasised, "You can't lead people effectively if you don't understand how they work, think, and feel. Great leaders don't expect people to fit their style – they adapt to bring out the best in others." She also recommended the book "Radical Candor" by former Google and Apple executive, Kim Scott which serves as a guide for giving clear, kind feedback that drives performance without destroying professional relationships.



ST BART'S MULTI-ACADEMY TRUST

THE VALUES CONTINUA



Leadership Values

Our recent away day for SBMAT leaders

At St. Bart's we believe that strong, authentic relationships are the foundation of effective leadership. We prioritise connection, trust, and genuine care for one another, recognising that our relational culture directly shapes the wellbeing and success of our staff, pupils, and community.

Common Purpose and Intention

The desired culture we expect members of St. Bart's leadership teams to demonstrate and promote have been captured in our 'Leadership Team Desired Culture' poster. It sets out six themes that underpin effective relationships:

COURAGEOUS

Not deterred by danger; brave.

DIGNIFYING

Make something seem worthy.

FAIR

Impartial and just; without discrimination.

HONEST

Free of deceit, truthful and sincere.

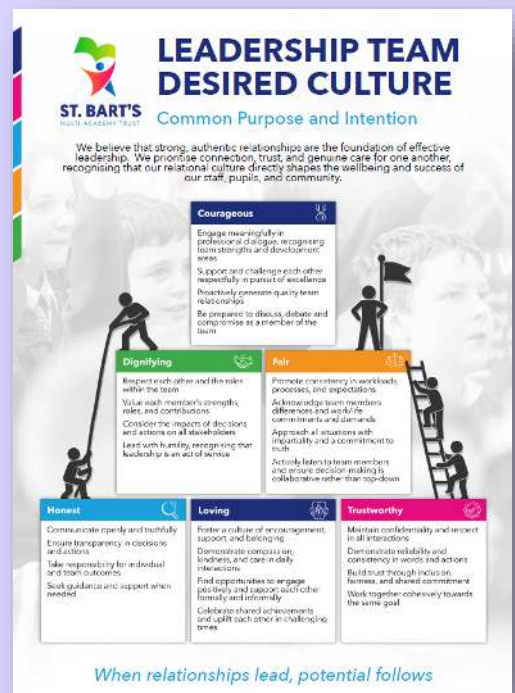
LOVING

Feeling or showing love or great care.

TRUSTWORTHY

Able to be relied on as honest and truthful.

*When
relationships lead,
potential follows.*



Click on the image above to
access the poster online.



The Cathedral Builders

A parable about leadership



The Cathedral Builders

A parable about leadership

Kelly Deaville shared this parable as a management philosophy that focuses on long-term vision, enduring purpose, and legacy.

It was early morning in a growing medieval town. Mist hung low over the ground, and the faint outline of scaffolding stretched into the sky. The steady rhythm of chisels striking stone echoed across the site.

A great cathedral was being built.

People from miles around had come to work on it—masons, labourers, craftsmen—each playing their part in something that would take decades to complete.

A weary traveller walked along the dirt road, drawn by the sound of work and the sight of the enormous structure rising slowly into the sky. He paused at the edge of the site, watching. Dust filled the air. Sweat ran down faces. The work looked slow, heavy... endless. Curious, he stepped closer.

The traveller approached a man crouched low over a block of stone. His movements were sharp and mechanical. Chip. Chip. Chip.

“What are you doing?” asked the traveller.

The man didn’t look up at first. When he finally did, his face was tired and lined with frustration.

“What does it look like?” he said. “I’m cutting stone.” He slammed the chisel down again.

“Every day, the same thing. The same hammer, the same rock. It’s hard, it’s dull, and it never ends.” Chip. Chip. Chip.

The traveller nodded quietly and moved on.

A little further along, another man worked on a similar block. His movements were steady, measured. Not unhappy—but not inspired either.

“What are you doing?” the traveller asked.

The man paused, leaned on his tool, and replied: “I’m earning a living.” He gestured around. “It’s honest work. It pays for food, keeps my family warm. I don’t have to love it—I just have to do it.”

He shrugged and returned to his work. Steady. Practical. Reliable.

The traveller thanked him and continued.

Finally, the traveller came to a third mason. At first glance, he was doing the exact same task—chiselling stone. But something was different. He stood a little taller. There was a rhythm to his work, almost like he was part of something larger than himself.

Every so often, he paused—not out of exhaustion—but to look upward. Following his gaze, the traveller saw it: The rising arches, the beginnings of stained glass windows, the vast structure stretching toward the sky.



The Cathedral Builders

A parable about leadership

“What are you doing?” the traveller asked.

The man turned, his face bright despite the dust and effort. He smiled.

“I am building a cathedral.” He gestured toward the structure. “One day, people will come from all over to stand here. They’ll gather, celebrate, find hope. Long after we’re gone, this will still stand.”

He placed his hand on the stone he was shaping. “This piece matters. Every piece matters.” Then he returned to his work—with care, purpose, and pride.

As the traveller walked away, he looked back at the three men.

Same tools.
Same task.
Same conditions.
But completely different experiences.

One saw burden. One saw necessity.
One saw meaning. And somehow, the third man didn’t just look happier—he worked differently. More carefully. More thoughtfully. More committed.

The Parable’s Deeper Leadership Meaning

What makes the story powerful is this:
Nothing about the job changed.
Everything about the mindset did.

And that mindset wasn’t accidental.
It was shaped by:

- what people had been told
- what they believed
- the culture around them
- the leadership guiding them

Kelly’s challenge to St. Bart’s leaders:

*If I walked into your school or department and asked your team the same question – “**What are you doing?**” – what answer would I hear?*

Which of the three workers show up in your team right now?

*What keeps people stuck at **cutting stone**?*

*What helps people move to **building a cathedral**?*





Enhanced Inclusion Support

Re-engaging learners, restoring futures

Enhanced Inclusion Support

Re-engaging learners, restoring futures

At Bart's we believe every child deserves a chance to thrive, regardless of the challenges they face. Our provision aims to transform disengagement into achievement. Pupils who previously faced exclusion, have poor attendance, have SEMH needs, find a safe, structured environment where learning is practical, purposeful, and linked to the National Curriculum.

OUR VISION

Our vision is simple: to re-engage learners, restore confidence, and reignite a love for learning. We work with pupils at risk of suspension, those with SEMH needs, and those struggling with attendance. Through a blend of practical, hands-on learning and strong academic foundations, we help pupils rediscover their potential.

WHO WE ARE & WHY WE EXIST

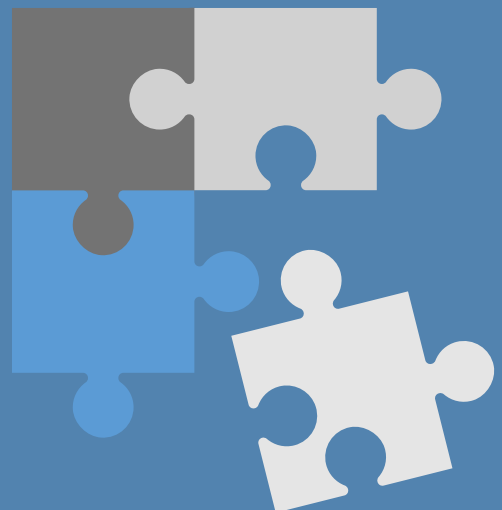
St Bart's Pupil Inclusion Support Provision was created to address patterns of escalating behaviour, pupil need and persistent absence. We provide early intervention before exclusion becomes inevitable. Our approach is rooted in the SEND Code of Practice, ensuring every pupil's needs are understood and met through personalised strategies. We work closely with families and schools to create continuity and stability.

OUR MODEL OF PROVISION

Our unique model combines specialist outreach and targeted off site hub support. This approach, designed for a maximum duration of up to 8 weeks, ensures pupils remain connected to their familiar environment, where routines are embedded and relationships are maintained. By keeping the focus on reintegration into their own school, we promote continuity in curriculum, expectations, and social connections.



Click on the image above to access the Enhanced Inclusion Support document online.

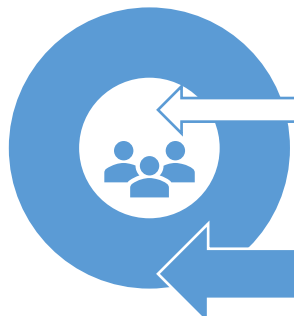


Enhanced Inclusion Support

Re-engaging learners, restoring futures



Inclusion At St. Bart's



Inclusion Team with responsibilities for attendance, safeguarding and behaviour.

Enhanced Inclusion Support (EIS)

- Targets pupils at risk of suspension, exclusion, disengagement, non-attendance.
- Outreach model – build relationships and keeps pupils in their setting.



Inclusion Hub

Traded specialists (EP, SALT, OT, EWO, Clinical Psychologist) that schools can buy into to supplement their core provision.

SPECIALIST OUTREACH (IN-SCHOOL)

Our specialist teacher is based at the home school site for 1-2 sessions per week, delivering intensive support through emotion coaching, 1:1 work, small group work, team building, sports, and collaborative projects. A nominated member of school staff (e.g. TA) must work alongside the teacher during this outreach session, ensuring skills are immediately transferred, strengthening pupil-staff relationships within a familiar setting.

ENGAGEMENT HUB (OFF-SITE)

Pupils attend our specialist centre for one dedicated session per week (am/pm). The nominated school staff member must also attend. This time is dedicated to activities such as: Forest School, climbing wall sessions, STEM projects, outdoor learning, and focused sports. Mandatory co-attendance promotes the transfer of consistent strategies back into school.

CURRICULUM & LEARNING APPROACH

Our approach is hands-on and experiential, designed to meet National Curriculum objectives through real-world projects. For example: Maths through measuring timber for construction projects, Science through exploring ecosystems during outdoor sessions, and English through writing reflective journals about practical tasks. Zones of Regulation underpin every lesson, helping pupils understand and manage emotions.

SEND & INCLUSION

We follow the SEND Code of Practice rigorously, offering a graduated response and personalised plans. EHCPs are fully supported, and pupil voice is central to our approach. Each pupil co-creates a strategy plan: exploring what works, what doesn't, and what feels difficult. This empowers pupils and builds trust.

Enhanced Inclusion Support

Re-engaging learners, restoring futures

ATTENDANCE & ENGAGEMENT

Aligned with DfE Improving Attendance guidance, we use proactive strategies: family engagement, mentoring, transport support, and daily check-ins. Attendance is tracked rigorously, and interventions are swift. Our goal is simple: *Every child in education, every day.*

SAFEGUARDING & WELLBEING

Safeguarding is non-negotiable. We adhere to the referring school's safeguarding processes and work closely with other agencies. Trauma-informed practice and mental health support are embedded in our provision, ensuring pupils feel safe and valued.

OUR TEAM & PARTNERSHIPS

Our team includes specialist staff and staff from our base academies, ensuring continuity of practice. We collaborate with external professionals to provide holistic support. This multi-agency approach strengthens outcomes and builds resilience.

ADMISSIONS & CONTACT

Referrals are simple and transparent. We accept pupils at risk of suspension or exclusion, with SEMH needs or persistent absence for this support programme.

IMPACT

Over the 2025-26 academic year we have seen a 84% reduction in suspensions and 75% fewer pupils suspended. This is just one example of the impact that the St. Bart's Enhanced Inclusion Support has had.

ENHANCED INCLUSION SUPPORT HEADLINES 2026



**43 pupils accessed
Enhanced Inclusion
Support**



**41 pupils successfully
reintegrated to their
mainstream setting**



**High pupil
engagement
in sessions**



**Improved
staff-pupil
relationships**



**Progress seen
for all
learners**

Professional Growth

Celebrating our 2025-2026 projects



Professional Growth

Celebrating our 2026 projects

As the 2025-26 academic year comes to an end we are celebrating the Professional Growth projects that took place across St. Bart's. Altogether, there were over 60 projects aimed at releasing the potential within our staff.

Our Professional Growth Strategy and Procedure for employees began in September 2025. Its purpose is to nurture a culture of Trust-wide professional growth where staff flourish through purposeful, practitioner-led projects, inspired by the Trust core values of Passion, Encouragement, Ambition, Commitment, and Enjoyment.

This strategy replaces traditional, target-driven performance management with a dynamic, reflective model centred on project-based enquiry, empowering every member of staff to release their potential and positively impact learners.

It reflects St Bart's deep belief that every staff member can 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.

Over the next few pages, you will find a summary of the themes chosen an overview of the projects that took place, plus four contrasting case studies focusing on –

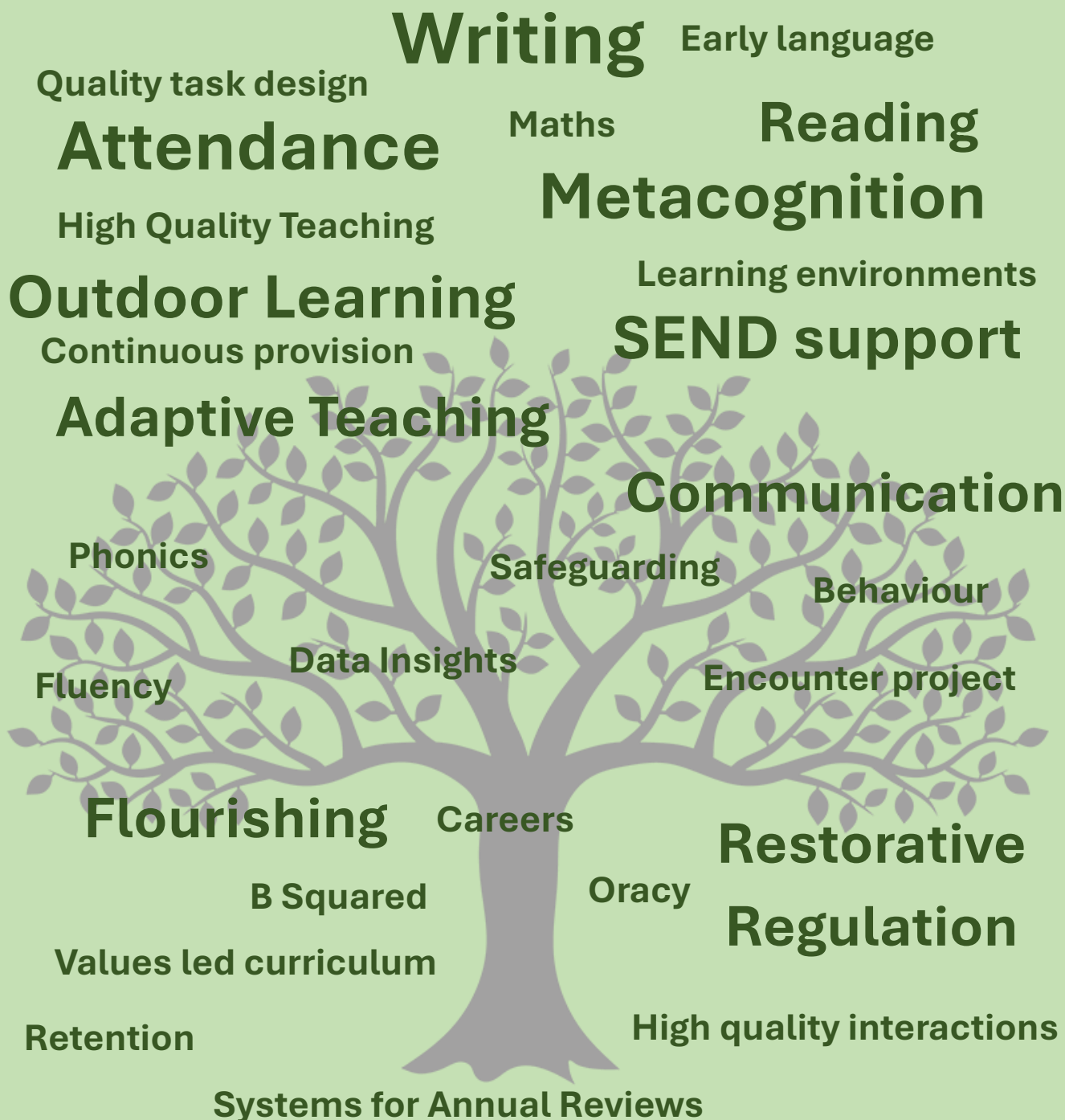
- Adaptive Teaching in a SEND setting
- Restorative Regulation
- Staff collaboration
- The St. Bart's People Portal

For further insight, you can read the full **Professional Growth Projects 2025-26** report by clicking on either of the images on the right.



Professional Growth Projects

Themes



St. Bart's Professional Growth Projects 2025-26

Abbey Hill School & College

- 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

- Unlocking communication
- 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

Whole-School Writing Improvement: Foundations to Mastery through Motor Development, AI Integration, and Rich Writing Opportunities

Hazel Slade Primary Academy

Maths Curriculum
Develop a non-negotiable lesson sequence which enables all children to make progress and utilises digital technology.
Ensure children are targeted for early intervention.
Raise the profile of maths across the school.

Hungerford Primary Academy

- 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

- 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

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)

Longford Primary Academy

- Fluency First
- Unlocking Voices
- Excitement in Every Space

Meir Heath Academy

Restorative Regulation: Implementing RAMP & Zones of Regulation to Build Relationships, Resilience and Inclusion

Nantwich Primary Academy

Flourishing Together at Nantwich Primary Academy.
Embedding the five domains across all phases and through the global curriculum as a non-Church school.

Offley Primary Academy

A restorative approach to driving high expectations of behaviour
(Using the Behaviour Change Programme)

Park Hall Academy

The Write Pathway: Growing Successful Writers Together

Priory CE Academy

- 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 – Middy Activity Supervisors

Saint Nathaniel's Academy

- Developing Early Language
- Oracy
- Improving School Attendance
- Encounter Project

St. John's C.E. Academy

Values Led Curriculum
(SLT/Class Teachers/Support Staff)
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.

St. Saviours C of E Academy

Leading with Consistency: Behaviour Transformation for All

St. Michael's Community Academy

- HQT linked to the SDP
- Attendance
- SEND
- Early Years (high quality interactions)

Stoke Minster CofE Primary Academy

Exploring Excellence: Elevating Outdoor Learning for Every Child.
Use generative learning theory to embed quality task design.
Creating purposeful play to enhance wellbeing, spiritual growth, learning, and whole-school improvement through OPAL.

Weston Federation

- Continuous provision and writing (EYFS)
- B Squared (SENCO Team)
- Retention (KS1/2 staff)
- Attendance (Office staff)

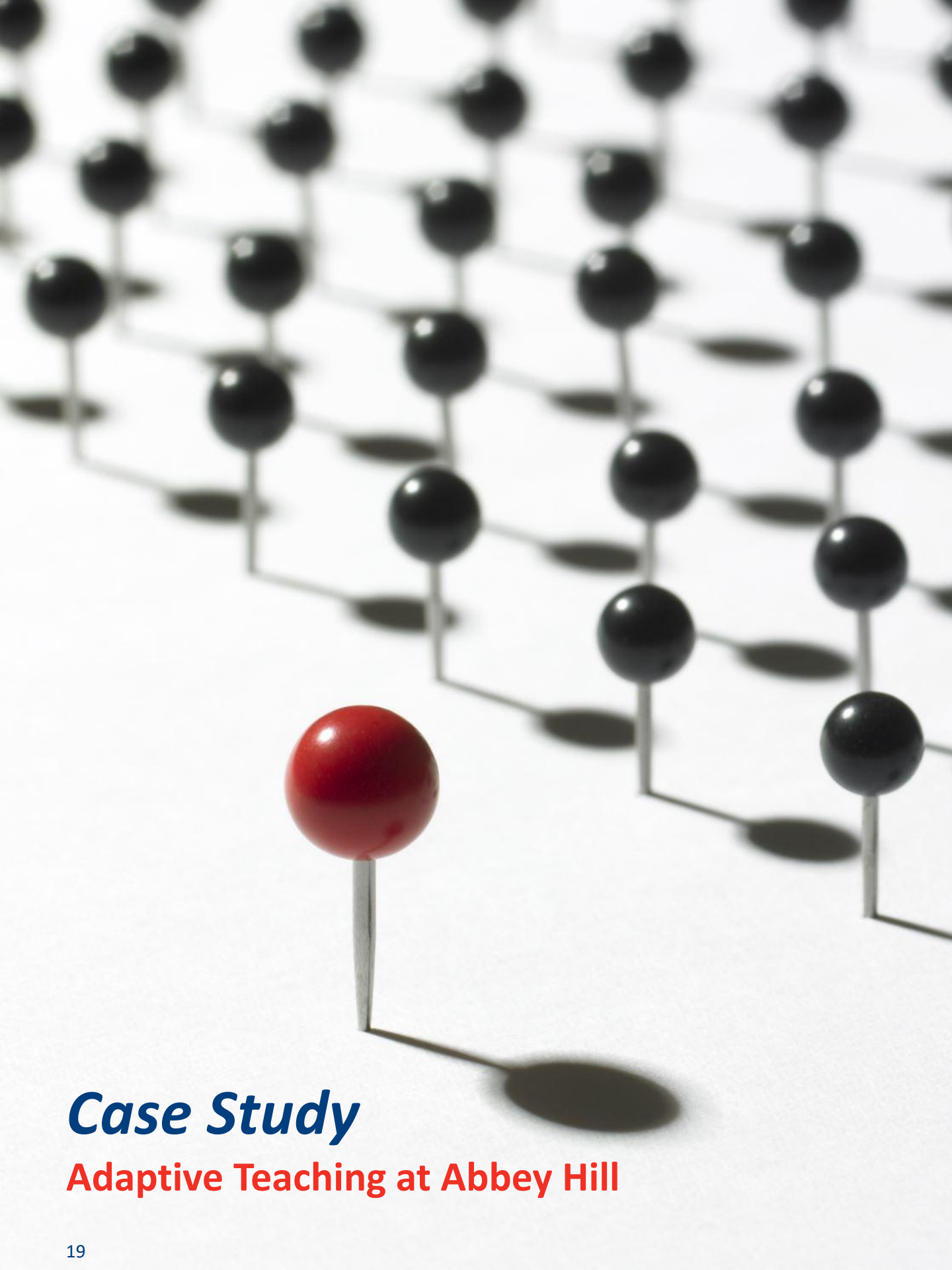
Whitchurch Federation

Development of

- Reading across the Federation
- Writing
- SEND support across school
- Outdoor Provision for all
- The Curiosity Approach in Early Years and Year One

Woodcroft Academy

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)



Case Study

Adaptive Teaching at Abbey Hill

Case Study

Adaptive Teaching at Abbey Hill



Three of the Abbey Hill School & College Professional Growth projects were focused on Adaptive Teaching. This involved teams from across the setting that work in Lower Primary, Upper Primary and Key Stages 3 and 4.

CONTEXT

The Primary department is experiencing a shift in pupil profile, with a broader range of significant and more complex needs. While differentiation is embedded, we aim to deepen adaptive teaching practices to ensure all pupils can access learning and achieve outcomes in line with their peers.

The profile of pupils within the Secondary department, particularly in KS3, has gradually shifted over time. Increasingly, pupils are entering with more complex needs and lower starting points. Adaptive teaching is central to ensuring that every pupil can access learning, make progress towards intended outcomes, and be well-prepared for their transition into KS4 and future exams or qualifications.

ORGANISATION

Abbey Hill planned three separate projects focusing on the same theme of 'Adaptive Teaching'.

Each project team was composed of the following members –

- A Project Lead (Senior/Phase Leader)
- Teachers within the specific key stage
- Level 7/8 support staff
- Level 5 support staff
- Level 4 support staff

These teams operated in a consistent manner with clear roles and responsibilities for each member of the team. (Overview on the right).



PROJECT LEAD

Lead the project within their Key Stage; coordinate CPD and coaching; oversee implementation of adaptive teaching strategies; monitor progress against KPIs; support staff in resource use and planning.

TEACHERS

Implement adaptive teaching strategies in daily practice; engage in CPD and coaching; contribute to planning reviews and lesson observations; share and evaluate use of resources to support learners with complex needs.

LEVEL 7/8 SUPPORT STAFF

Collaborate with teachers to adapt learning activities; provide targeted support to pupils with significant barriers; contribute to feedback on resource effectiveness and pupil progress.

LEVEL 5 SUPPORT STAFF

Support delivery of adaptive teaching strategies; assist in resource preparation and implementation; provide feedback on pupil engagement and progress; participate in CPD where appropriate.

LEVEL 3 SUPPORT STAFF

Assist with pupil support; help implement adaptive strategies under teacher guidance; contribute to observations and feedback on pupil needs and responses to adapted teaching.

Case Study

Adaptive Teaching at Abbey Hill



INTENT

Lower and Upper Primary objectives were to:

- Develop and embed adaptive teaching strategies that enable pupils with a range of diverse and complex needs to access learning and achieve expected outcomes
- Enhance staff confidence and competence in identifying and responding to barriers of learning
- Ensure that teachers utilise a wide range of readily available resources to adapt and support all learners, particularly those with the greatest barriers

Key Stage 3 and 4 set the following objectives:

- To establish and embed adaptive teaching approaches that support pupils with diverse and complex needs in accessing learning and achieving their intended outcomes
- Teachers consistently make effective use of a wide range of available resources to adapt learning for all pupils and prepare them for their “normal way of working”, with clear evidence of targeted support for specific groups such as EAL learners.
- To strengthen staff confidence and ability in recognising and addressing barriers to learning.

IMPLEMENTATION

There were some common approaches used across all three projects to provide consistency for staff working in different key stages. These included opportunities at the beginning to reflect on current practice, exposure to evidence-based research, access to professional development, collaborative learning and coaching. Challenges were successfully addressed by staff. These included individual knowledge about adaptive teaching practices and resource use and management that was available to support pupils.

PROJECT MILESTONES

AUTUMN 2025

- Audit current adaptive teaching practices and resource use.
- CPD on adaptive strategies and inclusive planning for all within the department.
- Introduce a shared resource bank for adaptive teaching tools.
- Establish and implement the coaching model with teachers to support implementation.
- Begin adaptive planning reviews as a department.
- Lesson plans and lesson visits demonstrate adaptive teaching strategies considered during lessons.

SPRING 2026

- Midpoint review of adaptive teaching impact identifies strengths and ongoing developments.
- Best practice is shared amongst the department.
- Progress meetings evaluate the use of resources in planning and delivery.
- Share successful strategies and resources across the department (CPD).
- Track pupil progress and triangulate with planning, lesson visits and outcomes.

SUMMER 2026

- Final review of adaptive teaching practices and pupil outcomes.
- Staff present case studies of impact and resource use.
- Evaluate project outcomes and identify next steps.
- Prepare a celebration event to present the impact and outcomes of the Professional Growth projects.

Case Study

Adaptive Teaching at Abbey Hill



GATHERING EVIDENCE

In June 2026, all the teachers (17 in total) participated in a questionnaire.

They were asked the following questions -

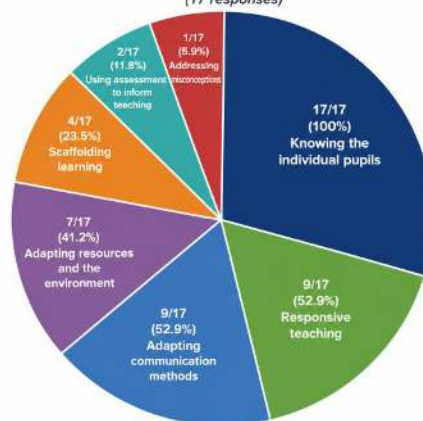
- *What do you understand about adaptive teaching?*
- *What are the key principles of adaptive teaching at Abbey Hill?*
- *How confident are you in adapting teaching to meet the needs of learners?*
- *What information do you use when planning for adaptations for pupils?*
- *What adaptations do you use regularly in your teaching?*
- *How do you evaluate whether adaptations are successful?*
- *What training or support has helped you to develop your adaptive teaching knowledge/confidence?*
- *What further support or training would help strengthen your knowledge/confidence?*
- *How can we improve adaptive teaching in our setting?*

IMPACT

The questionnaire findings indicate that adaptive teaching is well embedded at Abbey Hill Academy & College. Staff demonstrate a shared understanding of adaptive teaching, high levels of confidence in implementing adaptive strategies and a strong commitment to personalised learning.

Responses consistently highlight the importance of knowing individual pupils, adapting communication and using a range of strategies to remove barriers to learning. The findings also suggest that staff view adaptive teaching as a responsive and learner centred process that prioritises engagement, accessibility and progress.

Key Principles of Adaptive Teaching in Our Setting
(17 responses)



Teaching staff were asked what are the key principles of adaptive teaching at Abbey Hill:

17/17 teachers said the most important key principle was knowing the individual pupils

9/17 teachers voted that responsive teaching would be in the top 3

9/17 teachers voted that adapting communication methods would be in the top 3

7/17 teachers said adapting resources and the environment would be in the top 3

4/17 teachers said scaffolding learning would be in the top 3

2/17 teachers said that using assessment to inform teaching would be in the top 3

1/17 teachers said addressing misconceptions would be in the top 3

At the same time, the questionnaire has identified several opportunities to further strengthen practice through increased focus on assessment informed adaptation, pupil and parent voice, sharing of resources, therapeutic approaches and expertise across the setting. More information about the questionnaire responses can be found on the next page.

Case Study

Adaptive Teaching at Abbey Hill



ADAPTIVE TEACHING QUESTIONNAIRE – RAG SUMMARY

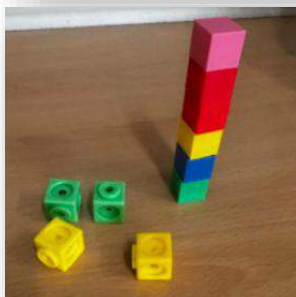
Area of Practice	Evaluation	Evidence from questionnaire
Staff understanding of adaptive teaching	Strong	100% of staff accurately explained adaptive teaching and recognised it as adapting practice to meet individual learner needs.
Staff confidence in adaptive teaching	Strong	100% of staff reported being either very confident or extremely confident in adapting teaching.
Knowledge of individual pupils	Strong	100% of staff identified knowing the individual pupil as the most important principle of adaptive teaching.
Responsive teaching	Strong	Staff identified responsiveness as a key feature of effective adaptive teaching and demonstrated understanding that adaptation is dynamic and ongoing.
Communication adaptations	Strong	Communication emerged consistently throughout the questionnaire, supported by extensive communication-focused training and regular use of communication aids.
Visual supports	Strong	Visual supports were the most frequently used adaptive strategy, with all staff reporting regular use.
Planning strategies using pupil knowledge	Strong	Previous learning, EHCP outcomes and assessment information were the most frequently used sources when planning adaptations.
Evaluation through engagement, progress and independence	Strong	Staff primarily evaluate successful adaptations through pupil engagement, progress towards outcomes and increasing independence.
Professional development and collaborative practice	Strong	Staff identified coaching, CPD, specialist training, leadership support and sharing good practice as key influences on their development.
Use of assessment to inform adaptive teaching	Developing	Assessment information was identified less frequently than other adaptive teaching principles and evaluation measures.
Scaffolding and addressing misconceptions	Developing	Staff use scaffolding in practice but fewer identified it as a key principle. Addressing misconceptions was rarely referenced.
Integration of therapeutic recommendations	Developing	Therapy recommendations were used by some staff but were not commonly identified as a primary planning tool.
Resource sharing and consistency of practice	Developing	Staff identified resource banks, shared toolkits and opportunities to share expertise as areas for further development.
Pupil voice in evaluating adaptations	Developing	Staff identified resource banks, shared toolkits and opportunities to share expertise as areas for further development.
Parent/carers voice	Priority Development Area	Parent/carers information was not selected as a key planning tool or evaluation measure by any staff member.

Case Study

Adaptive Teaching at Abbey Hill



ADAPTIVE TEACHING IN LOWER KEY STAGE 1



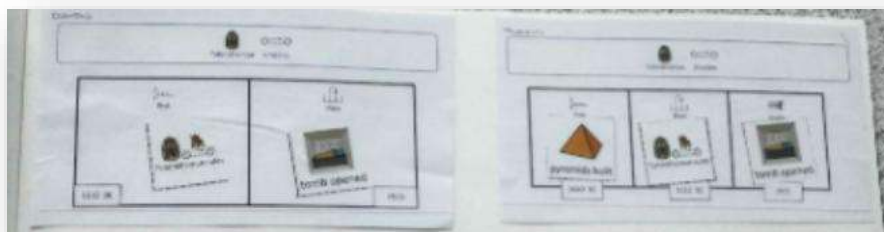
Above: We have a range of knives. Starting with plastic choppers, moving on to plastic safety knives and finally, sharp knives. We have a range of pencils and supports that help pupils with mark making and handwriting. We have a range of scissors to support first cutting skills and moving on to more complex cutting tasks.

Left: Resources (such as magnetic cubes) allow pupils who have barriers in their fine motor skills to practice by building multilink towers with the cubes. They are also a big part of live adaptive teaching in our maths sessions (concrete resource).

Right: Prompt cards form part of our adaptive teaching boxes. Quick 'grab and go' cards that are ready to use as needed.

Work and activities are adapted and differentiated for bespoke pupil needs and levels. They can be adapted during the planning process and as a responsive adaptation if a child's showing that they do not understand.

Activities are a practical experience where possible. To support learning in KS1, we also use visual communication boards.

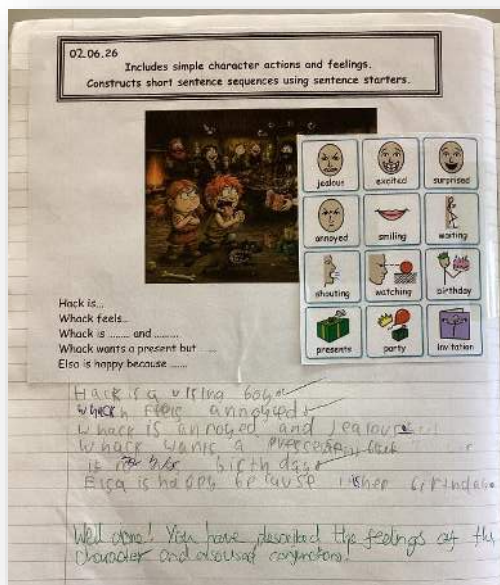


Case Study

Adaptive Teaching at Abbey Hill



ADAPTIVE TEACHING IN KEY STAGE 3



Above: In KS3 we were using dots and dashes for students to sound out words and an image of symbols and sentence starters supporting writing tasks.



Above: To accompany each lesson and each topic, a bank of communication boards are used to support language, aid understanding and to support writing. We adapt the sensory trays based on a child's understanding of a visual. For example, if they were not understanding 'plant', we would create a sensory tray to allow a visual experience of plants. Where needed and appropriate, some pupils have quick communication visuals to be able to express to staff their wants and needs at any time. Visuals have been adapted gradually based on how children have responded and progressed from previous support put into place.



Left: During English lessons, we use Colourful Semantics to support sentence construction. Pupils access this at different levels according to their individual needs. Some pupils are provided with two options to choose from when completing their sentence using our sentence-building sheets, while others are given a wider range of choices to encourage them to select the most appropriate words and build an accurate sentence independently. Depending on the sensory and regulation needs of the class on the day, pupils are then supported to record their sentence in different ways. Some pupils are encouraged to hold their sentence in mind and write it independently, while others copy their completed sentence and are reminded about key writing skills such as finger spaces, capital letters, and full stops. Some pupils may overwrite an adult-written model, and others may focus solely on constructing the sentence using Colourful Semantics, with an adult reading the completed sentence back to them to reinforce meaning and language development. This approach enables all pupils to access the same learning objective whilst providing an appropriate level of support and challenge.

Case Study

Adaptive Teaching at Abbey Hill

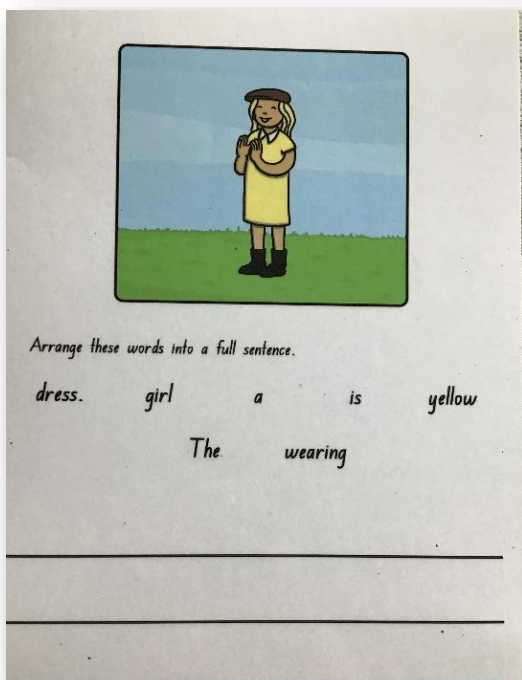
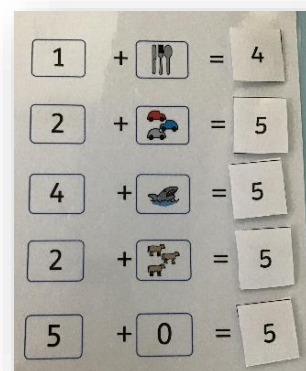


ADAPTIVE TEACHING IN ASPIRE

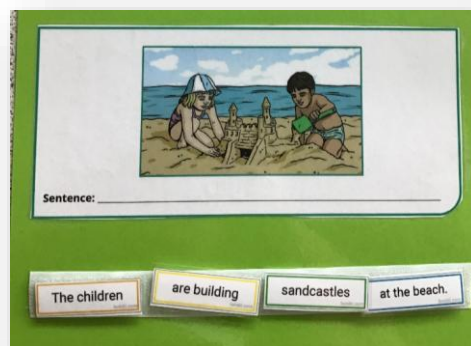


Left: When answering questions we use 3 methods. Some pupils will verbalise the answer, some need visuals to point at and others write the answer. Here the adult is asking "What is this?" as they point to an object on the picture.

Right: One pupil had a target to be able to do some simple additions. He could write his name, but at first we didn't realise he couldn't write numbers. We adapted the resource by using numbers on Velcro to answer the questions.



Left: Ordering sentences activity for pupils that can write.



Above and left: Ordering sentences activities for non-writers.

Case Study

Adaptive Teaching at Abbey Hill



ADAPTIVE TEACHING IN COLLEGE

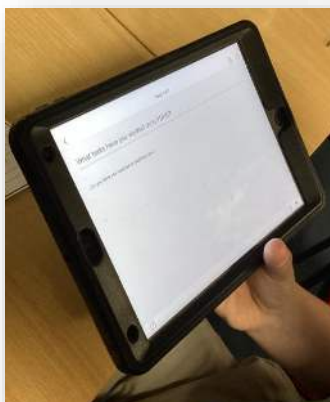


Above: These resources have been created to support the teaching and learning of maths. Sensory teaching has been adapted to engage the learner and allow them to process information and retain concepts, regulate emotions and understand ideas.

Tactile learning has been used to build math models and to develop knowledge and understanding of key maths topics.



Above: As an adaptive teaching strategy, pins were used to physically highlight the area being explored during the DoFe expeditions. This reduced cognitive overload for students on the sports pathway by focusing their attention on the relevant section of the map, helping them identify key features and engage more effectively with the surrounding environment.



Left: One pupil uses his 'Seeing AI' app on the iPad to clearly read aloud any text he is presented with. He now independently takes the iPad to all of his lessons and uses it to assist his understanding of written text. Previously he had used a pen-reader but he prefers this method as the screen is larger and he can use the app on any piece of writing.

Case Study

Restorative Regulation at Meir Heath Academy



Case Study

Restorative Regulation at Meir Heath Academy

Back in the autumn, leaders at Meir Heath Academy in Staffordshire chose to focus their Professional Growth project on integrating relational restorative practice, anxiety-aware individual planning (RAMP), and the Zones of Regulation to build relationships, resilience and inclusion across the school.

Principal **Melanie Southern** explains, “At Meir Heath Academy we know that learning is about more than just reading, writing, and maths. It’s also about understanding our feelings, building relationships, and helping one another. The intention with our project was to develop a coherent whole-school approach to supporting pupils’ emotion regulation, relationships, and behaviour, while ensuring parents are informed and equipped to support their children consistently across home and school.”

To justify and shape their decisions, staff referred to the very latest evidence from the **Education Endowment Foundation (EEF)** and other trusted sources. This led them to identify the following key priorities:

- *Reviewing and refining behaviour practices toward a restorative model that strengthens relationships and resilience.*
- *Introducing structured self-regulation tools (Zones of Regulation) so pupils and parents have concrete strategies for recognising and managing emotions.*
- *Implementing RAMP (Reducing Anxiety Management Plan) to create tailored, collaborative plans for pupils with anxiety/social-emotional vulnerability.*
- *Building staff capability through training so approaches are applied consistently, increasing inclusion and psychological safety across the school.*



Objective 1 — Whole-school:

Move behaviour systems to a restorative model and reduce harmful exclusions and low-level disruption.



Objective 2 — Targeted pupil support:

Introduce RAMP (Reducing Anxiety Management Plans) so vulnerable pupils have collaborative, individualized regulation plans.



Objective 3 — Universal classroom practice:

Implement Zones of Regulation to teach explicit emotion-regulation strategies and build pupil self-management.



relational & restorative approach

What is meant by a relational and restorative approach?

“Widespread efforts to curb exclusionary and discriminatory discipline in schools have led to a growing focus on restorative approaches, a set of practices aimed at building strong in-school relationships and attachments, rather than pushing students out of school.”

Building a Positive School Climate Through Restorative Practices
(Learning Policy Institute, 2021)

What does the research tell us?

A growing body of research indicates that restorative practices are beneficial.

As research findings accrue, they point toward positive impacts of restorative approaches on student behaviour, disciplinary outcomes and disparities, and school climate.

Numerous descriptive studies have found that restorative practices are not only associated with improvement in student behaviour (e.g., decreases in fighting and bullying), but also with a decrease in referrals, classroom removals, suspensions, and expulsions.

You can watch a short video showcasing our Meir Heath Academy have applied the research by clicking on the windmill logo on the right.



At Meir Heath Academy pupils:

Build strong friendships

Solve problems together

Learn from mistakes



RESTORATIVE CONVERSATIONS



HELPING US MOVE
FORWARD TOGETHER

WHAT HAPPENED?

WHO HAS BEEN AFFECTED?

HOW CAN WE MAKE THINGS RIGHT?

HOW WE SHARE OUR
FEELINGS

I FEEL...

WHAT I'D
LIKE IS...

IS THAT
OK?

the **ZONES** of **REGULATION**

What are The Zones of Regulation?

The Zones of Regulation is a trusted, research-based framework that builds emotional regulation and behavioural skills for life.

Grounded in cognitive behavioural science, it gives individuals and communities a common language for navigating emotions—and the practical strategies to do it well.

Why It's Different:

- ✓ Supports neurodivergent and neurotypical learners alike
- ✓ Enhances learning, focus, and resilience
- ✓ Builds capacity for co-regulation and connection

The Four Zones

These support pupils in recognising emotions and applying strategies to feel ready for learning.

- Blue Zone – feeling sad, tired, unwell or bored
- Green Zone – feeling calm, happy, focused and ready to learn
- Yellow Zone – feeling worried, excited, silly or frustrated
- Red Zone – feeling angry, overwhelmed or out of control

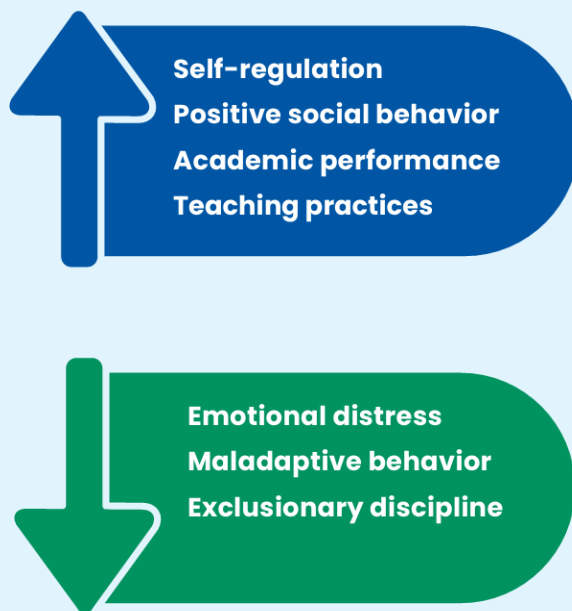
Strategies shared

At Meir Heath Academy, we believe that when children feel safe, calm and supported - they can do their very best learning. This includes:

- Using approaches that focus on breathing, counting, stretching and talking
- Asking for help when needed
- Supporting others
- Feeling included

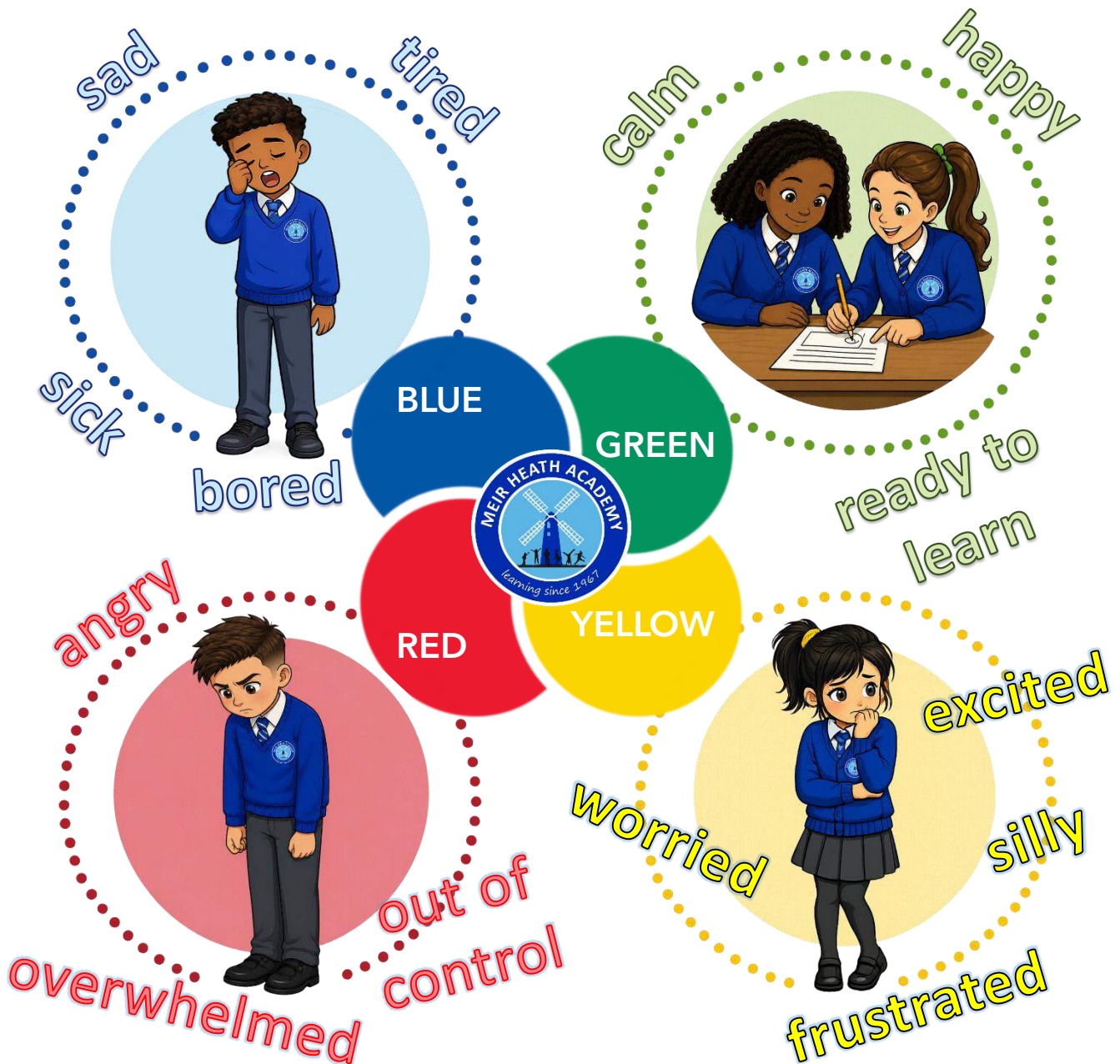


Outcomes of The Zones of Regulation



To access research and scholarly articles on The Zones of Regulation (Kuypers, 2011) click on either of the graphics above.

the
ZONES
of
REGULATION



HELPFUL REGULATION STRATEGIES



When you're in the **BLUE ZONE**:

- Try drinking some water
- Stand up and stretch your body



When you're in the **GREEN ZONE**:

- Help others and make sure everyone feels included



02



When you're in the **YELLOW ZONE**:

- Take deep breaths
- Count to ten
- Talk to a friend or adult



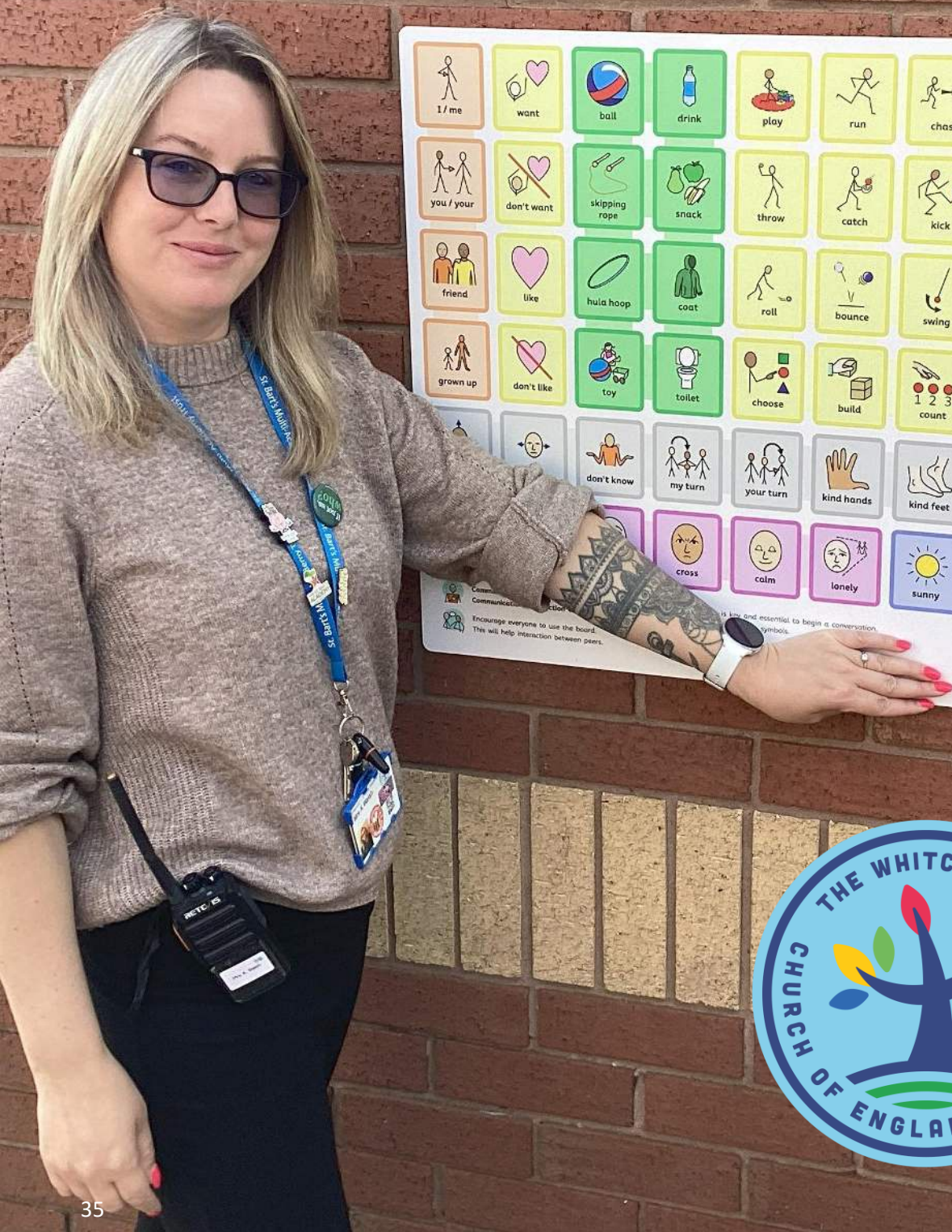
When you're in the **RED ZONE**:

- Ask for help
- Use the Calm Corner to feel safe again



Case Study

Celebrating Collaboration, Inclusion and Impact



Case Study

Celebrating Collaboration, Inclusion and Impact Across The Federation

This year, we are proud to celebrate the remarkable journey of two dedicated teams who, although initially working independently on distinct priorities, have come together with a shared purpose: to improve access, inclusion and opportunity for every child across our federation.

Their combined efforts have not only strengthened provision but have also created a lasting, positive difference for pupils and staff alike.

The SEND and Outdoor Provision projects began with clear and ambitious intentions. One focused on strengthening inclusive practice—particularly for pupils with additional needs—through improved communication, autism-friendly approaches and consistent support strategies. The other aimed to transform outdoor spaces into engaging, structured environments that promote wellbeing, collaboration and positive behaviour. While distinct in their focus, both projects were united by a common goal: ensuring that every child can thrive.

Throughout the year, staff across both sites have demonstrated exceptional commitment, working collaboratively despite the challenges of split locations, time constraints and the complexity of large teams. By forming focused working groups and sharing expertise, colleagues have built a strong, shared vision for improvement. This collaboration has been key—bringing together different strengths, ideas and perspectives to create solutions that are both practical and impactful.



Case Study

Celebrating Collaboration, Inclusion and Impact Across The Federation

The progress made has been significant.

Across classrooms and outdoor spaces, staff have developed new skills and confidence in supporting pupils effectively. Communication strategies such as Makaton and the use of visual resources have become increasingly embedded, enabling pupils—particularly those with SEND and EAL—to access learning more independently and confidently. At the same time, improved outdoor provision has created richer opportunities for play, social interaction and physical development, with children demonstrating greater engagement, teamwork and resilience.

The impact on pupils has been especially powerful. Children are not only more engaged in their learning but also feel more supported, understood and included. Whether through the confidence gained from using communication tools, the reassurance of sensory strategies, or the joy of purposeful play, pupils are experiencing a school environment that truly meets their needs. Importantly, this work has supported all learners—ensuring that inclusion is not an add-on, but a fundamental part of everyday practice.

Equally, the impact on staff has been transformative. Colleagues have embraced new approaches, strengthened their practice and built stronger relationships with pupils and each other. The increased collaboration between sites has fostered a culture of shared responsibility and collective growth, ensuring that improvements are not isolated, but embedded across the federation.

What stands out most is how these two projects—once separate—have come together in a unified approach to inclusion and development.

By aligning their efforts, the teams have created a more coherent, consistent experience for pupils, ensuring that support extends seamlessly from the classroom to the playground and beyond.

As we look ahead, there is a strong commitment to sustaining and building on this success.

The foundations are firmly in place: a shared vision, skilled and motivated staff, and a clear understanding of what works.

Most importantly, there is a collective belief in the difference this work is making.

This is something truly worth celebrating—a testament to what can be achieved when collaboration, dedication and a relentless focus on pupils come together.





Case Study The St. Bart's People Portal

Case Study

The St. Bart's People Portal



The SBMAT People Portal has been designed for all staff, bringing everything you need into one convenient online space: whether you work in one of our academies or within the central team. Access HR information, policies, wellbeing support, benefits, and key updates all in one place.

The portal was developed by the St. Bart's People Team and Daniel and Steve Jones as part of their Professional Growth project. The intention was to build a quick and convenient central point of access for people-related information, services and resources.

With a click, staff can find policies and procedures, forms, benefits information, learning and development resources and important organisational updates. The People Portal is designed to support transparency, consistency and efficiency by ensuring information is clear, accessible and current.

Should you require further assistance or are unable to locate the information you need, then do not hesitate to contact us for support at peopleteam@sbmat.org

SMBAT People Team



Gini Cotton
Head of People



Charlotte Stokes
Senior People Officer



Rachael Day
People Business Partner



Emina Sarikaya
Senior People Officer

Case Study

The St. Bart's People Portal



Accessing the People Portal

We encourage you to explore the portal and see what's available to support you in your role.

We will continue to grow and improve the platform, and your feedback will be invaluable in helping us shape it for everyone across the Trust.

To go directly to any of the six individual sections please click on the images above.

To visit the home page follow this link:

<https://belgravestbartholomews.sharepoint.com/sites/peopleportal>

Alternatively, you can access the Portal from the SBMAT website through the People Portal login tab: **<https://sbmat.org/>**

If you have any issues accessing the platform, please contact **ictsupport@sbmat.org**

<https://belgravestbartholomews.sharepoint.com/sites/peopleportal>



The Power of Three

Our EiA partnership with the EEF



The Power of Three

Our EiA partnership with the EEF



As Year One of our Evidence into Action Partnership with the Education Endowment Foundation (EEF) and Aspirer and Staffordshire Research Schools comes to a close, we reflect on the achievements we have seen over the last academic year.

Autumn 2025

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 (see Partnership Aims box on the right). Our successful bid to continue working with the EEF, Aspirer and Staffordshire Research Schools meant that these aims could be addressed.

October saw the official launch with an online briefing for St. Bart's leaders. We also carried out a baseline survey for Maths leads. In November we held Implementation Planning Workshops for principals and subject leaders. These focused on an overview of the project and an outline of the programme. Participants were also introduced to our model that uses research evidence: The Power of Three.

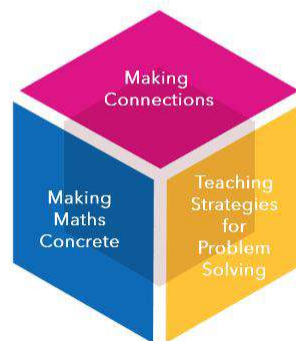
We also held our first Steering Group meeting. This group have been tasked with overseeing the strategy, reviewing progress, and ensuring strong communication across all stakeholders.

Spring 2026

Face-to-face sessions continued in the spring. These covered effective implementation and mechanisms of professional development. CPD was another focus for Maths leads as they were invited to attend training sessions on the separate elements of The Power of Three. These were delivered by EEF Evidence Lead in Education, Tom Manners.



The Power of 3



Behaving like a Mathematician

Partnership Aims

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.

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.

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

The Power of Three

Our EiA partnership with the EEF



Summer 2026

The summer term saw more face-to-face professional development days and a series of virtual twilight sessions for St. Bart's staff.

Maths Leaders Day

In April our maths subject leaders attended the final CPD module delivered by EEF Evidence Lead in Education (ELE) Tom Manners. This session covered Teaching Problem Solving from our 'Power of Three' model.

Trust Leaders Day

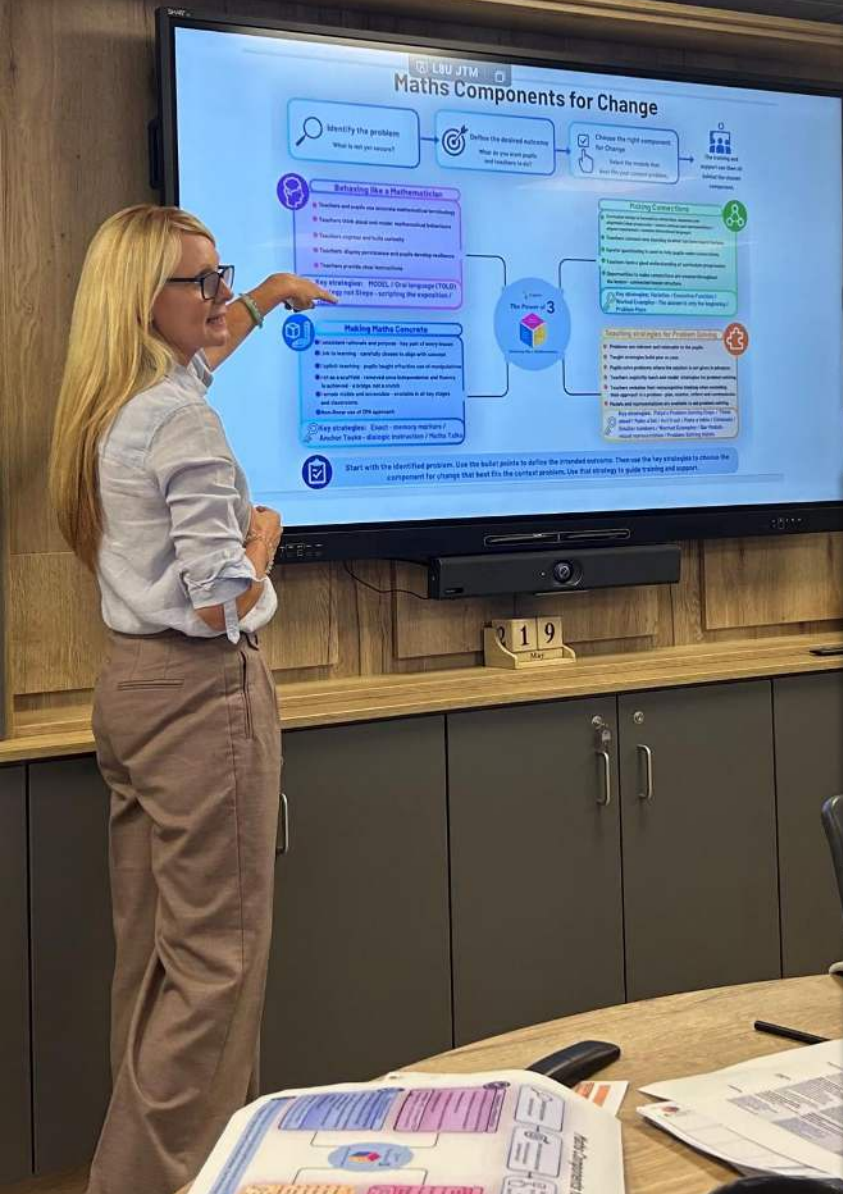
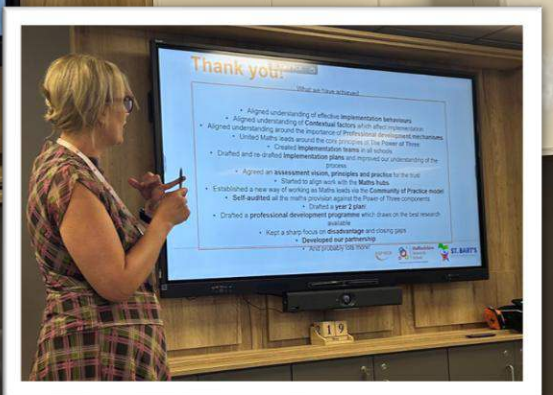
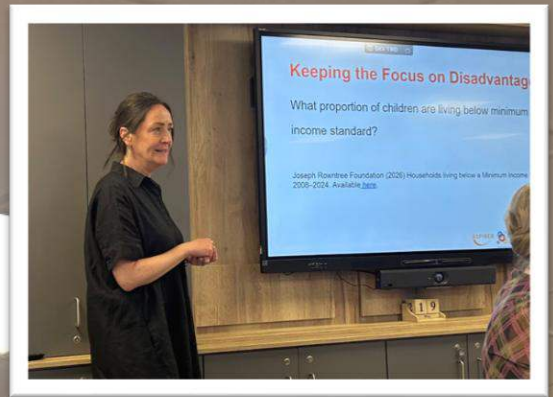
At the beginning of June, St. Bart's principals and maths leads came together in the Hub to reflect on the first year and begin planning for Year 2. Key to this was the opportunity to ensure individual school implementation plans were being driven through. Leaders reflected on current practice – identifying strengths, areas for development and desired outcomes.

Expert input from the Research Schools on the principles behind effective professional development led into an opportunity for schools to begin planning their own CPD programme for maths in 2026-27.

Kate Li (St. Bart's Trust Maths Lead) also shared the work on implementation that she has developed for her own school – Nantwich Primary Academy. She also presented her 'Maths Component For Change' model which was an excellent 'takeaway' for those who attended. It supports staff in identifying a problem, defining the desired outcome and choosing the right component from change based on 'The Power of Three' modules.

Right: In April, St. Bart's maths leaders attended training on Module 3 of The Power of Three delivered by Tom Manners.





Above: In June 2026, St. Bart's Trust Maths Lead Kate Li shared her 'Maths Components for Change' model with principals and maths leaders.

The Power of Three

Our EiA partnership with the EEF



An integral element to The Power of Three partnership has been the range of professional development opportunities for St. Bart's staff

Professional Development Days for St. Bart's Maths Leaders

Throughout Year One of the partnership, St. Bart's Maths subject leaders have attended three face-to-face professional development days focused on The Power of Three.

In April, participants were challenged to use drama to teach maths as they used an 'acting out' strategy to problem solve!



Virtual Online Training Modules

Year One of the partnership has also seen the creation of four The Power of Three online training modules which provide teachers and support staff with evidence-informed practices and adaptive strategies to improve pupil outcomes.

These are available to access for all staff on the CPD Hub on the St. Bart's People Portal.

Maths Communities of Practice (COPs)

One of the most exciting developments of the Evidence into Action Partnership has been a new approach to collaboration. Our Trust Maths Leads have been supported by Aspirer and Staffordshire Research Schools to create St. Bart's Communities Of Practice (COP) for Maths. These two groups are comprised of Trust Maths Leaders that meet together to help build system capacity, sustain practice, and share learning. The focus for the first round of meetings was the individual school Implementation Plans, and feedback from participants was overwhelmingly positive.



The Power of Three

Our EiA partnership with the EEF



The Power of Three Online Training Modules

Our two-year partnership with the **Education Endowment Foundation** (EEF) is aimed at providing St. Bart's leaders and teachers with evidence-informed practices and adaptive strategies to improve pupil outcomes.

Year One of the partnership has seen the creation of four **The Power of Three** training modules. The contents of each module are outlined below.

Access them on the **CPD Hub** on the **St. Bart's People Portal** here – [The Power of Three Videos](#)



Module 1

- Behave like a Mathematician
- Speak like a Mathematician
- Modelling – the MODEL acronym
- Modelling – strategy not steps
- Oracy



Module 2

- Making connections – what the evidence says
- Connections within a lesson
- Example problem pairs
- Executive function



Module 3

- Behave like a Mathematician
- Speak like a Mathematician
- Modelling – the MODEL acronym
- Modelling – strategy not steps
- Oracy



Module 4

- Behave like a Mathematician
- Speak like a Mathematician
- Modelling – the MODEL acronym
- Modelling – strategy not steps
- Oracy

The Power of Three

Our EiA partnership with the EEF



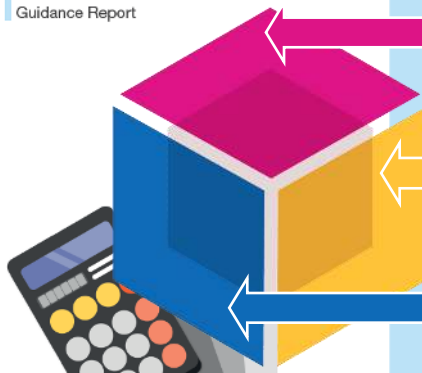
A Thank You From Tom Manners (EEF Evidence Lead in Education)



I was delighted to work alongside the two research schools to create 'The Power of Three' model drawing on the research from the EEF guidance reports for mathematics.

From day 1, the response from the maths leads at St. Bart's was so positive, they were open to listening, discussing, collaborating and learning together. In addition, they were also willing to challenge me to ensure they understood the content and potential application! The desire to affect change in their respective schools was palpable and I feel so privileged to have been a part of the journey.

IMPROVING MATHEMATICS
IN KEY STAGES TWO AND THREE
Guidance Report



Making Connections

Recommendation 4:

Enable to develop a rich network of mathematical knowledge

Teaching Strategies for Problem Solving

Recommendation 3:

Teach strategies for solving problems

Making Maths Concrete

Recommendation 2:

Use manipulatives and representations

Behaving Like A Mathematician

Recommendation 5:

Develop pupils' independence and motivation

The Power of Three

St. Bart's Case Studies 2025-26



The Power of Three

Case Study - Hungerford Primary Academy



Context

Hungerford Primary Academy is a two-form entry school with a Resource Provision supporting seven pupils with social, emotional and mental health (SEMH) needs, located in Crewe. The academy has 375 pupils, with proportions of pupils eligible for Pupil Premium funding, with English as an Additional Language (EAL) and identified SEND above national averages.

This context reinforces the importance of an evidence-informed approach to improving mathematical outcomes. Participation in the Education Endowment Foundation (EEF) project is supporting our two-year school improvement journey to strengthen pupils' ability to apply and transfer secure arithmetic knowledge and skills when solving mathematical problems and engaging in mathematical reasoning.

Principal's Voice – Anna Wheaver

The EEF project has provided a clear framework to strengthen mathematical thinking across the school, with a particular focus on ensuring disadvantaged pupils develop the confidence, language and strategies to succeed. The creation of a cross-phase implementation Team has been instrumental in building collective ownership, strengthening professional dialogue and ensuring that improvements are embedded consistently across classrooms.



The impact of the project is evident in the increased focus on mathematical oracy, pupils' ability to articulate their thinking and staff confidence in modelling effective mathematical strategies.

By taking a measured approach to implementation, we have prioritised depth over pace, allowing approaches to become embedded and sustainable. Moving forward, our focus will be on further strengthening problem-solving and reasoning opportunities within lesson design, ensuring all pupils can apply their mathematical knowledge flexibly and confidently.



The Power of Three

Case Study - Hungerford Primary Academy



Maths Leader Voice – Anna Tomley

At Hungerford, our children talk like mathematicians. Verbally, they notice, discuss and explore patterns, puzzles and sequences. The EEF project is supporting us on our two-year journey to embed these purposeful mathematical conversations into problem-solving and enabling children to develop deeper understanding, conjecture with confidence and apply known strategies to increasingly complex mathematical problems.



One of the key strengths of Year 1 has been the establishment of a cross-phase implementation team, bringing together staff with a range of roles, expertise and perspectives in mathematics. This distributed leadership approach has fostered collective ownership of the project, enabled evidence-informed decision-making and ensured that implementation strategies are responsive to classroom practice across the school. As a result, the project has strengthened consistency, staff engagement and capacity for sustainable improvement, particularly in supporting disadvantaged pupils to apply arithmetic knowledge within reasoning and problem-solving contexts. Taking a measured approach to implementation, this year we have focused on embedding effective strategies alongside our work on oracy. A key priority has been developing consistency in the teaching and modelling of mathematical strategies, with staff using the I do, we do, you do approach to support pupils in moving from explicit instruction towards independent application throughout the lesson.

Reflective Quotes

"We are proud of the impact this project has had on our disadvantaged learners, building their confidence, mathematical language and strategies to access learning. The focus on oracy and thinking like mathematicians, alongside high-quality CPD, has strengthened practice across the curriculum and supports our ambition to narrow the disadvantage gap."

Anna Tomley, Assistant Principal & Maths Lead

"I enjoy maths now because we have stuff that reminds us how to work things out and that makes it easier to to understand, so I've learnt loads more!"

Y4 Disadvantaged Pupil

Next Steps for 2026-2027

Next year, our priority is to build on the strategies approach and professional development by embedding carefully selected opportunities for problem-solving and reasoning within mathematics lesson design. This will ensure pupils are supported to apply their mathematical knowledge flexibly and develop deeper conceptual understanding.

The Power of Three

Case Study – Saint Nathaniel’s Academy



Context

Saint Nathaniel’s Academy is a two-form entry school located in Burslem, Stoke-on-Trent which caters for just over 470 students. Percentage numbers for Pupil premium funding, EAL and SEND are all well above national average. This project has focused on how to improve teaching and learning so that all pupils get a consistent approach across all key stages, with teachers confident in using ‘Teaching for Mastery’ principles within their classrooms.

Principal’s Voice – Lucy Meredith (Head of School)

The partnership between the school trust and the Education Endowment Foundation (EEF) has been invaluable in helping us develop a strategic and sustainable approach to improving classroom practice through teacher development. Working closely with our Maths Lead has enabled us to plan and implement changes that can become embedded in everyday teaching, delivering long-term benefits for pupils.



Staff engagement has been a key strength throughout the process. Teachers have shown strong buy-in, with many already applying strategies from training in their classrooms. A structured programme of professional development has helped teachers and support staff build knowledge, skills and confidence over time, while creating opportunities for reflection and discussion. The enthusiasm of colleagues has been especially encouraging. Staff are keen to participate in training, regularly asking about future sessions and engaging in professional dialogue about the ideas being introduced. This has helped foster a collaborative culture of continuous improvement.

Although the project is still in its early stages, there are already positive signs of impact. Learning walks have identified increased opportunities for mathematical talk, with pupils being encouraged to explain their thinking, discuss ideas and justify their reasoning. These developments are supporting deeper mathematical understanding and more meaningful classroom engagement.

The most significant shift for us as a school has been the whole school approach with staff from all phases of the school and all roles being actively involved in CPD and developing their classroom practice.



The Power of Three

Case Study - Hungerford Primary Academy



Maths Leader Voice – Jason Rowley

The partnership project has been highly beneficial in helping me develop a deeper understanding of how to plan for and implement sustainable, long-term change across the school. It has provided valuable opportunities to consider how best to engage and support all staff in developing their teaching practice and embedding new approaches effectively.



Through regular communication and collaboration with the Headteacher, Senior Leadership Team and implementation team, we have been able to identify key priorities for improvement and carefully plan professional development and training to address these areas.

As a Maths Leader, the project has encouraged me to think strategically about how to enable all staff to grow professionally and make meaningful changes within their classrooms. The training provided through the partnership offered practical guidance and evidence-informed approaches, while also giving me time to reflect on how these could be adapted and implemented successfully within our own context.

Early evidence suggests the project is already having a positive impact. Pupils have shared that they enjoy the way mathematics is being taught, and staff have reported increased confidence among many learners. These encouraging outcomes provide a strong foundation for future development and give us confidence as we plan the next phase of implementation. We look forward to building on this success and introducing further improvements that will continue to enhance the quality of teaching and learning across the school.

Reflective Quote

“The biggest difference in my practice as a leader this year has been to consider how to enable all staff to develop professionally, in order to create a thriving learning environment”

Jason Rowley, Y6 Teacher & Maths Lead

Next Steps for 2026-2027

Our key priority for 2026-27 will be to focus on Mathematical behaviours both within our pupils and our staff. We have planned out how to deliver training across the academic year to allow staff to implement changes within their teaching and then build on their skills through the year. We have planned in opportunities to monitor and evaluate the progress being made at each stage, to enable us to give support where needed.

Living Our Values

News from across St. Bart's



Living Our Values

News from across St. Bart's



ST. BART'S
MULTI-ACADEMY TRUST



ST. BART'S MAT EXCELLENCE AWARD FOR SEND

We are delighted to report that St. Bart's were the recipients of the SEND Award for 13+ schools at the **MAT Excellence Awards 2026**, celebrating impact and achievement across the education sector. The award recognises the dedication and leadership of our central team in driving a trust-wide approach to SEND and inclusion across all 23 academies. Through collaboration, innovation and a shared commitment to ensuring every child can thrive, we continue to create opportunities and remove barriers for learners across our Trust. This includes embedding SEND inclusion through research-informed practice, Apple Trust 1:1 iPads, B Squared tracking, Virtual School collaboration and other initiatives such as our SEND & Inclusion Conference at Bet365 Stadium.

MAT EXCELLENCE AWARDS



St Bart's SEND Strategic Lead **Lisa Henshall** (above) commented, "We have created trust-wide belonging, equity, and high aspirations to ensure that all children, including those working significantly below age-related expectations, thrive."

You can read more about the awards here –
<https://matexcellence.co.uk/>



PASSION

Living Our Values

News from across St. Bart's



ST. BART'S
MULTI-ACADEMY TRUST



ST. BART'S SUMMER CELEBRATION 2026

On Wednesday 8th July pupils from across the Trust came together at St. Peter's C of E Academy in Stoke to create our SBMAT Summer Celebration Choir and share joy through songs and the spoken word.

Sara Goddard (Principal at Kingsland C.E. Academy) said, "What a truly special moment it was to see children from across our schools come together as one voice. Their enthusiasm, talent and joy filled the room and perfectly reflected the spirit of our trust community. For many of us, the performance was incredibly moving.

Watching the children sing with such confidence, pride and happiness was a powerful reminder of what can be achieved when we work together. It was a moment that brought smiles, and more than a few tears, to our eyes. Heartfelt thanks to all the pupils who took part, as well as to the staff who rehearsed, supported and encouraged them. Events like this require a huge team effort, and we are immensely grateful for everything you did to make the choir such a success. It was a wonderful celebration of our shared values, our talented young people and the strength of our trust family."

St. Bart's CEO Lisa Sarikaya said, "There are moments in life that you would not want to miss and will stay with you for a very long time. This event was one of those. It gave me goosebumps that won't be forgotten. To see our St Bart's family of schools working together and performing in such a collaborative way was amazing. Thank you to all the staff that worked with the children and a special thank you to the Kingsland and Whitchurch teams who ensured the day went smoothly. I can't wait to see what we do next year!"

You can watch a video of the performance by clicking on the photograph above.



PASSION



Living Our Values

News from across St. Bart's



MUSIC SQUAD

5
SCHOOLS
PARTNERED

116
PUPILS
ENGAGED
EVERY WEEK

4536
WEEKLY
LESSONS
DEOIVERED

2
NEW
SCHOOLS
ON BOARD

+40%
GROWTH VS
LAST YEAR

6%
AVERAGE
OF PUPILS
INVOLVED

MUSIC SQUAD AT ST. BART'S MULTI-ACADEMY TRUST

Sticking with the theme of music, five of our academies have been using the **MUSIC SQUAD** service over the last academic year. The company have produced a Music Impact Summary which highlights –

- Increased participation in music across the trust
- Visible enthusiasm for music across school life
- Wider confidence and wellbeing outcomes
- Alignment with the National Plan for Music Education

Music Squad's founder **Hannah Donkin** sent us this message:

"The report highlights music participation and engagement, alignment with the National Plan for Music Education, and outcomes related to wellbeing, confidence and personal development, as well as opportunities for future music development. Participating schools have received certificates and digital badges to recognise their engagement. We are incredibly grateful for the opportunity to work alongside your schools and help more children access the incredible benefits of music education. While each school's journey is unique, together the individual reports demonstrate the impact a sustained commitment to music can have across the trust. Thank you so much for your continued support of music education and for helping create opportunities that allow children to thrive."

I love Music Squad lessons because they are fun and I feel really capable and confident when I perform.
Year 3 pupil

You can find out more about Music Squad here –
<http://www.musicsquad.co.uk/>



PASSION

Living Our Values

News from across St. Bart's



ABBNEY HILL ACADEMY & COLLEGE CLASSROOM PRACTICE HANDBOOK

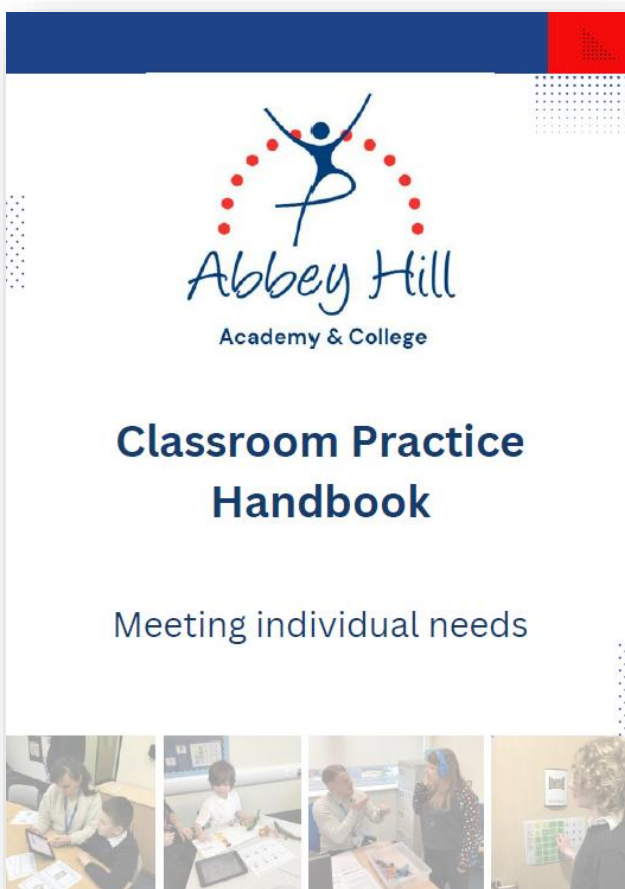
School leaders and staff at **Abbey Hill Academy & College** in Meir, Stoke-on-Trent have worked together to produce a brand-new resource aimed at meeting the individual needs of every pupil in their setting.

The **Classroom Practice Handbook** provides guidance and support for practitioners that covers five themes –

- Whole school approaches
- Structured teaching
- Communication
- Sensory needs
- Classroom aids

Ricky Porter (Deputy CEO of St. Bart's) said: "We are aiming to launch the handbook with our schools this coming September. The goal is to position it as a practical, go-to tool that settings can refer to for supporting children with SEND. It would be impossible to implement this for every child in every mainstream class. Instead, it's designed to be implemented fully within SEN units or used in a targeted way for specific pupils within mainstream classrooms. I would like to thank Abbey Hill Principal **Darryl Ellis** and the team for the work they have put into developing this. Plus, it helps to demonstrate how mainstream schools are accessing specialist expertise, while providing strong evidence of the support Abbey Hill offers to other settings."

Look out for an update in the Autumn term when the resource is made available.



"A practical, go-to-tool that settings can refer to for supporting children with SEND."



ENCOURAGEMENT

Living Our Values

News from across St. Bart's



ST. BART'S
MULTI-ACADEMY TRUST

PROFESSIONAL LEARNING & DEVELOPMENT OFFER 2026-27

Every member of St. Bart's staff has access to our professional learning and development offer, and our brand-new brochure for 2026-27 is available now.

It includes a range of high-quality training opportunities aimed at sustaining a skilled and supported workforce.

From evidence-based solutions that strengthen capabilities to collaborative learning that promotes our PEACE values, there is something for everyone.

Ultimately, our professional learning and development offer for adults is planned to improve outcomes for all our pupils.

To download your copy please click on the image on the right to access online.

Inside you will find information on professional development that covers our wider workforce, training that is education-focused, St. Bart's networks, online learning and our new People Portal.

Included in the brochure is a training diary and information on how to book on to our events.

We look forward to supporting you in releasing your potential.



PROFESSIONAL LEARNING & DEVELOPMENT 2026-27



- **Wider Workforce**
- **Education-Focused Training**
- **SBMAT Networks**
- **SBMAT People Portal**



AMBITION

Living Our Values

News from across St. Bart's



IMPROVED RECYCLING RATES ACROSS ST. BART'S ACADEMIES

St. Bart's Sustainability Officer **Julie Rowlandson** reports on the significant improvements in recycling rates through April and May 2026.

"The effort from our schools has been brilliant, with a special shout out to **Weston Infant Academy, Meir Heath Academy** and **Hungerford Primary Academy** who were our top 3 recyclers in April. The top three in May were **Abbey Hill Norton, Hungerford** and **Weston Junior Academy**.

More schools have improved their rates and we are tantalisingly close to the target of 50% recycling with 48% of waste recycled in May.

I know that a couple of schools have had issues with collections which will have affected their score, so hopefully, this will be resolved very soon and we will see a big improvement there too."

The **St. Bart's Super Gang** characters work heroically to remind our pupils about sustainability and climate change in our Trust-wide drive for a climate positive future.

Super Billy is our recycling mascot and he would like to say a big thank you to all the staff and pupils across the MAT for helping him to look after and care for our planet. Keep up the excellent work everyone!



#sustainablestbmat

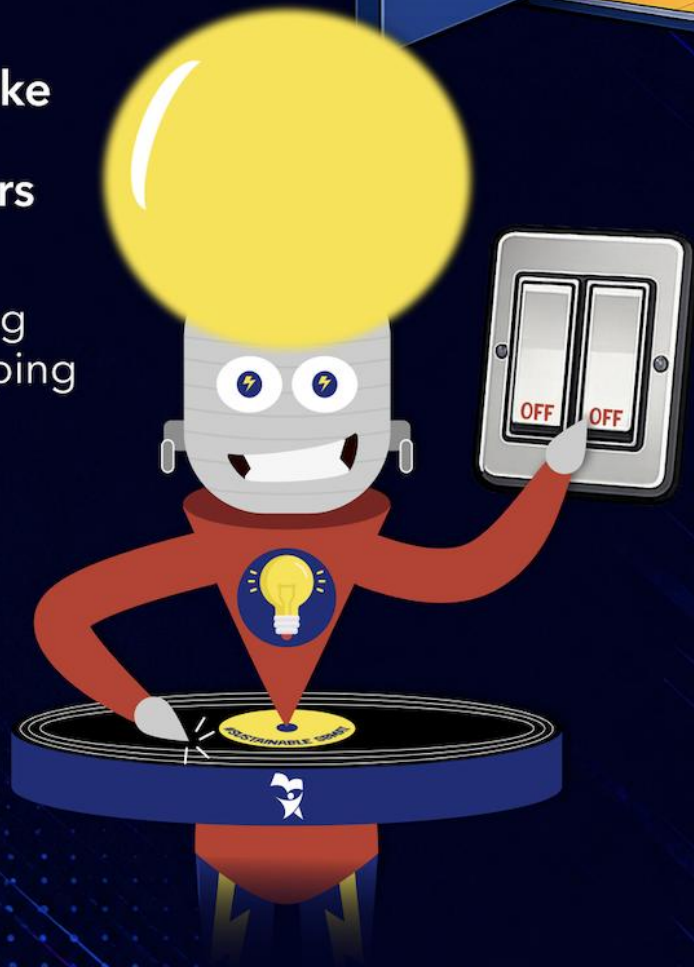


AMBITION

BE THE **CHANGE** SO THAT OUR PUPILS **FOLLOW**

Every action we take today inspires the sustainable thinkers of **tomorrow**.

Thank you for leading by example and helping to build a brighter future **together**.



#SUSTAINABLESBMAT



ST. BART'S
MULTI-ACADEMY TRUST

Living Our Values

News from across St. Bart's



STRENGTHENING PARTNERSHIPS AND SHARING PRACTICE

On Monday 13th April, leaders from **St. Bart's Academy Trust** and **Manor Hall Trust** took part in a Peer Study Review.

Colleagues in similar roles came together to reflect, exchange ideas, and recognise just how aligned the values, challenges, and ambitions of both trusts are.

From meaningful professional dialogue to building lasting connections, the impact of the day continues beyond the event itself – supporting stronger practice and better outcomes for pupils.

Feedback from those present was overwhelmingly positive. Laura Green (Head of People at Manor Hall Trust) said, "It was a bit like reassurance that we're actually in similar boats, dealing with similar things and we can really support each other in a mutually beneficial way." Thank you to everyone who attended.

You can read Manor Hall's report on the event by clicking on the image top right.



"Some of the best days and outcomes come from working together. This was a great day. Different MAT - very similar challenges. I am really looking forward to our next session."

Vickie Keeling
St. Bart's
Chief Operations Officer



COLLABORATION

Living Our Values

News from across St. Bart's

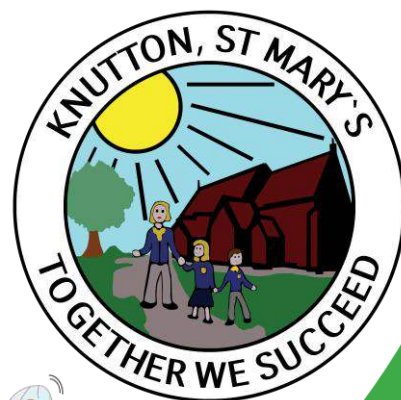


MEGA BOUNCE DAY AT KNUTTON ST. MARY'S C OF E ACADEMY

Pupils (and staff) at Knutton St. Mary's C of E Academy in Newcastle-Under-Lyme enjoyed a day of bouncing on a range of inflatables.

The event was part of our enrichment programme partnership with **Bee Active**. Every pupil across the Trust gets to enjoy an incredible day of fun, activity and unforgettable experiences that promote confidence, wellbeing and enjoyment.

You can watch a short video about the event by clicking on the Knutton logo below.



ENJOYMENT



BEE ACTIVE

Living Our Values

News from across St. Bart's



ST. BART'S
MULTI-ACADEMY TRUST



OUR PRECIOUS PLANET ARTWORK PROJECT

We have been delighted by the thoughtful, creative, and inspiring pieces made by our pupils. It has been wonderful to see so many different interpretations of the theme, with artwork exploring questions about our relationship with the Earth, caring for creation, faith, responsibility, and hope for the future.

Thank you to all the pupils who invested their time, imagination, and talent into expressing their own beliefs and ideas through such a wide variety of artistic styles and media. Each piece reflects a unique perspective, making this collection a truly special celebration of creativity. A special thank you also goes to our teachers for encouraging and supporting pupils throughout the project. Your guidance and enthusiasm have helped make this opportunity such a success. Mark White (Creative Director at Kingsland C. E. Academy) has put together an interactive gallery slideshow which you can visit by clicking on the image above.



ENJOYMENT



St. Bart's Pupil Parliament
Summer Meeting at Keele Hall

Summer Meeting 2026

Our termly Pupil Parliament meeting took place at Keele University in June. The theme was communication (as requested by the pupils) and the start of the morning was spent sharing projects that are currently happening in schools across St. Bart's.

The children were asked to make a video, poster or keynote using the 3 rules of good communication –

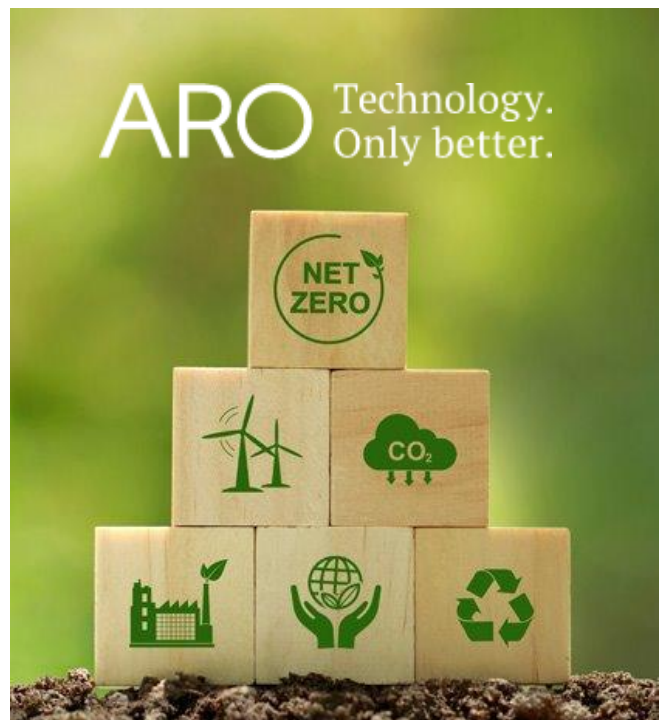
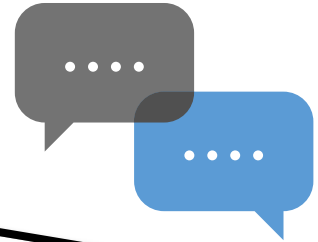
1. Keep it simple
2. Make it visual
3. Tell a story

Once these were completed, pupils shared them with each other, remembering to speak clearly and take turns. Andy Bowler (Vice Principal at St. Nathaniel's Academy) said, "The children were great as always and were superb at sharing their ideas either in groups or with the whole room. It was fabulous to see and hear all the great things that continue to take place across our schools in order to work towards our sustainability goals."

After break there was a presentation from ARO – a trusted enterprise performance partner that helps organisations use less energy, save money, and make better choices for the environment. They gave the example of a school trying to save battery power on a giant tablet. If the apps are running that nobody is using, the battery runs down quickly. ARO helps organisations to find those "unused apps".

They pride themselves on making big ideas easy to understand and their focus question for the day was, 'How can we explain sustainability without using confusing language?'. You can find out more about their work here -

<https://aro.tech/>



Why is Sustainability Important?



It helps protect plants, animals, and nature.



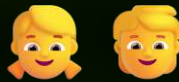
It reduces pollution and keeps our air and water cleaner.



It helps us use energy wisely instead of wasting it.



It helps slow climate change and protect our planet.



It makes sure future generations can enjoy the same world we do today



It helps schools and homes save energy and lower their bills.



It helps us recycle and reuse things instead of wasting them



It protects animals and insects like bees that help nature grow



It encourages cleaner ways to travel, like walking, cycling, or buses.

Small actions can make a big difference when everyone helps.



School Reports
Recent SBMAT inspections

St. Saviour's C of E Academy, Talke



What's it like to be a pupil at St. Saviour's C of E Academy?

St. Saviour's is a school where love and care surrounds pupils. Leaders ensure that pupils are safe and well looked after. Pupils speak confidently about trusted adults they would talk to if they had any problems. Consequently, staff deal with bullying quickly and effectively.

Pupils behave well in lessons in and around school. They understand the school rules of 'be ready, be respectful and be safe'. They abide by these throughout the school day. Leaders focus on the importance of regular attendance. They expect 'learning to be too good to miss'. However, pupil attendance at school remains low overall. While some positive work is taking place with attendance, this is still to have an impact.

Leaders have high aspirations for pupils' achievement. Overall, many pupils achieve and learn well. Pupils enjoy learning a wide range of subjects. Leaders are addressing historical issues with the teaching of mathematics. However, the impact of this work is yet to translate into pupils' achievement in mathematics at the end of key stage 2. Leaders aspire to meet the needs of pupils. They ensure that staff understand any barriers pupils face. This enables staff to remove these barriers whenever possible.

The school's values of forgiveness, friendship, respect, honesty, perseverance and aspiration underpin all aspects of school life. Staff raise pupils' aspirations by linking their learning to later life. Pupils participate in activities which broaden their horizons. These include being part of the trust school parliament or learning about science-related careers.

Inspection date
3 March 2026

Safeguarding MET

Inclusion

Curriculum and teaching

Achievement

Attendance and
behaviour

Personal development
and well-being

Early years

Leadership and
governance

Ofsted inspection grades

Exceptional

Strong standard

Expected standard

Needs attention

Urgent improvement



What's it like to be a pupil at Kingsland C.E. Academy?

Kingsland is a school where pupils and staff feel a deep sense of belonging. Pupils are included in every aspect of school life, from classroom learning to visits, clubs and leadership roles. Positive relationships are at the heart of the school's culture. Pupils trust adults, support one another and show genuine kindness. They love taking part in activities beyond lessons, such as gardening club, choir, challenge days and community projects. This helps them develop teamwork, confidence and responsibility. Pupils are supported to do their best every day. They enjoy learning and feel inspired by the carefully planned curriculum. Children in the early years talk proudly about what they know, whether they are blending sounds in phonics, exploring new vocabulary or using key geographical terms with confidence. Typically, as pupils move through the school, they build knowledge securely and are well prepared for their next steps. Although some published outcomes remain below national averages, the progress most pupils make shows the clear impact of focused, effective teaching. Pupils with special educational needs and/or disabilities, disadvantaged pupils and those known to social care are helped to succeed. They achieve this through thoughtful teaching, targeted support and focused interventions. Attendance is improving because leaders work closely with families, offering tailored support such as carefully planned transitions or wellbeing checks. Pupils thrive because Kingsland provides a safe, calm and respectful environment. Behaviour is consistently positive. Clear routines and warm relationships help pupils know exactly what is expected. When concerns arise, staff act quickly and thoughtfully so pupils learn from mistakes. Bullying is not tolerated and pupils say they feel safe and well cared for. Through rich personal development, community involvement and purposeful teaching, pupils grow into thoughtful, resilient and responsible young citizens who are very well prepared for life in modern Britain.

Inspection date

24 March 2026

Safeguarding MET

Inclusion

Curriculum and teaching

Achievement

Attendance and behaviour

Personal development and well-being

Early years

Leadership and governance

Ofsted inspection grades

Exceptional

Strong standard

Expected standard

Needs attention

Urgent improvement

Weston Junior Academy, Stoke-on-Trent



What's it like to be a pupil at Weston Junior Academy?

Pupils at this school say it is a place 'where we grow'. They live by this motto and grow academically, personally and socially. Leaders have suitably high aspirations for pupils, and largely they rise to these.

Overall, pupils make progress and learn well. Leaders are adept at identifying any barriers to learning that pupils may face. Staff provide suitable support in order for pupils to overcome these barriers. Pupils typically engage well and gain a body of knowledge that prepares them well for secondary school.

At the heart of the school's work are its 'Weston Values'. Pupils say, 'They help us live our lives.' For example, they speak confidently about 'empathy and respect', 'neighbourhood and community' and 'openness and honesty'. It is because these values are well understood that pupils behave well in class, around the school and at social times. Any issues regarding poor behaviour or bullying are quickly sorted. Parents spoken to agree. One comment was typical of many when they stated, 'Staff reassure you by sorting out any problems you might have quickly.'

Pupils are safe and learn how to stay safe. This includes being safe in the local area regarding road and water safety. Leaders work diligently to ensure that pupils have positive attendance. As a result, more pupils are attending more regularly than in previous years.

Leaders are aspirational for pupils in later life. They have developed effective links with local colleges and a university to do this. Leaders make sure that pupils have tangible experiences that enable them to engage in learning. For example, pupils talk about how a visit to a local museum has enabled them to understand the use of aircraft in the Second World War.

Inspection date

19 May 2026

Safeguarding MET

Inclusion

Curriculum and teaching

Achievement

Attendance and behaviour

Personal development and well-being

Early years

Leadership and governance

Ofsted inspection grades

Exceptional

Strong standard

Expected standard

Needs attention

Urgent improvement

What's it like to be a pupil at Cranberry Academy?

Pupils at Cranberry Academy come to school each morning with a smile. They are happy to greet their friends and receive a warm welcome from caring staff who know them well. Pupils, including children in early years, feel safe and cared for. Across the school, pupils settle quickly into daily routines. Staff nurture qualities such as respect and responsibility. This helps pupils to enjoy learning and to make sensible choices. Pupils behave well and any incidents of bullying are rare and dealt with effectively. Pupils attend well and leaders' ensure that when they do not, effective action is taken.

Pupils benefit from a range of learning activities that engage them. Technology and outdoor learning in the woodland area spark interest and encourage curiosity, one of the school's key values. Pupils take pride in their work and are keen to know how they can improve. Most pupils achieve well. They learn to be confident in reading, writing and mathematics. In national tests, pupils achieve close to the national average or better. Most pupils leave the school prepared for their secondary education. However, some disadvantaged pupils do not achieve as well as they could.

Pupils benefit from taking on roles of responsibility. School councillors, playleaders, eco-warriors and house captains wear their badges with pride. They feel valued because of the contribution they make to the smooth day-to-day running of the school. Pupils enjoy a wide range of opportunities beyond the classroom. Many join clubs such as street dance, cricket, batique and choir. This includes children in the early years who enjoy extending their school day with activities such as colouring, puzzle club and the Nursery book club. Pupils are proud to represent the school in sports such as dodgeball, cross-country and hockey. These rich experiences help pupils to grow in confidence and feel proud to be part of the school community.

Inspection date

2 June 2026

Safeguarding MET

Inclusion

Curriculum and teaching

Achievement

Attendance and
behaviour

Personal development
and well-being

Early years

Leadership and
governance

Ofsted inspection grades

Exceptional

Strong standard

Expected standard

Needs attention

Urgent improvement

HEADlines

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

Name:

Sara Goddard

Job Title/School:

Principal at

Kingsland

C.E. Academy



Why did you choose education as a career?

I chose education as a career because, from a very early age, it felt like a natural part of who I was. As a child, I would line up my teddy bears and dolls, call the register, and 'teach' them lessons—I think even then I was drawn to the idea of nurturing, guiding, and helping others to grow. That early instinct has stayed with me throughout my life.

As I grew older, that childhood play developed into a deeper sense of purpose. Education offers a unique opportunity to shape not only academic outcomes but also character, confidence, and values. In a Church of England school, this feels particularly meaningful.

The emphasis on dignity, compassion, service, and community aligns closely with my own beliefs about what education should be—developing the whole child, not just focusing on attainment.

Where did you first start teaching and in which year group?

I began my teaching career at Goldenhill Primary School, Stoke-on-Trent. The school that I attended as a child and yes some of the teachers that taught me were still teaching there. Some still doing the same art and craft activities that I had completed as a child. I began teaching in Year 3 and had responsibility for ICT and RE.



Describe your journey into leadership.

My leadership journey has been shaped by a deep commitment to serving children, staff, and the wider community, alongside a strong sense of vocation rooted in my faith. Following my NQT year, I took on the role of SENDCo. This was a formative experience for me, as it enabled me to work across all age groups and develop a strong understanding of inclusion, pupil need, and the importance of ensuring that every child is able to flourish. It gave me a whole-school perspective early in my career and strengthened my commitment to equity in education. After five years, I moved to Marychurch Church of England Primary School as Key Stage Two Leader, with responsibility for RE and English. This role allowed me to develop my subject leadership skills, particularly in English, while also deepening my understanding of leading within a Church school context, where values and ethos underpin all aspects of school life.

HEADlines

I was then appointed Deputy Head at Marychurch, with responsibility for English and attainment. During this time, I further developed my leadership skills, particularly in driving standards and supporting colleagues to improve outcomes for pupils.

In 2005, Kingsland Church of England Academy opened following the amalgamation of Marychurch and Townsend. As Deputy Head of Kingsland, I played a key role in bringing two staff teams together and helping to build a new, shared school community. This was a significant period of change and challenge, made more complex as the school was in Special Measures. Supporting the school on its journey to Good was a deeply developmental experience for me—I learned a great deal about resilience, strategic leadership, and the importance of clarity, collaboration, and strong moral purpose.

Following a period as Acting Head, I was appointed Headteacher of Kingsland Church of England Academy. I am always honest in saying that I had not initially set out to become a Headteacher—I simply wanted to be the very best class teacher I could be. However, stepping into headship has allowed me to have a broader impact, and I now see it as a natural extension of my vocation.

Working within a Church of England school has always been important to me, as my personal faith underpins my values and leadership approach. I am passionate about creating a culture where children and adults are valued, supported, and able to flourish.

As Principal, I have been fortunate to engage in a range of wider leadership opportunities. Through my work with SBMAT, I have taken on roles including SIAMS Inspector and Christian Distinctiveness and SIAMS Lead. It is a privilege to represent the Trust at Church of England Flourishing MATs meetings and contribute to wider system leadership.

Kingsland C.E. Academy



HEADlines

I am committed to ongoing professional development and recently completed my NPQEL to ensure I remain at the forefront of leadership practice. In addition, I have had the opportunity to work closely with the Diocese, serving as a member of the LDBE and supporting schools as a Christian Distinctiveness Adviser over the past two terms.

Overall, my leadership journey has been one of continual growth, shaped by challenge, collaboration, and a strong sense of purpose. Each stage has strengthened my commitment to serving school communities with integrity, compassion, and a clear focus on enabling every individual to flourish.

What has been the stand-out moment of your career so far?

A standout moment in my career was opening the Lighthouse Centre and Lantern Café eight years ago. It was a real expression of our vision to serve and engage with the wider community, creating a space of welcome, support, and connection beyond the classroom. What made it truly special was working with SBMAT and the Bishop of Lichfield so it really felt like something we built together.

More recently, being invited to a Buckingham Palace Garden Party in recognition of our community engagement was incredibly special. It was a proud moment, not just personally, but for the whole school community, reflecting the collective effort and the strong partnerships that have made such a positive difference.



How do you think colleagues would describe your leadership style?

Colleagues would describe my leadership style as values-driven, relational, and collaborative. I prioritise building strong, trusting relationships and ensuring that everyone feels valued and supported to flourish.

They would also see me as resilient and determined, particularly during challenging times, with a clear focus on improving outcomes for children. At the same time, I empower others, valuing their strengths and encouraging shared leadership across the school. Above all, I aim to lead with honesty and integrity, ensuring that my actions are rooted in my faith and a genuine commitment to serving the whole school community.

HEADlines



Describe your school using the title of a song.

‘Count On Me’ by Bruno Mars. This reflects community, trust, and supporting one another in a strong, relational school culture.

Share a dream that you are yet to realise.

A dream I’ve yet to realise is to become a florist. I’ve always loved working creatively and find real joy in flowers—their beauty, symbolism, and the way they can bring comfort or celebration to others.

Although my career has been firmly rooted in education, floristry feels like a different expression of the same values—care, creativity, and bringing people together. It’s something I hope to explore more in the future, perhaps as a hobby.

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

My favourite pastimes are reading and cake making. I really value the chance to slow down and enjoy a good book, and I also enjoy baking as a creative outlet—it’s something I find both relaxing and rewarding, especially when sharing what I’ve made with others.

What is your favourite staff room drink/biscuit combination?

A cup of strong tea and a shortbread biscuit, from the Lantern Café—simple, comforting, and a perfect little treat in a busy school day.



Recommended Reads

John Collier shares his choice of quick reads from the world of research.

Recommended Read:

Using Research Evidence: A concise guide
(Education Endowment Foundation, 2024)

Context:

Using research evidence is essential to school improvement and effective teaching, but accessing, critiquing, and applying research evidence to practice can be challenging.

Why should I read it?

This guidance report from the EEF supports practitioners in:

- Understanding research evidence
- Identifying different forms and uses of research evidence
- Examining research evidence
- Considering how research evidence can be used to inform and develop practice

It also reminds us that once reliable sources of research evidence have been identified, it's important to get beyond the surface of these before applying findings to classroom practice.

Additional EEF resources

As well as the guidance report, the EEF have also created four accompanying resources -

1. A poster using the acronym CLAIMS to help to review different types of research.
2. A Combining Sources poster that explains different research types.
3. A glossary that gives definitions of different types of research.
4. A glossary of popular terms used when evaluating research evidence.

All of the resources can be downloaded for free here - [Using research evidence | EEF](#)



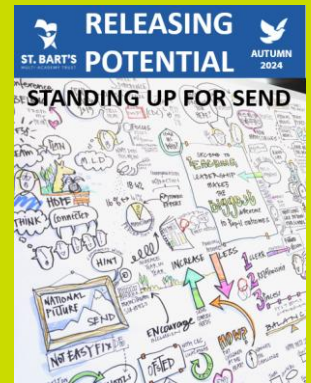
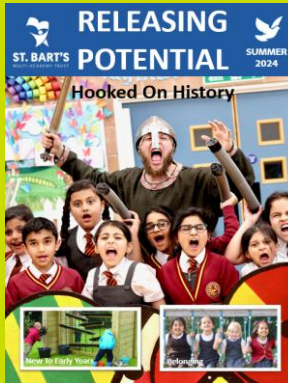
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Key Takeaway

“Evidence generated through research – referred to as ‘research evidence’ – is the product of any study that follows a systematic process for collecting and analysing information. Research evidence can summarise learning from thousands of schools and teachers and provide ‘best bets’ on which practices are most likely to support teaching and learning. Using research evidence well can therefore support teachers and leaders to refine their practice or make strategic decisions which make best use of time, effort, and funding.”



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