

# Releasing POTENTIAL



THE ST. BART'S  
ACADEMY  
— TRUST —

Summer Term 2022



## METACOGNITION IN ACTION



The Wider Curriculum



Promoting Sustainability



# Golden Years

**As we come to the end of another eventful school year we take the opportunity to showcase some of the incredible work taking place across the St. Bart's multi-academy trust.**

In this issue you will find articles on promoting metacognition, the wider primary curriculum subjects, British Science Week and Lesson Study.

In contrast we also have input from a Primary Principal from the Netherlands.

We hope you enjoy reading it. Have an enjoyable and restful summer.

**The BTSA Team**





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## ***Metacognition In Action***

John Collier on practical ways to promote self-regulation in the primary classroom



# Metacognition In Action

Metacognition and self-regulated learning has become increasingly popular over the last few years. It has long been at the top of the *Education Endowment Foundation's Teaching and Learning Toolkit* as one of the 'best bets' for school implementation. John Collier shares some of the ways he has supported schools in promoting metacognition across the St. Bart's Trust and beyond.

"I have been sharing my passion for metacognition with schools for almost four years now. The publication of the EEF *Metacognition and Self-Regulated* guidance report in April 2018 was the spark that lit my interest in how we can encourage pupils to think about their thinking and how we can help them understand more about how they learn.

"In its simplest form metacognition is about a pupils ability to monitor, direct and review their own learning. Effective classroom strategies teach learners to set goals, monitor and evaluate their academic progress."

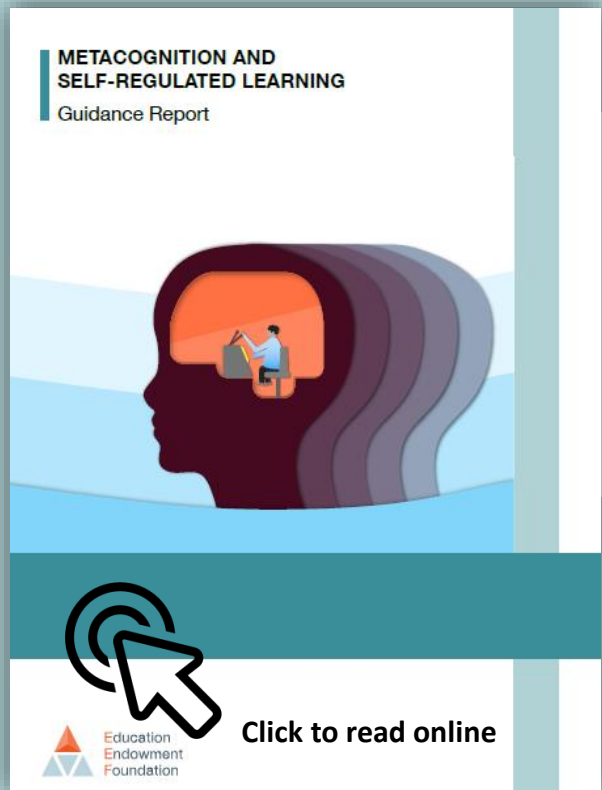
Most teachers are keen to apply theory into practice so how can primary practitioners introduce metacognition into their class?

## Idea One

Familiarise yourself with the contents of the guidance report and the seven suggested recommendations on the right.

## Idea Two

Be clear about the metacognitive cycle and make the most of any opportunities to draw attention to the three elements – plan, monitor, evaluate. If you are working with younger children use the terms 'plan, do, review'. Promote the cycle by including it in lesson presentations and have it constantly visible in the learning environment. Ask pupils key questions at each stage, encouraging them to reflect on their approach to the planned task/activity - before, during and after.



1. Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge.

2. Explicitly teach pupils metacognitive strategies, including how to plan, monitor and evaluate their learning knowledge.

3. Model your own thinking to help pupils develop their metacognitive and cognitive skills.

4. Set an appropriate level of challenge to develop pupils' self-regulation and metacognition.

5. Promote and develop metacognitive talk in the classroom.

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

7. Schools should support teachers to develop knowledge of these approaches and expect them to be applied appropriately.



# Metacognition In Action

Alex Quigley, co-author of the report, explains that this will help pupils to be more self-regulatory by giving them further insight into their knowledge of themselves, the task to be undertaken and strategies available to them. The following are a good starting point –

## Planning stage

- What do I already know and how does this help me today?
- What resources do I need to complete this task?
- Am I clear about what I need to do in order to be successful?

## Monitoring stage

- How am I doing?
- How do I know?
- What do I need to do next?

## Evaluation stage

- How did I do?
- How might I do it differently next time?
- What do I need to remember from today in order to be successful tomorrow?

Of course, these generic questions can be refined to make them subject or task specific.

## Idea Three

Reflect on what you currently do within your practice – you may find you are already promoting metacognition in some of your regular habits. For example: during modelling you may already share your own thought processes to the class. Raihan calls this a “Think-aloud” technique. Speaking out loud and sharing your approach to a task or activity is a powerful opportunity for pupils to observe you as a learner. If this is something new to you it might be useful to begin with the shared reading of a text (see example top right). Most readers are thinking all the time when they are reading. They just do not know that they are thinking about what they are reading.







## How to utilise think-aloud in class

1. Post a copy of the text on the board
2. Read the title out loud
3. Say what you think of the title
4. Write out what you thought when you read it
5. Read the first two lines
6. Again, tell the students what you thought and write it next to the lines

*‘Think-aloud’ techniques used in Metacognition to Enhance Self-regulated Learning (Raihan, 2011)*

## Idea Four

Use graphic organisers (such as The Frayer Model) to present information visually. Once modelled by the teacher they can be used in other subjects by pupils. Different types of graphic organisers serve different purposes. Click on the link below for more traditional examples or look at Oliver Caviglioli’s website for more contemporary ones.

design		function
	spider	adding more details to a single topic
	fishbone	cause-and-effect factors associated with a complex topic
	cluster or cluster	a network of ideas based on a stimulus
	cycle	recurring cycle of events, with no beginning and no end,
	continuum	topic with a definite beginning and end and a sequence in between.
	venn diagram	similarities and differences



# Metacognition In Action

## Idea Five

Use the EEF seven-step model for explicitly teaching metacognitive strategies. Whilst it is beneficial to introduce pupils to the general importance of planning, monitoring and evaluating, the particular strategies are often quite subject- or task-specific, and the evidence suggests that they are best taught through subject content.

The seven-step model can be applied to learning different subject content at different phases and ages. It involves:

- 1. Activating prior knowledge.** The teacher asks a series of questions about what they have learned previously that is relevant to today's learning.
- 2. Explicit strategy instruction.** The teacher talks to pupils about how they will complete the task and takes them through each step as well as discussing possible strategies and how to manage their emotions.
- 3. Modelling of learned strategy.** The teacher verbalises their thought processes to pupils about the task, their choice of strategy and how they manage their emotions.
- 4. Memorisation of strategy.** The teacher checks to see what pupils have understood and that they can remember the key aspects that have been taught.
- 5. Guided practice.** Pupils are given multiple opportunities to practice, with support gradually being removed as they take on more responsibility.
- 6. Independent practice.** Pupils complete the task by themselves without support.
- 7. Structured reflection.** Pupils consider any changes they think they should make next time, whether the strategies they chose were effective and how their emotions affected their behaviour.

The framework deliberately shifts responsibility for learning from the teacher to the pupil. All seven steps could take place in a single lesson or it may be more appropriate for them to occur over a series of lessons.

Step	Pupil/teacher
1. Activating prior knowledge	
2. Explicit strategy instruction	
3. Modelling of learned strategy	
4. Memorisation of strategy	
5. Guided practice	
6. Independent practice	
7. Structured reflection	

*Structured reflection informs planning of future tasks*

You can download a free seven-step model planning worksheet from the EEF website (click on the image below to access online). This planning framework supports teachers in developing their pupils' independence.



# Case Study

Angela Gittus from Longford Primary Academy shares her experience of implementing metacognition strategies to raise attainment in Key Stage One using a Lesson Study style process of Diagnose – Research – Implement – Refine.

## Diagnose

We began by exploring what we felt were the underlying issues our Key Stage One children were facing. Our initial meeting with John Collier made us drill into what our children were struggling with and how we could use metacognition to overcome this.

Specifically we found -

- Huge gaps in the learning due to Lockdown. Pupils had become over reliant on adults.
- Pupils were not prepared for learning and didn't know where or how to start and they struggled to stick to the task.
- Pupils' lacked effort. Many felt their first attempt was good enough.
- A lack of application of previous learning.

## Research

The discussion led us to explore the 'Plan, Do, Review' process for our children.

This provided us with a visual prompt that focuses on each stage of learning and it encouraged us to explicitly model our thinking when approaching tasks/questions. With think aloud strategies at each a point in the cycle we could devise clear success criteria with pupils. This was modelled explicitly and recorded on flipcharts/displays for pupils to use as a prompt. As we moved through the process, the dial was turned and new expectations/prompts were faced.



Longford Primary Academy in Cannock, Staffordshire, is larger than the average primary school. It provides full time provision for Reception to Year 6 pupils. The school also has a part-time Nursery class. Longford joined St. Bart's Multi Academy Trust in 2018.

Longford Primary Academy is a school that believes in learning together. All members of the Longford community are committed to providing the best learning opportunities for all children. They believe this can be achieved through the partnership of school, parents and pupils.

Click on the Longford logo above to visit the school website.

We found it allowed children to generate their own ideas for knowledge that they could bring to the task and use. This was used across the curriculum and even in PE, with a version in the hall on the whiteboard to scribe ideas. Initially this worked well for EXS pupils but the NYT pupils still needed more scaffolding. Support and training of TA's to use the same language in tasks was also required. We wanted to create a prompt to ensure pupils were ready for learning. Lockdown had led to a lot of lazy learning behaviours! This simple prompt meant children were more responsible and it put the ownership of learning back on them.



# Case Study

## Implement

In EYFS we decided to prioritise self-regulation, providing children with the language to talk about their emotions and feelings. This ongoing work prepares the busy little minds for the next step. Throughout the year challenges are introduced in the provision, developing what we want them to learn and achieve.

Staff continued to use retrieval practice across the curriculum plus ideas from a range of CPD (High Quality Teaching and other metacognition resources). We gathered a bank of digital resources that staff shared and trialled in class.

The 'Plan, Do, Review' cycle was shared with staff and we continued to focus on High Quality Teaching as a whole school priority during this academic year. Our reflections on the Great Teaching Toolkit Review (Evidence Based Education, June 2020) further allowed us to consider which aspects of our teaching we needed to adapt to raise standards. Again, metacognition was at the heart of this.



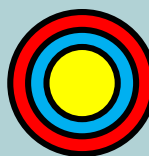
In KS1 the 'I Do - We Do - You Do' model really stood out to us as a need and it allowed us to ensure the small steps in learning were coherent. We felt this helped marry together the current work we are doing with Maths Mastery and made links with our *Pathways* and *Little Wandle* phonics. It ensured explicit instruction in our teaching and continued to build on our 'Plan, Do, Review' work.

## Refine

This instantly had a huge impact on our NYT writers in KS1 and gave them confidence alongside the other metacognitive strategies they had already picked up. The seven step metacognition lesson model has been embedded through the teaching structure of reading and then maths and writing. We reflected on our practice in the wider curriculum and developed a consistent approach to retrieval practice. We wanted to ensure that children could make meaningful connections, both to previous learning and to other subjects. This allowed them to see where their learning fits into the 'bigger picture'.

Throughout the year we have felt a shift in those using metacognition and the NYT children are now talking more about their learning and are much more confident in pulling in knowledge from other areas. We don't talk about 'metacognition' but more about how they learn and there is a progression in this across the school.

Our self assessment system has had an overhaul too. We wanted to get away from 😊😐😞 as children were often too superficial and based this on if they liked the lesson. We wanted them to think about how they learnt. Learning zones, based on Vygotsky's Zone of Proximal Development were introduced.



**Too easy zone**  
What the student can do without help

**Zone of proximal development**  
What the student can do with help

**Too hard zone**  
Beyond the student's abilities

We wanted children to be in the challenge zone. The place where their brain would grow. We wanted children to understand what it felt like to be in each zone. And explored the language of *panic*, *comfort* and *challenge*.

# Case Study

We wanted our KS1 children to understand that they were able to move between zones by utilising different resources to support their learning. For example – sound mats, tricky words mats, maths manipulatives. These were scaffolds that would help them to achieve their learning objective and it was a way to help themselves. We wanted them to become more resilient, learning with a growth mindset. Why blue? We want Longford learners who rise to the challenge.

It also meant we had a tool to talk about learning changing within lessons – that when confronted with a new problem we were in the red zone – panic. But as we unpicked the small steps we could move into the blue.

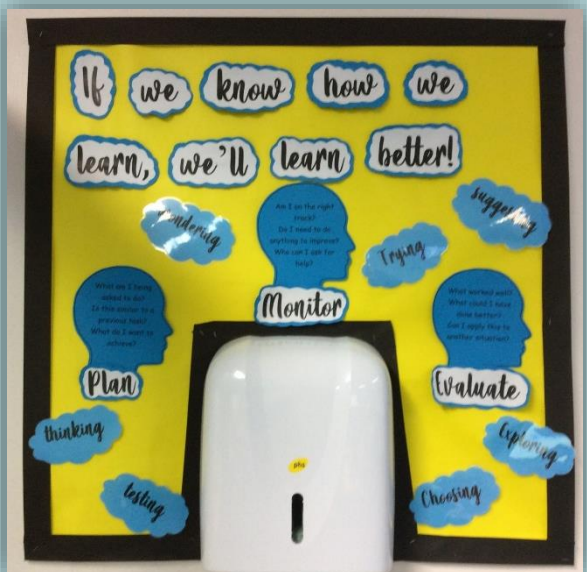
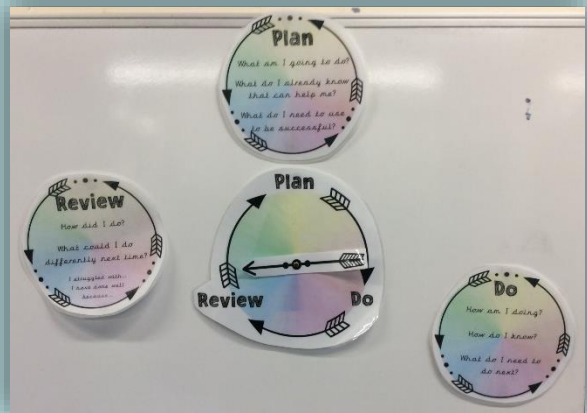
Year 6 pupils refer to it as being in the ‘panic room’ and they discuss how to get out. Particularly in maths, they talk about light bulbs going on as they make links and are able to solve parts of problem, where guided reasoning and think aloud strategies have supported this.

KS2 pupils began to talk about how they could help themselves more, what resources they had access to – for some this could have been a times table square or the iPad to dictate a passage. For others it has driven flexible grouping with children confidently moving between groups when ready.

This has taken time to evolve as children didn’t want to admit they were in the red zone initially. This is now changing. In KS2 this training required adult support initially – “What can we do to help ourselves get out?”, “If you are feeling like this what could help you?”. Some pupils required external scaffolding to move them through the process of helping themselves. “Do you need a resource, a friend, to work with the teacher?” etc.

For leaders it has also meant our line of enquiry focused on Scaffolding and supporting NYT and enabling these pupils to succeed.

## Promoting Metacognition



(Above top to bottom): Longford have promoted metacognition across the school by developing resources such as the self assessment system, Plan-Do-Review clocks for pupils and classroom display boards.



# Case Study

## Impact

Our pupils have come a long way since Lockdown. Attainment is improving! The whole point was to close the learning gap and we are on our way. Metacognition is changing our children's thinking. They are definitely more independent and more keen to help themselves. They are able to make links and, along with continual retrieval practice, the knowledge is sticking. We are still on the journey and we are not there yet, but it has really shown that metacognition and high quality teaching are improving the outcomes for our children. There has been a change in the conversation about learning, it is now more in-depth, about the way we help ourselves or our strategies, rather than how well they think they did. Our SEND children are beginning to show signs of awareness, especially lower down the school where the gaps aren't as big. We are currently exploring the use of task boards as a model of guidance fading.

## Next steps

- Consistency across the school – this was initially a tool for KS1 but it is has filtered elsewhere and along with HQT we must ensure all children have the same opportunities.
- Continue to develop language of the learning zone and self-assessment.
- To develop more effective use of modelling and scaffolding in writing to move pupils from red to blue.

## Pupil voice

### Year 1

Children wanted to be blue because that's where your 'brain grows'. They could talk about how it feels to be in each zone and with some prompting could make links to previous learning and recognise how current learning built upon that.

For example, they spoke confidently about recognising half and that half a shape was 2 equal parts so to find half of 8 you had to split it into 2 equal groups.

### Year 3/4

Want to be blue! 'It's good to be blue. Yellow is too easy.' In history, children were able to place their current learning within the learning journey, recognising vocabulary they had previously explored linked to their current lessons and were able to make predictions about what they would learn about next. Children talked about how discussions and working in groups was good: as on their own they might not know an answer but together they could share what they knew to find out more/find the answer.

### Year 5

Our older children have developed a deeper understanding of what the zones mean in relation to their ownership of their learning. 'If you're yellow then it's too easy which means that you're not learning enough and will find high school hard.'. 'Red and blue are both hard but in different ways - it's ok to be both but in red you might shut down and need help to get out.' 'Blue is where you learn the most.'

Children could link previous learning e.g. knowing your tables helps you to multiply fractions. 'If you don't know your tables you can use a times table square. Also ask a friend or use the working wall before asking a teacher.'

One child talked about using iPad to read things so they could do the work. This made them feel good as the teacher could help others and they could do their work.

The older children prefer colours to smiley faces as they associated the sad face with getting something wrong, but now 'even if you are red there is a way out - you might just need a different kind of help'.

# ***The Wider Curriculum***

Supporting foundation subject leaders  
through networking and collaboration







# The Wider Curriculum

Since our Core Four (now Core Five) network meetings were first introduced in November 2013 we have considered developing a similar offer for foundation subject leaders within our Trust. This term the idea finally came into fruition.

In June and July, St. Bart's staff met with colleagues who lead the same curriculum areas covering the wider curriculum. Network meetings for History & Geography, Art & DT, Music, Physical Education, PSHE, Languages and Outdoor Learning have been favourably received.

## Session content

The inaugural meetings challenged participants to consider three key questions related to their areas of responsibility.

- ❖ Where are we now?
- ❖ Is it where we want to be?
- ❖ Where to next?

This provided an opportunity for reflection and the chance to share thoughts as a whole group focusing on recent wins, challenges and upcoming priorities.

## Feedback

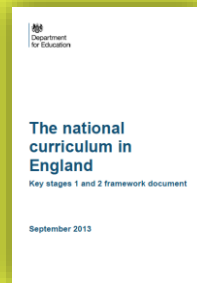
The quality of the professional conversations was excellent and feedback from attendees has been overwhelmingly positive. Staff have really appreciated having a welcoming forum in which they could ask questions, share resources and network with colleagues who are wrestling with similar issues.

Our intention is that these will now become a regular fixture in the BTSA calendar with meetings in Autumn 2022 and Summer 2023 already set. Dates can be found on page 25.

Over the next few pages we share some of the responses from each network meeting.



## Curriculum Implementation



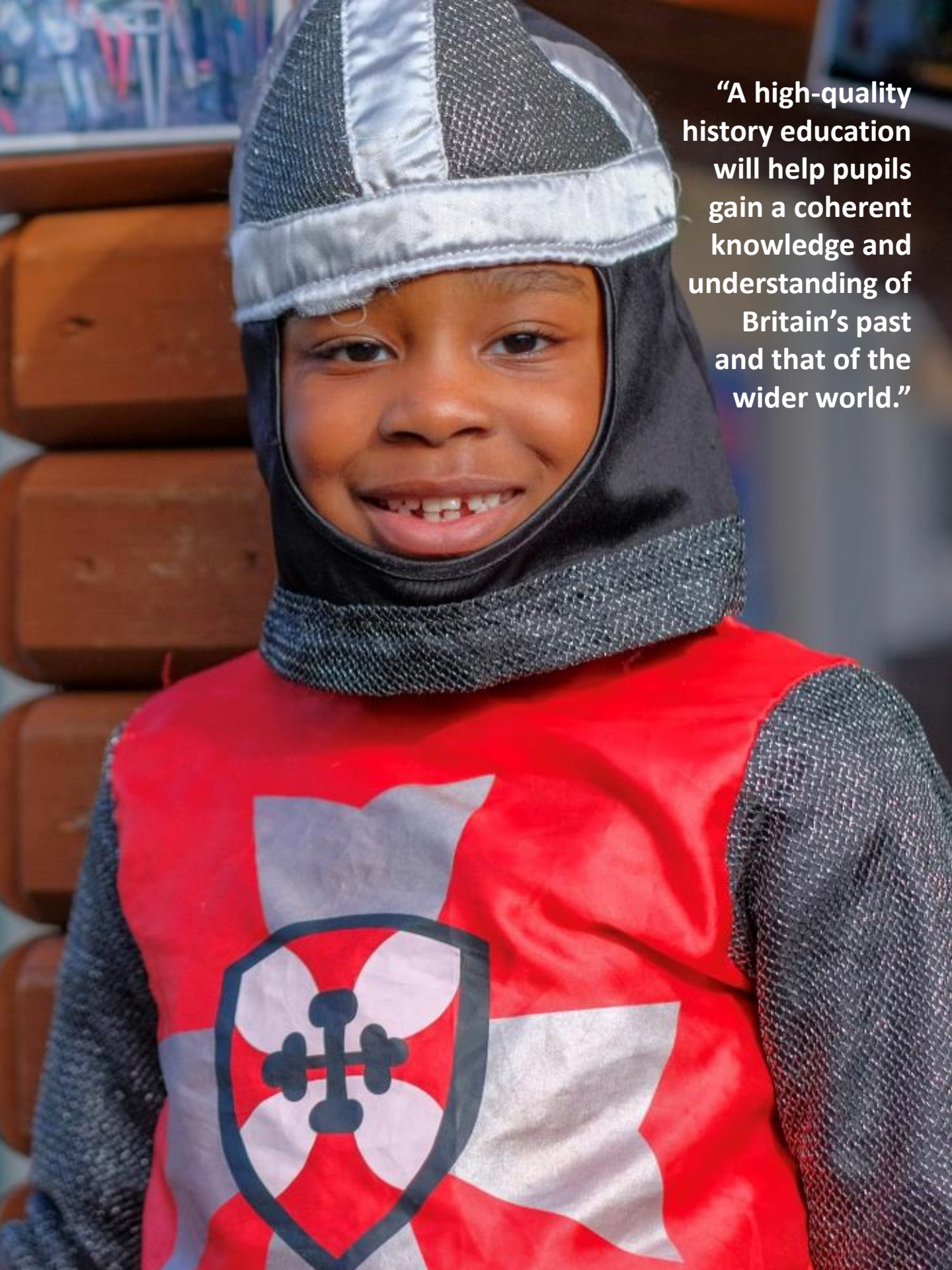
The National Curriculum specifies instructional approaches, activities and resources.



Schools establish their curriculum offer.



Teachers put the curriculum into practice and bring it to life for pupils.



**“A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world.”**





# History & Geography



**“A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.”**

## **Where are we now?**

Many schools have revised their curriculum with a clearer focus on subjects rather than topics. This has supported pupils in their understanding of subject-specific content. Teachers are encouraging children to ‘think like Historians and Geographers’. Cranberry Academy provided feedback from a recent Ofsted ‘deep-dive’. One point of development from inspectors was to refine pupils “I can” statements into “I know” statements.

Teaching History content in chronological order is something a couple of schools have been trialing. Classrooms have timelines which help pupils to understand where their current learning fits into the whole sequence. Saint Nathaniel’s Academy shared their focus on “connecting the dots between civilisations” and using technology to engage pupils. A range of evidence has been built over time in the form of eBooks and recorded dramatic presentations. Kingsland C.E. Academy have also used film as a way of capturing the more practical aspects of the subject.

## **Is it where we want to be?**

Some schools mentioned that there was a tension between History and Geography and there was a general feeling that History tended to be more prominent within the curriculum, leading to the need for a greater focus on Geography. There was some discussion around published schemes and resources. One recommendation was *Plan Bee* which provides schools with lesson plans, engaging slideshows, differentiated tasks and a range of printable resources.

Belgrave St. Bartholomew’s Academy shared an example of the Skills Wheel they have developed which identifies the key concepts pupils need to master in each subject.

## **Where to next?**

A number of schools are reflecting on how writing opportunities within History and Geography can be best utilised. This raised a number of questions from the group and many leaders identified this as a priority for the next academic year.



## Where are we now?

The group discussed how the two subjects fit within the primary curriculum with a variety of approaches shared. Some schools are organising their Art and D.T. content in half termly blocks. Others are currently refining their long term planning. Nantwich Primary Academy have a schedule which sees foundation subjects rotate in a sequence with a clear emphasis on progression. Teachers unlock prior learning and make the most of connections across the curriculum. St. Saviours C of E Academy have recently had an Ofsted inspection and they received positive feedback on their long term plan for Art as well as the quality of their pupil's work.

The majority of schools are focusing on skills. Hungerford Primary Academy have facilitated group projects in D.T. to encourage pupils to use problem solving. The children have been tasked with looking at existing products, identifying strengths and weaknesses and then finding solutions. They have also used iPads to demonstrate their creativity.

Most Trust schools are providing pupils with sketchbooks. Some schools are providing opportunities in staff meetings for people to share pupils work and discuss outcomes. Offley Primary Academy have used pupil voice to seek an understanding of how well children can talk about the subjects and the skills they are gaining in lessons.

## Is it where we want to be?

Teacher subject knowledge and confidence in teaching these practical subjects is a concern for some leaders. A few schools are using *Twinkl* and *Kapow* as a resource for lesson plans and ideas. *Kapow* also offers a number of CPD videos for teachers. Whitchurch Federation have been trialing *Access Art* recently which provides teachers with a clear focus on the specific skills they need to teach.



**“A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.”**

Staff have fed back that the materials are quite prescriptive although it is a good starting point which you can build on and personalise.

## Where to next?

Schools shared some different examples of how evidence is captured. Longford Primary Academy have individual pupil booklets alongside class 'floor books' but there was a general consensus that the assessment of Art and D.T. is an area for further exploration

Leaders also expressed a desire to have more opportunities to monitor and evaluate the quality of teaching and learning. Some felt they would benefit from senior leaders providing more release time in order to do this.





**“Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.”**



## Where are we now?

Trust schools are using a variety of published schemes and resources to deliver Music lessons. Most popular are *The Love Music Trust* (lead partner and fund holder for the music education hub in Cheshire East) and *Charanga* (the UK's leading scheme). Hazel Slade Primary Academy have started to use *Kapow Primary* to teach Music and PSHE and Nantwich Primary Academy are considering using this too. Leaders spoke about their desire to make the most of high-quality resources that support non-music experts in delivering engaging lessons for pupils.

Staff expressed their joy at hearing children sing again and the fact that they have been able to run choirs again after the pandemic. Some schools have benefited from working with external organisations such as *Young Voices* and the *Halle Orchestra*.

## Is it where we want to be?

Many subject leaders have referred to the new DfE *Model Music Curriculum for Key Stages 1-3* in order to review their current offer for pupils. One 'Listening' element of this non-statutory guidance that Trust schools are wrestling with is the opportunity for pupils to 'experience live music making in and out of school'. Some schools are reaching out to their local secondary schools to arrange trips to see musical productions. Kingsland C.E. Academy have benefited from having *POPUK* in school which resulted in a bespoke CD of the pupils singing. The children also performed in a show organised by *Got 2 Sing* at a local theatre.

Some schools are keen to increase the number of opportunities for children to be taught how to play musical instruments. In some schools this is due to a lack of parental uptake, in others it is due to finding suitable external partners to provide the service. Saint Nathaniel's Academy have struggled to find the space to deliver instrument lessons.



## Where to next?

Subject leaders would welcome the opportunity to be involved in a Trust-wide music event that would showcase the talent of our MAT pupils. Several ideas were discussed and staff would like these to be considered by the St. Bart's Central Leadership Team.

Schools outside of Stoke-on-Trent are keen to explore whether the *City Music Service* would be willing to provide some of the services they offer such as staff training.

Leaders were curious to know how music is assessed and evidence captured across the Trust. Hazel Slade said that *Kapow Primary* provides schools with assessment grids that cover all of the subject objectives. Offley is one of a number of schools that has used *Showbie* this year to record pupils' achievements. This has included video clips of pupils performing. It was felt that this supported subject leaders in monitoring curriculum coverage and quality.





**“A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.”**





# Physical Education

## Where are we now?

Leaders described their delight at being able to return to a more regular offer for P.E. Most schools have been able to hold Sports Days and other events this term. There have been some unique solutions to ensuring children continue to access a range of sporting activities. Offley Primary Academy rented a portable swimming pool which allowed all KS2 pupils to have swimming lessons. Whitchurch C.E. Junior Academy are planning to provide their pupils with a similar offer next year. Belgrave St. Bartholomew's Academy held their own Commonwealth Games which included an opening and closing ceremony!

Staff and children have benefited from working with external companies. At Cranberry Primary the P.E. lead has been working alongside a Sports Coach and other staff members have completed CPD with *Premier League Primary Stars* and *ASM Sports*. Kingsland C.E. Academy have also used ASM to deliver P.E. lessons and CPD. Nantwich Primary Academy have devoted Friday afternoons to focus on upskilling staff and enhancing subject knowledge.

Pupils across the Trust have also been inspired through visits from professional sports people. Kingsland received a visit from British athlete Jaydon Paddock.

## Is it where we want to be?

Engaging girls further in P.E. was a common theme across the Trust. Leaders shared some successful strategies to help with this. Meir Heath Academy adapt resources that girls use. For example using a soft ball in football before moving on to a regular football. Access to clubs at lunch time have also helped. Hungerford Primary Academy and Cranberry Academy have used Sports and Play Leaders to encourage nervous children who have "had their confidence drained during lockdown". This has led to higher levels of engagement.



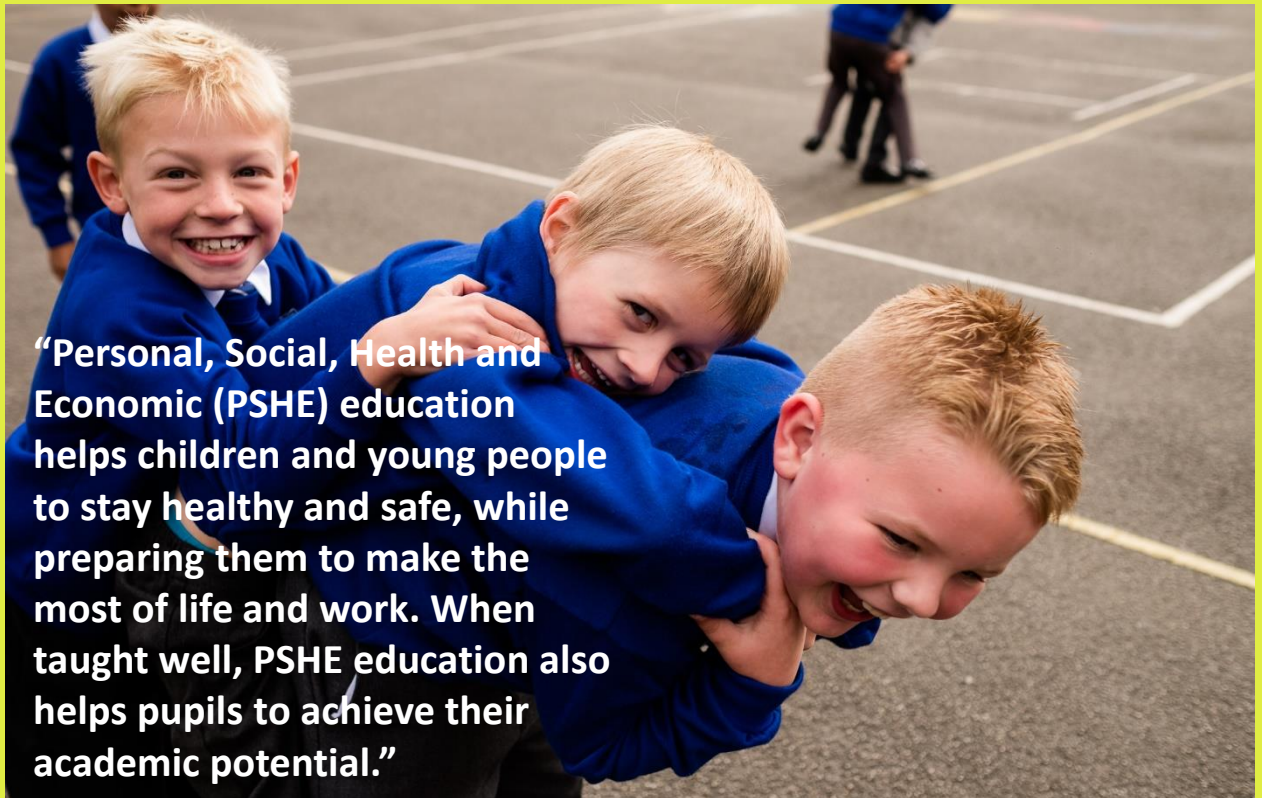
Some schools are currently reviewing their curriculum and assessment strategies. Leaders shared a range of different systems that they are already using across the Trust including *Get Set 4 P.E.* and *P.E. Passport*.

Cranberry shared their experience of a recent Ofsted inspection where the focus had been the progression of pupils. Inspectors were very impressed with how evidence had been captured through photographs and videos.

## Where to next?

Developing opportunities for orienteering is one area for development for some schools and there was a good discussion around how to organise this.

Transport costs are becoming a barrier to getting pupils to inter-school events. Some schools are making the most of their links with feeder high schools to address this. There is a real desire to organise another Trust-wide sporting event and this will be a priority for 2022-23.



**“Personal, Social, Health and Economic (PSHE) education helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential.”**

### Where are we now?

A number of schools across the Trust are using *Jigsaw* as a scheme of work. Billed as ‘the mindful approach to PSHE/Health and Wellbeing’ it provides staff with well-structured, progressive lesson plans including teaching resources. Hungerford Primary Academy are using *SCARF (Safety, Caring, Achievement, Resilience, Friendship)* complimented by resources from *Twinkl*, *Picture News* and *ELSA Support* (free resources that support the teaching of emotional literacy). Meir Heath Academy are using *Natwest’s Moneysense* materials to cover some of the finance content of the curriculum. Kingsland C.E. Academy use the *First Aid Champions* website run by the British Red Cross. The children watch films and take part in activities to learn and practise first aid skills. Longford Primary Academy use *Votes For Schools* which gives pupils the opportunity to debate on current topics. Many schools are using *Showbie* to capture evidence over time.

### Where to next?

Some leaders would like to see more consistency in the delivery of PSHE to ensure a high quality experience for pupils. Woodcroft Academy shared their idea of using the *Jigsaw* assemblies to launch each theme and engage the children and staff in the topic.

There was a discussion about delivering Relationships and Sex Education. School leaders are considering how they can be compliant to the statutory requirements whilst being considerate to the children’s needs. Schools gave examples of how they are communicating and working with parents on this sensitive part of the curriculum.

Kingsland shared their experiences of a recent inspection where the subject leader was asked about the intention, implementation and impact of the curriculum. Joint observations were carried out and inspectors also asked if the school was aware of the *PSHE Association*.



# Languages

## Where are we now?

The majority of Trust schools are using, or are preparing to use, *Language Angels* which offers schools a complete suite of teaching resources for the whole primary phase. It includes CPD materials aimed at enhancing teacher subject knowledge. Nantwich Primary Academy have complimented the scheme with free resources from Rachel Hawkes' website. Whitchurch CE Junior Academy benefit from a specialist language teacher who delivers weekly lessons. Pupils also apply their knowledge across the curriculum in subjects such as History. Woodcroft Academy have recently changed their language choice from Spanish to French to aid transition to their local middle school. Saint Nathaniel's Academy asked their three local secondary schools to offer feedback on their MFL provision which has opened up the opportunity for Year 6 pupils to benefit from specialist taught lessons in the Autumn.

## Is it where we want to be?

Leaders shared their desire to provide younger pupils with opportunities to encounter foreign languages before they move into Key Stage 2. Some schools are already using songs and introducing foreign words in the Early Years and Key Stage 1. Nantwich Primary Academy would like to make MFL more visible in their school environment through displays and encouraging staff to share their own experiences of visiting France and French speaking countries. Subject leaders shared the various ways that they are assessing MFL which includes a mixture of books and technology. Staff at Offley Primary Academy have been taking photographs and videos that are shared in subject folders. Woodcroft Academy have used *Showbie* to capture learning and the children have also met with Governors to share their experiences of MFL. They are continuing to review the impact of using *Kapow Primary* as a resource for teachers.



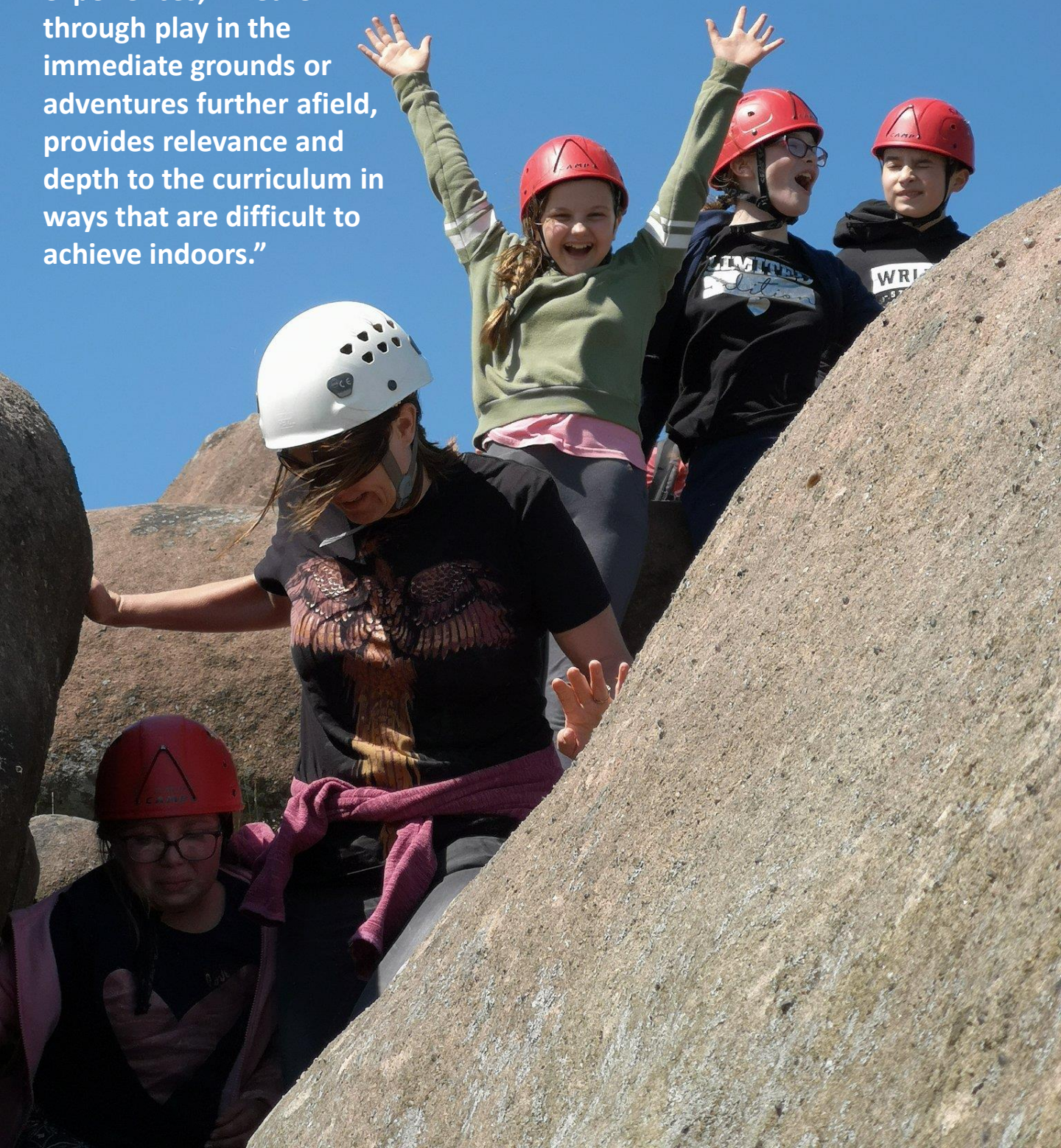
**“Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world.”**

## Where to next?

Schools are keen to raise the profile of MFL with ideas such as twinning with other settings across the Trust and beyond. It was felt that the upcoming National Languages Day in September could be a good kickstart for promoting the subject. There was also a desire to work more closely with feeder high schools who might be able to provide language lessons and transition projects.



“Outdoor learning experiences are often remembered for a lifetime. Integrating learning and outdoor experiences, whether through play in the immediate grounds or adventures further afield, provides relevance and depth to the curriculum in ways that are difficult to achieve indoors.”







# Outdoor Learning

## Where are we now?

There is a real appreciation in our schools of the proven benefits of outdoor learning, including positive mental health. Staff recognise that some pupils thrive when learning outside. For many it provides a 'safe space' and a calming atmosphere.

Schools within the St. Bart's Trust are using external areas to provide exciting opportunities for pupils of all ages. Leaders described activities linked to other curriculum areas and more subject-specific skills that are transferable in the real world.

Schools are also encouraging parents to get involved. Meir Heath Academy have an initiative called 'Parents Go Outdoors' whilst Woodcroft Academy have recently held an outdoor learning event for Father's Day.

Saint Nathaniel's Academy have hosted outdoor learning sessions for BTSA School Direct trainees for a number of years now. This is encouraging the next generation of teachers to appreciate the potential available to them.

## Is it where we want to be?

Developing outdoor areas further is a focus for some schools with the desire to create even more inspiring environments.

Ensuring time is earmarked within the curriculum for children in all phases to experience outdoor learning is a priority for some settings. These opportunities also require clear outcomes and the buy-in from all staff in order to ensure they happen.

Subject knowledge can be easily enhanced by providing teachers and support staff with lesson ideas. *Learning Through Landscapes* have a range of free outdoor lesson plans (developed by teachers and early years educators) on their website -

<https://www.ltl.org.uk/>



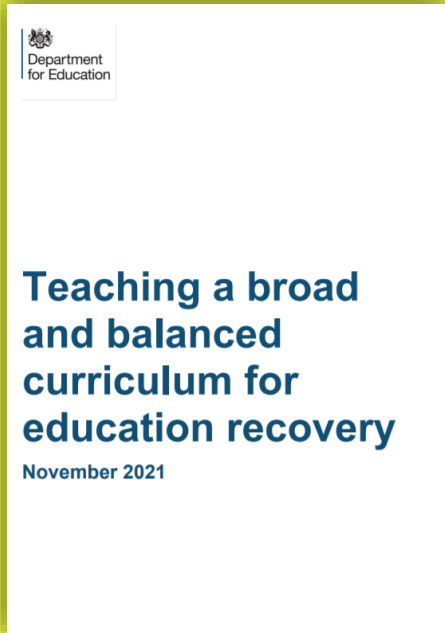
## Where to next?

Budget restrictions are a factor in some schools and the group benefited from an exchange of ideas for finding finance-free solutions. This included contacting local supermarkets and businesses to ask for donations in kind. Some schools have been given packets of seeds and gardening tools in the past. Plant sales are one way of raising revenue. Parents can also be a good resource in terms of skills they may be able to offer schools. Charity federations such as *Groundwork* can provide schools with practical community action projects. One big idea that came out of the meeting is to organise a Trust-wide 'Outdoor Learning Festival'. This would be an opportunity for children to engage in taster activities aimed at celebrating this unique way of learning.

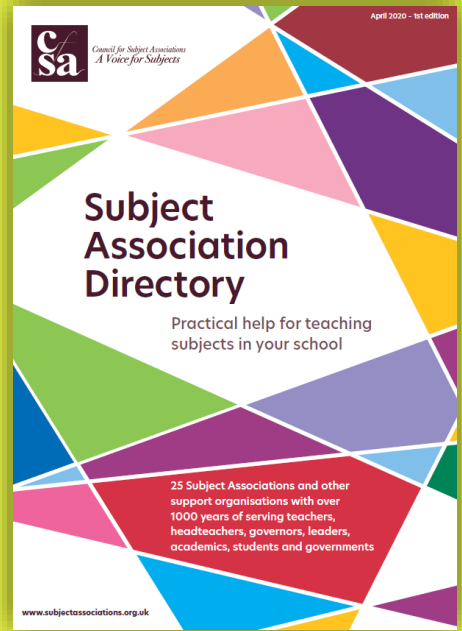


# Curriculum Resources

## DfE BROAD AND BALANCED CURRICULUM



## SUBJECT ASSOCIATION DIRECTORY



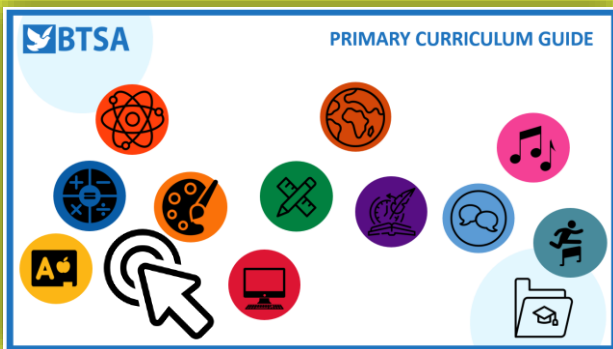
Click on the images to access the resources online.

## OFSTED RESEARCH REVIEWS

### Curriculum research reviews

A series of reviews by Ofsted looking at the research evidence currently available about different curriculum subjects.

## BTSA CURRICULUM GUIDE



St. Bart's staff and governors can download a copy of our Primary Curriculum Guide using their St. Bart's log in. Click on the image above to access directly.





# CURRICULUM NETWORK MEETINGS

## For St. Bart's Subject Leaders

### Foundation Subjects



Sessions for leaders of Geography, History, Music, P.E., PSHE, Languages and Outdoor Learning. All sessions 1.30 – 3.30pm.

Autumn 2022		Summer 2023	
<b>Geography &amp; History</b>	Friday 30 <sup>th</sup> September	<b>Geography &amp; History</b>	Friday 5 <sup>th</sup> May
<b>Art &amp; DT</b>	Friday 7 <sup>th</sup> October	<b>Art &amp; DT</b>	Friday 12 <sup>th</sup> May
<b>Music</b>	Thursday 20 <sup>th</sup> October	<b>Music</b>	Friday 19 <sup>th</sup> May
<b>P.E.</b>	Friday 4 <sup>th</sup> November	<b>P.E.</b>	Thursday 25 <sup>th</sup> May
<b>PSHE</b>	Friday 18 <sup>th</sup> November	<b>PSHE</b>	Friday 9 <sup>th</sup> June
<b>Languages</b>	Friday 25 <sup>th</sup> November	<b>Languages</b>	Friday 16 <sup>th</sup> June
<b>Outdoor Learning</b>	Friday 2 <sup>nd</sup> December	<b>Outdoor Learning</b>	Friday 30 <sup>th</sup> June



*Mission Possible*  
Promoting Sustainability

# Mission Possible

For Science Week this year, Offley Primary Academy chose the theme of 'Growth and Sustainability'. Sophie Till and Scarlett Allan explain why this was the case and what the school did to inspire their pupils.

Every year during the month of March schools across the country anticipate and celebrate British Science Week, to promote and inspire science in our school communities. Every year we have been blessed with a magnitude of support from our local community, creating a fun-filled week, full of volunteers, experiences and opportunities to explore what it means to be a scientist within a real-life and purposeful context.

The theme this year was 'Growth' and as a school we decided to focus on 'Growth and Sustainability'. As a school we have a passion to try and make a positive impact on the environment. This year's British Science Week provided the perfect opportunity to explore and discuss climate change, the 6 R's (Repair, Reuse, Refuse, Recycle, Rethink and Reduce) and the ways in which we can contribute to creating a healthy planet. Science week has inspired future projects such as 'The Big Plastic Count' to ensure the topic of 'sustainability' is a continuous 'hot topic'; one that is discussed throughout the year.

Every year we launch Science week with a whole school assembly to introduce the chosen topic and a whole school task. We used purposeful images from across the globe to spark discussions, interest and curiosity; ultimately trying to emphasise the reason as to why this is a very current real-life matter in which we all have the power to create positive change. In addition we used social media to promote our theme at home through the use of a 'sustainability selfie'. Our theme was further developed through the use of texts such as *The Trouble with Dragons* by Debi Gliori, *I Can Save the Earth* by Alison Inches and *What a Waste!* by Jess French. This allowed for progression throughout all year groups.



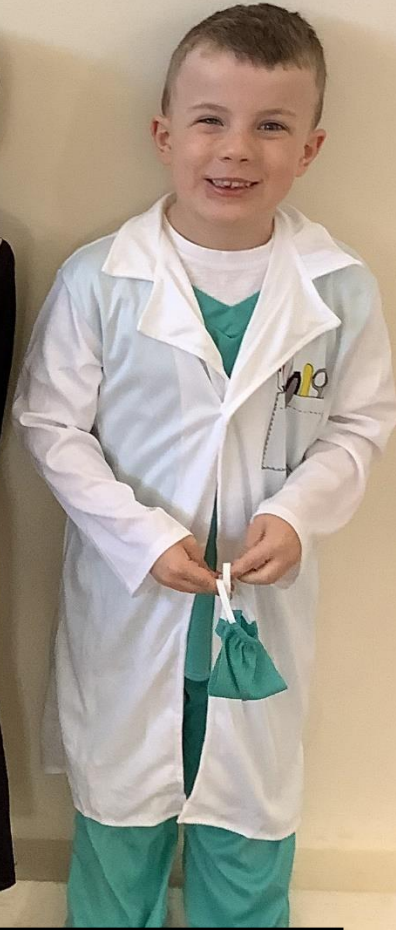
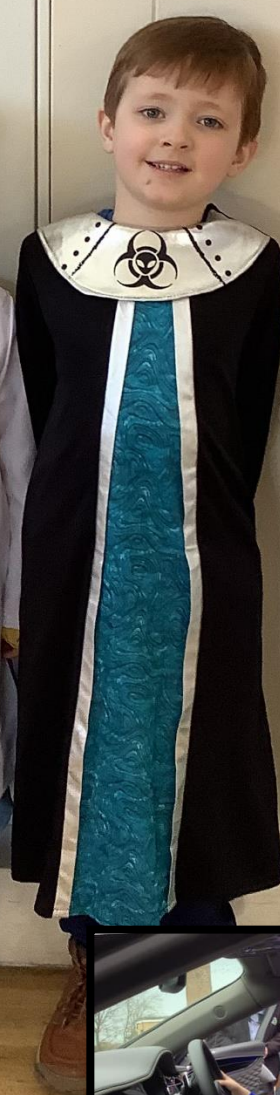
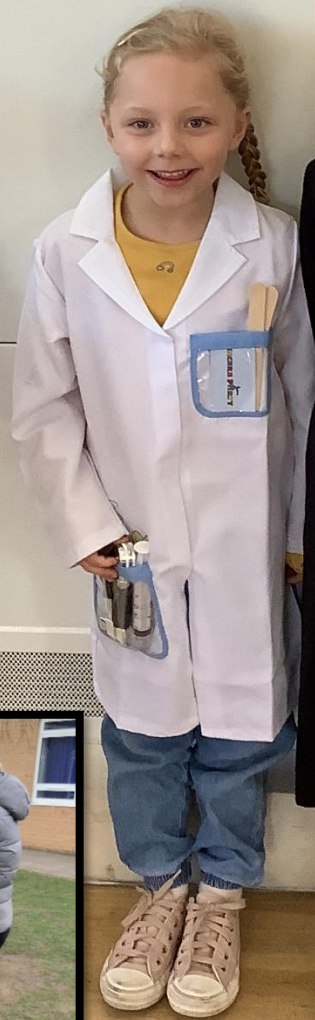
## TEN FACTS ABOUT SUSTAINABILITY\*

*Individuals impact our environment...  
every day, every action.*

1. There will be more plastic in our oceans than fish by 2050.
2. About 8 million tonnes of plastic are dumped in the ocean each year.
3. The global temperature has increased by about 1°C in the last 100 years.
4. Sea levels have risen by nearly 10cm in the last 25 years.
5. Scientists believe that up to 50% of the world's species will be extinct by the end of this century.
6. Approximately 83% of the Earth's land surface has been affected by human activity, threatening plant and animal species.
7. Approximately 25% of the world's coral reefs have been irreversibly destroyed.
8. Deforestation in south-east Asia has resulted in the loss of up to 80% of natural forest.
9. Humans send over 2 million tonnes of waste to landfills each year.
10. In the UK we recycle only 17% of our waste.

\* Source: FunKidsLive.Com







# Mission Possible



**Offley Primary** @OffleyCW11 · 7 Mar

Who's excited for our upcoming science week (14th – 18th Mar)? To start the excitement we are asking our school community to post in [#sustainabilityselfie](#), share a photo with a caption of what do you do to look after the environment. Mrs Till & Miss Allan start us off



## Starting early

Our youngest scientists (pre-school) received a visit from a parent volunteer who read stories to inspire, this created an opportunity for our youngest members of the school to engage in talks around 'sustainability' and inspire eco-warriors. Additional activities included: reused welly planters, planting seeds, nature hunts using recycled materials, bird feeders and much more.

## Use of drama

To embed the theme of sustainability, the children also participated in a sustainability drama

workshop called 'Our World Our Future' with West End in Schools. The workshop provided great cross curricular opportunities, promoting discussion about the importance of trees, inventions that use fossil fuels and alternatives to fossil fuels. The children then used drama to demonstrate innovative methods of travel and explain climate change.

## Expert input

We were also very lucky to take part in an interview with a palaeoclimatologist (a geologist that studies climate in the past) supported by her nieces that are pupils here at

Offley. Her aim was to inspire more females to partake in future science projects whilst also inspiring the children to use the 6R's and learning about Gretna Thunberg.

## Challenging stereotypes

In addition to the sustainability theme, each year we strive to alter the image of 'what a scientist looks like', instilling the notion that science truly is all around us. We were thrilled to welcome a diverse range of scientists such as: dental hygienists, zoologists, surgeons, paramedics, anaesthesiologists, forensic investigators, fitness coaches,







# Mission Possible

pilots, paramedics, engineers and those who provide our water.

It is very hard to believe that all of this happened in a single British Science Week! A very special mention must go to Mrs Gail Bloor, our Geography Lead at Offley Primary Academy, for her never-ending drive when promoting ways for us to become a more eco-friendly school.

The enriching experiences that Science week provides would also not be possible without our supportive parents and local community.

Every year British Science Week at Offley Primary Academy is a huge success, resulting in a week of purposeful, hands on, cross-curricular learning that stems from real-life topics; creating memories that will last a lifetime and inspiring pupils to pursue a career in Science in the future.







*Doing The Right Thing*  
Primary Education  
In The Netherlands



# Doing The Right Thing

**Wilma Geuzinge is the Principal of a small primary school in a countryside village in the north-east of the Netherlands. We asked her to share her experience of working in education.**

“I have been Principal since August 2020. The role means that I am ultimately responsible for all processes that take place in 'my' school. Together with all the team members we do our best to guide the pupils in their development. At least as well as possible.

“Applying for the vacancy of Principal was not a matter of course. Two years earlier I had said goodbye to my job as team leader in education. At the time I was working on a project in child care. In a year and a half we had set up a support structure for pre-schools in the region, so that the continuous development of young children from the age of 2 to 12 was guaranteed. Early detection of developmental problems led to early interventions.

“Prior to that I had worked in education for 25 years. After training (in the Netherlands this is called the PABO: pedagogical academy primary education) I immediately started working at a primary school for children with Special Educational Needs. After teaching for a year, I also undertook specialised training. This training took two years and I completed it alongside my full-time job.

“After obtaining that particular diploma I took a middle management course. This lasted a year and was also done in addition to my full-time job. After a few years my husband and I had two children of our own and I changed schools.

“First I worked at a regular secondary school, but soon I went back to work at a primary school for children with Special Educational Needs.



**Principal Wilma Geuzinge**

“After a few more years, I switched to a secondary school for children with Special Educational Needs. For this I did not have to follow a separate training course. I wanted to continue to develop myself so I started a two year Masters programme. I didn't end up completing this because we moved from the west of the Netherlands to the north-east of the country.

“We went from an urban environment back to the countryside. I first worked as a substitute teacher in various primary schools. I was soon able to work in a small primary school (which had about 30 students) as a teacher and as an internal supervisor. As an internal supervisor you co-ordinate the extra support that is needed outside the regular curriculum. Here I could make good use of my experience teaching children with Special Educational Needs. After a few years the small school was closed because there were not enough students to fill the places available.





# Doing The Right Thing

"I then started to work as an internal supervisor at different schools and only occasionally stood in front of the class, covering when teachers were ill. I was often supporting several schools at the same time. During those years I got a Master's degree. At a certain point I wanted to keep developing so I took an assessment for a management position within education. When the principal at one of the schools where I worked became ill and could no longer work, I became team leader at that school. That's also when I started the training for leadership in education. At that time I only completed the first year (basic competence level). I am currently completing the second year (proficient level).

"In the Netherlands, it is not necessary for teachers to take further training courses after obtaining their diploma. Whether a teacher wants to develop further is often a personal choice. In addition to all the training mentioned, I have also followed many short courses over the years. Usually because the school where I worked at the time wanted to focus on a certain subject. For many teachers this is the only training they still follow, from their start as a teacher. In itself, there is nothing wrong with this. Not every teacher wants to have a career. But here lies a great responsibility for principals: the school training offer must ensure that teachers keep up with their knowledge of good education. The Dutch government also considers this important. There are various schemes that make it financially possible for teachers to follow training and education.

"In recent years there has been an attempt to create a national register for teachers who would be registered after completing their initial training. To keep your registration, you would then have to complete further training using a points system. Due to a lot of resistance from the profession, this register has not yet been created. However, a similar register does exist for school leaders.







lego



# Doing The Right Thing

“I am not sure how primary education in the Netherlands differs from the United Kingdom. In the Netherlands, too, there is a list of goals that must be offered on a compulsory basis (curriculum). However, there is also a lot of room for schools to do this in their own way.

“All primary schools must comply with the assessment framework of the Education Inspectorate. This means that certain learning outcomes must be achieved and that there is control of the quality assurance and support structure in the school.

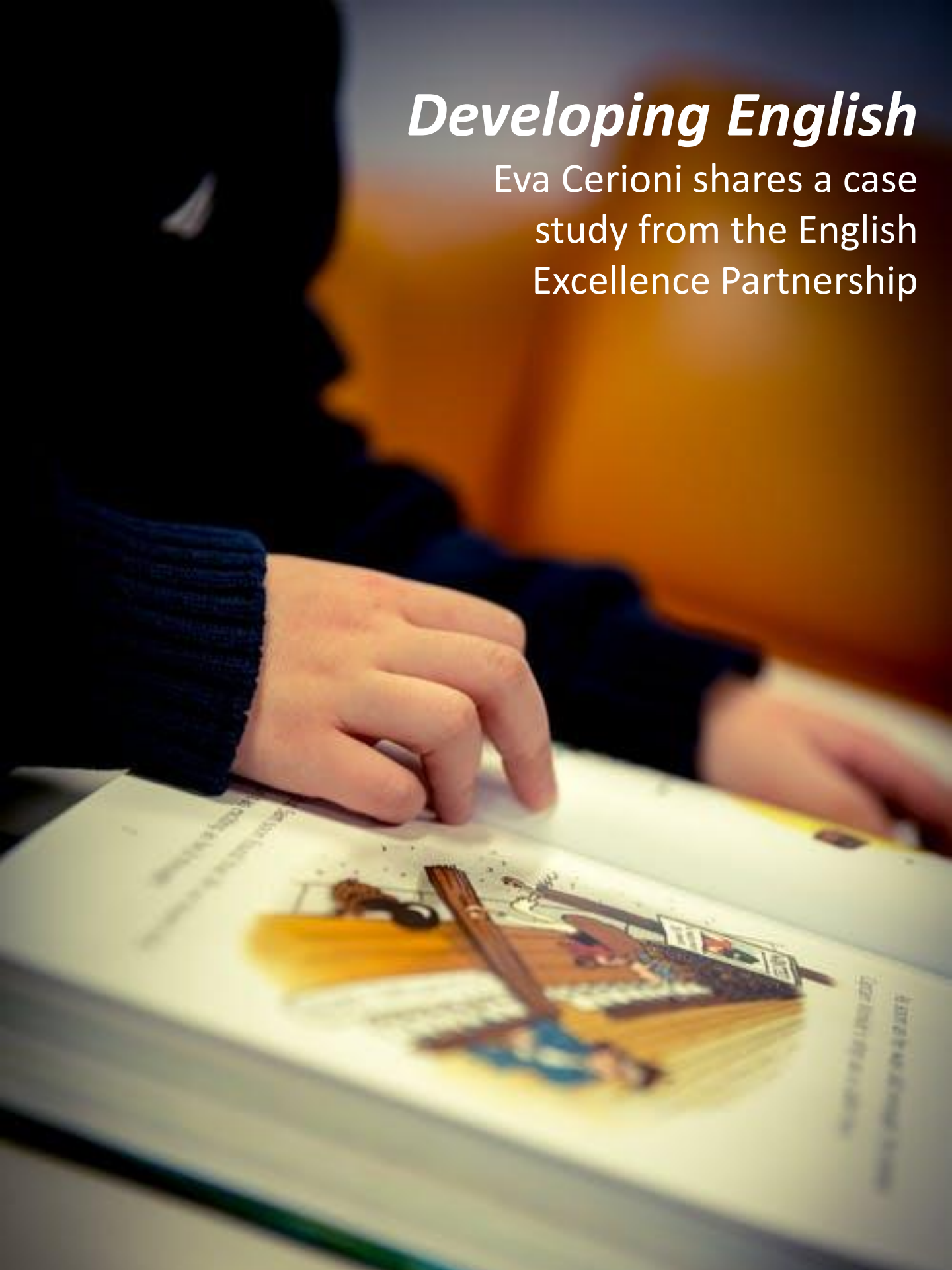
“Personally, I think it is important to work from a shared vision. What do we make sure the children have learned when they leave our school and go on to secondary school? What does this mean for the teachers? What should they be able to do? Do they need extra training for this? That's what you have to talk about with each other. And how do we involve the children's parents in this? Together you can then do the right thing for the children.

“I believe that people who work with children all want the same thing: to be of added value for the positive development of each child. Your heart determines why you do this (your drive). The country where you live and work largely determines how you do that (the regulations). From the shared vision, you and your team determine how you organise education, within the rules that are there.”



# *Developing English*

Eva Cerioni shares a case study from the English Excellence Partnership





# Developing English

Specialist Leader of Education (SLE) Eva Cerioni shares her experience of supporting Kingsland C.E. Academy in developing English across the school as part of a Government backed project.

The English Excellence Partnership (EEP) is an 'Opportunity Area' funded project formed in the spring of 2019 with one simple aim: to improve the educational outcomes of all students in the city of Stoke-on-Trent.

In this case study, the journey of Kingsland CE Academy regarding the teaching, learning and leadership of English is explored, identifying the impact of the EEP project upon reading and phonics in school. The BTSa SLE support, funded through the project, ensured that CPD was tailored to respond to the needs of teachers and leaders. The outcomes of this EEP project have supported the school's significant improvement in the learning and teaching of English.

The project's journey is outlined below, drawing on the EEF's Implementation Process Diagram (2019) which is a guide to help implement school improvement decisions:

## **Explore**

### **Identifying the focus:**

Eva worked with the English Leader Sarah Bentley and members of the Senior Leadership Team to identify specific areas for improvement, focusing on three key areas:

- *Reading (specifically, Guided Reading)*
- *Phonics*
- *Assessment of reading*

## **Prepare**

### **Developing English action plans and a programme of support through the EEP project:**

Sarah shared her English Action Plan with Eva who then considered a timeline for support. (Continued on the next page)



The EEF's Four Stage Implementation Process

## **EXPLORE**

Identify a key priority that is amenable to change  
Systematically explore programmes or practices to implement  
Examine the fit and feasibility with the school context

## **PREPARE**

Develop a clear, logical and well specified plan  
Assess the readiness of the school to deliver the implementation plan  
Prepare practically e.g. train staff, develop infrastructure

## **DELIVER**

Support staff and solve problems using a flexible leadership approach  
Reinforce initial training with follow-on support within the school  
Use implementation data to drive faithful adoption and intelligent adaption

## **SUSTAIN**

Plan for sustaining and scaling the intervention from the outset  
Continuously acknowledge support and reward good implementation practices  
Treat scale-up as a new implementation process

# Developing English

## Prepare (continued)

It was important to acknowledge the scope of change required and the time frame in which the change would take place. Having the EEP project running for three years provided time to consider the constraints and enablers of change in the school, helping to produce realistic areas for development and very specific outcomes. After each SLE visit, a report documented the actions for all stakeholders involved, and all subsequent visits began with a review of actions.

## Deliver

### *Providing bespoke CPD for all teachers and support staff:*

Following on from learning walks and lesson observations, Sarah and the SLT identified areas for development which were shared with Eva. At each point, pupil outcomes were considered as the focus for CPD, improving pupil outcomes in specific year groups and ensuring there was consistency in the teaching of reading across the whole school.

Teaching staff received 1:1 year group planning support to complete medium term plans for Guided Reading focusing on high quality texts. During each SLE visit where lesson observations took place, staff were provided with specific feedback and support moving forwards. Key year groups were targeted where assessment indicated that accelerated progress in reading was required, and staff were included in book scan feedback to help them consider next steps for pupils.

Support staff were included in the CPD offer, providing them with sessions on vocabulary acquisition, the teaching of specific reading skills, supporting 1:1 readers effectively (where two TA's shared good practice by being recorded supporting pupils with their 1:1 reading, again, focusing on the consistency of this across school), and helping pupils to develop their reading skills.

*“It doesn’t matter how great an educational idea or intervention is in principle; what really matters is how it manifests itself in the day-to-day work of people in schools.”*

Putting Evidence To Work:  
A School’s Guide To Implementation  
(Education Endowment Foundation)



[Click to read online](#)



Good relationships were developed between Eva and the staff at Kingsland and supportive meetings were held during each visit. Staff reported that they valued the time to reflect and the support offered through the project; this was something that underpinned the progress seen regarding staff confidence, and increased knowledge and understanding to aid progress in reading. Being able to communicate areas of strength and areas for development after each visit, focusing on additional resources or training required to make progress, was key to the success of the project. All stakeholders were committed to the aims of the project and were invested in achieving the shared goals as a collective.



# Developing English

## Sustain:

***Conducting a Reading Review to focus on previous areas for development and supporting the English Leader to develop their leadership practice:***

In the final year of the EEP Project (2021/22), Eva was directed by the project leader, Sarah Preston, to focus on developing and supporting Sarah Bentley in her role as English Leader. An outcome of this focus was the sustainability of the project, helping Sarah navigate monitoring of practice, identifying next steps and responding to the needs of staff to ensure high quality learning and teaching in English resulted in improved pupil outcomes.

A Reading Review was planned at the beginning and end of the final year, with SLE support for the English Leader during this time. The Reading Review was similar to an Ofsted 'deep dive' in reading and supported the school by providing an overview of the practices of early reading across the school, including a review of phonics, observations of reading and phonics lessons, and pupil and staff interviews.

The report summarised the strengths and areas for development of the school, identifying areas for Sarah to monitor and support. Fewer SLE visits were required, and when Eva did meet with Sarah, the focus was an update on progress against the actions set from the first visit.

Eva believes that one strength of the project was it allowed leaders and teachers to have 'thinking time' and 'breathing space' to discuss what works well and the changes required.

The final Reading Review is taking place in June 2022 which will summarise the outcomes for the year. As a result of this, new areas for development will be identified which Sarah will focus on independently, beyond the life of the project.



## **Changes made to English during the course of the project (with a focus on reading):**

- Reference to reading skills/domains in all Guided Reading lessons and in the learning environment;
- Changes to Reading Assessment, using a new process and scheme which the English Leader continues to monitor each half term;
- The school engaged with Hackney Moderation resources and training with the English Leader implementing this across KS2;
- Replenished home reader and library books;
- All books were re-banded to ensure that they matched the phonics scheme;
- Pathways to Read was purchased, focusing on the teaching of reading skills linked to a high quality, engaging text;
- Word Aware was purchased and implemented in all year groups.

# Developing English

## **Sarah's Key Takeaway:**

*'When I first became English lead, I felt a bit like a duck out of water and just didn't know where to start or what to do for the best and was a little scared to change things that previous leads had implemented. I had ideas and was trying to do everything at once. Having Eva's support has helped me to grow in so many ways. The belief in my own ability to lead the subject whole school, having the confidence to hold staff accountable and support them to improve, knowing what I need to do to develop staff to further improve pupil outcomes and being brave enough to hold my hands up and say "I don't know". I would recommend being part of the EEP project to anyone - new to the English lead role or experienced. I hope every year that we will still be a part of it.'*



## **Eva's Key Takeaway:**

*'As an SLE supporting the EEP project, it has been an empowering process where I have been fortunate enough to work with Sarah and the team at Kingsland who have been receptive to all changes, resulting in positive outcomes for all pupils. Supporting the growth of Sarah as a leader has been an absolute pleasure and I am so grateful for the opportunity to have been involved in this project. Integral to the success of this project is the focus on sustainability of the project; through Sarah's actions and the development of teachers, significant change has been seen and monitoring cycles to continue to develop high quality learning and teaching in English have been created. I look forward to hearing about Kingsland's further successes and improved pupil outcomes in the future.'*



## **Impact – five highlights of the project:**

1. Increased confidence and capacity for leadership of English;
2. Improved pupil outcomes in reading and phonics, and plans to sustain this beyond the project;
3. Increased staff confidence in their ability to plan and deliver reading lessons for all pupils;
4. Consistent approaches to delivering reading across the school with an agreed understanding of reading skills, various pedagogical approaches to teach these skills, and how to plan for progress;
5. Ofsted grading the school as 'Good' in February 2022, reporting that: *'Reading is prioritised across the school. Children quickly learn to read because staff deliver the phonics programme well. Pupils develop their reading skills through the well-chosen books that match the letter sounds they are learning. Teachers introduce pupils to books that are challenging and engaging.'*





## *Lesson Study*

Joint learning through  
collaborative enquiry



# Lesson Study



BTSA have been facilitating the St. Bart's Lesson Study Network for a number of years. Trust schools are invited to four sessions covering the four elements of this professional learning process –

1. **Focus and diagnose**
2. **Research and evaluate**
3. **Implement and refine**
4. **Write up and share**

With world events interrupting our schedule in 2020 we were delighted to be able to work with two schools throughout this academic year.

Day One of the programme introduces participants to the principles and stages involved in the process. The remaining sessions are deliberately spaced out to give colleagues the opportunity to complete each stage back in their own setting.

Lesson Study firmly places pupils at the centre of the process. Before implementing an approach or idea participants devise a clear Enquiry Question to focus their work and ensure that they can evaluate the impact of the work they are doing. Each enquiry question follows the following structure – ***“How does X (intervention) impact on Y (pupil learning need) for Z (pupils)?”***

Once the pupil learning need has been identified and agreed, participants explore possible evidence-based interventions. These are introduced to the class and evaluated by both teachers and pupils. This can result in further refinement to maximise impact.

As we have seen previously, there are real benefits to Lesson Study. The following case studies capture the focus, intervention and outcomes that have been achieved this year. A huge thank you to the leaders and teachers involved for their positive input in the sessions, their desire to make a difference and for sharing the results of their hard work. Trust schools are invited to join us for next year's programme.

## What is Lesson Study?

Developed in Japan in the late 19<sup>th</sup> century and now used across the world, Lesson Study is a model of professional learning which can deliver significant and sustained impact in improving teacher practice. Teachers typically work in triads in order to focus in on and diagnose a pupil learning issue. The process can follow the stages below.

### Focus and Diagnose

Participants choose a specific group of pupils as their focus. They design a diagnostic lesson to help them diagnose the particular needs, issues and strengths of those learners.

### Research and Evaluate

Participants examine evidence to identify approaches that may help deal with the issues they have identified. They create an Enquiry Question and 'zoom in' on two or three *case pupils*.

### Implement and Refine

Participants introduce strategies into their lessons to test out the approach. They reflect on what happened in the lessons and refine their approach. This may be repeated several times.

### Write Up and Share

Participants record the process, evidence and impact of their enquiry project. They communicate this to other colleagues.



# Lesson Study – Case Study 1

## Background

Andrew Keates teaches Year 1 at Weston Infant Academy in Weston Coyney, Stoke-on-Trent. He joined the Lesson Study network to explore ways of supporting his class in becoming more independent. The school uses a traffic light system to encourage pupils to self-evaluate. Pupils identify how they feel about the work set using the following colour code –

- **Green – children can complete work easily and independently or with minimal support.**
- **Orange – children can complete work with some support.**
- **Red – children found it hard and needed support to complete the work set.**

Andrew felt the children were able to say if they could do the work set, but there were inconsistencies when they completed the self-evaluations.

## Enquiry question

To begin with a few different questions were considered. Outcomes from teacher assessment on children's understanding of evaluating led Andrew to refine the question and link it to metacognition. The hope was that this would result in the creation of a more child-friendly approach which would lead to an improvement in children's understanding of how to use self-evaluation to impact positively on future learning. The final enquiry question was *How can teaching metacognition strategies encourage children to evaluate effectively?*

## Intended outcomes

- To understand why we use evaluation to support future learning
- To use 'plan, do and review' to support children's future learning

## Research Informed Evidence

EEF Guidance Report on Metacognition and Self-Regulated Learning.

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition>



Andrew was drawn to the EEF statement - "Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well." With this in mind he explored practical ways of applying this in his own classroom including the seven-step model. He also consulted with Longford Primary Academy on their approach to introducing metacognition to younger pupils (see the case study on pages 7-10).

## Approach taken

Stage 1 – Identified an inquiry to support and aid children's learning.  
Stage 2 – Implemented the project and refined the enquiry question.  
Stage 3 – Introduced new vocabulary (evaluation, metacognition etc.)  
Stage 4 – Held continuous discussions with the children to measure understanding.  
Stage 5 – Introduced plan, do, review spinners to support children's understanding.  
Stage 6 – Set activities for children to use spinners and discussed how they would approach different tasks.  
Stage 7 – Continued to question and refer to 'plan, do and review' across all areas of the curriculum.

# Lesson Study – Case Study 1

## Focus pupil outcomes

Throughout the process Child A has improved their concept of evaluating her own work and giving reasonable explanations. They also coloured the self-evaluation to match the explanation.

October 2021: Child A said at the start that they coloured it in green because they found it easy even though some answers were incorrect. Then another time in red because it was hard (even though they got it correct).

January 2022: In the middle of the project Child A said to Andrew, "I did a bit on my own, but you helped me. That's why I put orange."

February 2022: "I couldn't do it today and you helped me. It's a red this time."

June 2022: Child A said, "I didn't know the number so I got the number line. That helped me do it and I did it on my own." (Coloured the self evaluation in green.)

Child B could go and find the correct resources to help to support their learning and is beginning to verbally explain why they choose particular resources.

October 2021: Child B started by colouring in the self-evaluation with any pencil they picked up first.

January 2022: On answering all the maths questions, "I put green because I did all the questions." (Although they needed support to complete).

February 2022: Child B said, 'I put orange because I asked my friend to help me.'

May 2022: When asked what they could use to help them read the word Child B said, "I can use the phonics mat to help me read the word, it has all the Monsters on. I know the monsters."

June 2022: Making towers using straws. Child B made a tower and said, "I did it this way because it is stronger."

## Impact

1. Children can evaluate and plan effectively.
2. Children are more independent.
3. Children are able to communicate their thought processes.



Below: During Stage 6 of the process the Year 1 children used alphabet and phonics mats to support their spelling.



## Future plans

To use the 'plan, do and review' approach across KS1 to ensure consistency and encourage a develop a consistent approach across the key stage. Therefore the children will have an increase in awareness of their learning.



# Lesson Study – Case Study 2

## Context

Saint Nathaniel's Academy staff worked as a triad to carry out two Lesson Study projects. Jason Rowley (Year 6 teacher) acted as facilitator for Louise Whitehall (Year 3 teacher) and Tom Groves (Year 5 teacher).

## Approach taken

Both projects followed a similar process.

Stage 1 – Identified the area for focus.

Stage 2 – Completed pre-intervention questionnaire with pupils to identify their barriers for learning.

Stage 3 – Carried out observations, paying particular attention to the focus children.

Stage 4 – Consulted research around identified issues.

Stage 5 – Implemented strategies based on the research.

Stage 6 – Reviewed and refined approaches.



## Year 3 Project



### Background

The Year 3 project was focused on a target group of five children from the bottom 20% for Maths and English. The children were from similar backgrounds. Some had more support at home than others. The class does not benefit from having a Teaching Assistant.

### Year 3 enquiry question

*How can collaborative or mixed ability grouping promote positive outcomes for the bottom 20% in Maths and English lessons?*

### Findings from observations

The focus children were observed in a number of English lessons. Their focus and engagement was inconsistent during teacher input. They also needed extra support during activities, particularly with writing.

### Research consulted on mixed ability teaching

[https://www.researchgate.net/publication/319617963\\_MIXED\\_ABILITY\\_TEACHING](https://www.researchgate.net/publication/319617963_MIXED_ABILITY_TEACHING)

### Research consulted on collaborative learning

[Collaborative learning approaches | EEF \(educationendowmentfoundation.org.uk\)](https://www.researchgate.net/publication/224766528_Collaborative_learning_What_is_it)  
[https://www.researchgate.net/publication/224766528\\_Collaborative\\_learning\\_What\\_is\\_it](https://www.researchgate.net/publication/224766528_Collaborative_learning_What_is_it)  
[https://www.researchgate.net/publication/254097701\\_COOPERATIVE\\_LEARNING\\_THEORY\\_PRINCIPLES\\_AND\\_TECHNIQUES](https://www.researchgate.net/publication/254097701_COOPERATIVE_LEARNING_THEORY_PRINCIPLES_AND_TECHNIQUES)

### Strategies implemented

- Think-Pair-Share** – This encouraged pupils to work together in pairs to evaluate, analyse and synthesise information on a topic before sharing their findings with the rest of the class. This provided focus pupils with an opportunity to participate in quality classroom discussions.
- Jigsaw** – Each pupil learns one piece of information and then teaches it to the rest of their group. Eventually the whole class bring all the information together.
- Create Group Roles** -Pupils had their own roles during activities which were modelled. These were rotated so they all had the chance to gain new experiences.
- Peer Review** -The more-able students reviewed the focus pupils' work and gave individual feedback about their learning.

# Lesson Study – Case Study 2

## Year 3 pupil outcomes

During observations and post intervention questionnaire's, children who had been targeted were:

- More confident contributing to class discussions.
- Felt more ownership over their learning
- Knew there was always some support during the lessons.
- Participated more fully in maths and English lessons
- Most of the children targeted showed greater stamina for writing and were using new vocabulary to make their writing more interesting.
- Most children were happy that their peers were marking and reviewing their work.

## Future plans

The research and outcomes have led us to consider a few different options for the future:

- Consider how the principles/strategies applied in this Lesson Study project can be 'scaled up'.
- Can this easily be replicated in other year groups and other curriculum lessons?
- Continue to research different techniques to use for collaborative and mixed ability groupings to support the less-able children.

## Year 5 Project



### Background

A target group of five boys were identified as the original focus due to a lack of engagement/memory retention/confidence particularly in Maths. This was despite them being capable mathematicians. The children were of a similar background, had very limited support from home and lacked ambition with their learning.

### Year 5 enquiry question

*How does the promotion of metacognitive strategies and retrieval practice in maths promote the engagement and memory retention of Year 5 boys?*

## Findings from observations

A similar theme ran through the pupil observations – they began to struggle in Maths when a question was presented in a different way. They were unsure about what skills were required. This led them to feeling anxious and disengaging from the learning.

## Research consulted

Metacognition and Self-regulated Learning  
<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition>

How to Use Retrieval Practice to Improve Learning

<http://pdf.retrievalpractice.org/RetrievalPracticeGuide.pdf>

Metacognition: How To Improve Students' Reflections on Learning

<http://pdf.retrievalpractice.org/MetacognitionGuide.pdf>

## Strategies implemented

- Use of Flashback 4** - starter questions at the beginning of each Maths lesson containing something from yesterday, earlier on in the week, last week and last half term. Children struggled with this at first but with scaffolding and practice they quickly became far more fluent and seemed able to retain prior learning and retrieve it ready for the next days learning.
- Small group tasks** - questions for the focus pupils were modelled by the teacher who broke down their thinking into steps. This was presented to children in a scaffolded way and gradually withdrawn as the children became more familiar with the 'plan, monitor and evaluate' sequence.
- Introduction of KIRF's** - (Key Instant Recall Facts) act as a pre-teach in Maths for the next block of learning that a child will complete. This worked well and was set as additional homework tasks but we found that it required explicit teaching during a short session before being sent home with children to be most effective.



# Lesson Study – Case Study 2

## KIRF: I can identify prime numbers up to 20



A prime number is a number with only two factors- itself and one. The aim is for children to recall the prime numbers to 20 instantly.

### Concrete:

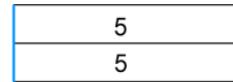
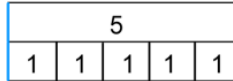
5 is a prime number



### What can this look like?

#### Pictorial:

5 is a prime number



#### Abstract:

Prime numbers to 20

2 3 5 7  
11 13 17 19

### Questions to ask at home

- What is a **prime number**?
- What is a **composite number**?
- What are the **prime numbers** to 20?

### Key vocabulary

**Composite number** - A whole number that can be made by multiplying other whole numbers.

**Factor** - A number that multiplies with another to make a product.

**Multiple** - The result of multiplying a number by an integer.

**Prime number** - A whole number with only two factors, one and the number itself.

### Things to try

#### Penta primes

Here are ten cards numbered 0 to 9:



Using all ten cards, rearrange them to make five prime numbers.

Can you find a way of doing it with five two-digit numbers?

How about using one one-digit number, one three-digit number and three two-digit numbers? ...

#### Websites:

<https://www.bbc.co.uk/bitesize/topics/zfq7hyc/articles/z2q26fr>

[https://www.transum.org/Maths/Game/Prime\\_Pairs/](https://www.transum.org/Maths/Game/Prime_Pairs/)

<https://www.primarygames.com/math/matheggprime/>

<https://whiterosemaths.com/homelearning/year-5/week-8-number-multiplication-division/>

Example of a KIRV (Key Instant Record Facts). To see more Primary examples click on the image.

Year Five – Autumn 2

## Year 5 pupil outcomes

Through observation and post-intervention questionnaires focus children were:

- More confident with regards to facing a question that presents a key skill in a different way, Staff agreed that this was probably down to the explicit 'plan, monitor, evaluate' process that was modelled and taught to children during a series of Maths lessons.
- More engaged in lessons and motivated to participate and achieve.
- More prepared to face arithmetic questions, responding well to questions presented in different ways.

## Future plans

Similar to the Year 3 project, staff are now considering how the principles/strategies can be 'scaled up' to larger groups of children and whole classes. They feel it could easily be replicated in other year groups and curriculum areas. There is also the possibility of focusing on reading which is an area where some children in Year 5 need additional support.

### Starter

- 1) Work out the perimeter of the rectangle.  $20\text{mm}$  ✓
- 2) Divide 600 by 100  $6$  ✓
- 3) What was the temperature on Thursday?  $15^\circ\text{C}$  ✓  

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Temperature	$12^\circ\text{C}$	$14^\circ\text{C}$	$11^\circ\text{C}$	$15^\circ\text{C}$	$13^\circ\text{C}$
- 4) Find the total of 1,375 and 2,811  $4186$  ✓

Child A only completed one question before the project (above) but could correctly complete the whole activity afterwards (below).

16.06.22

L.O: I can calculate the length and angles in shapes

- 1) Work out  $12 + 4.2 - 5.112$  ✓
- 2) Subtract 5.2 from 10.02  $4.82$  ✓
- 3) What do you need to add to 0.67 to make 1?  $1 - 0.67 = 0.33$  ✓
- 4) Write 3 a.m using the 24 hour clock  $03:00$  ✓





# LESSON STUDY NETWORK FOR ST. BART'S SCHOOLS

Lesson Study is based on the Japanese system of professional development (now practiced across the world). It involves teachers working in triads in order to use evidence-informed practice to improve pupil progress.

St. Bart's schools are invited to take part in our Lesson Study network for 2022-23 where they will be supported in carrying out a collaborative enquiry project in their own setting.

The network sessions follow the key phases of the Lesson Study process:



Day One	Day Two	Day Three	Day Four
<i>Focus and Diagnose</i>	<i>Research and Evaluate</i>	<i>Implement and Refine</i>	<i>Write Up and Share</i>
Thursday 13th October 2022	Thursday 26th January 2023	Thursday 30th March 2023	Thursday 22nd June 2023

All sessions will take place online from 1.30 – 3.30pm  
To book your place please contact [office@btsa.org](mailto:office@btsa.org)





## ***Heading North***

Reflecting on a day spent  
with Floyd Woodrow

# Heading North

In the last issue of *Releasing Potential* we reported on our Trust INSET Day 2022. Our key speaker at the event was Floyd Woodrow who enchanted us with his charismatic personality and wealth of experience. Feedback from the day was extremely positive and we were delighted when Floyd suggested a follow up day for St. Bart's senior leaders.

Monday 11<sup>th</sup> July saw principals from across the MAT (alongside the St. Bart's Central Leadership team) gathered in the BTSa Hub to spend time exploring further the key principles of Floyd's *Compass For Life* strategy.

Once again we were held captive by Floyd's tales from a career that has bridged several sectors, including the military. The structure of the day was a walk-through of the four points of the *Compass For Life*. Interspersed with provocative videos and case studies from other professionals that Floyd has worked with, participants left with a renewed desire to make a difference as well as a stack of inspirational ideas to share with colleagues.

Throughout, Floyd challenged our thinking and supported our plans for future action. Firmly at the heart of the session were our pupils. Floyd reminded us of the impact we can have on the young people we serve.

In his safe hands we were encouraged to consider our super powers in order to realise our warrior potential. There was role play, high-quality discussion, killer questions to provoke deep thought and a road map to plan the individual journeys that lie ahead.

We would like to say a big thank you to Floyd for taking time out of his busy schedule to come and work with us. On one of the hottest days of the year you ignited us with your passion and fired our ambition. We look forward to rekindling the friendship in the near future.



## The Four Points of the Compass For Life

### North Star

Have clarity on what you want the world to be. How clear is your vision and does everyone in the organisation agree?

### Ethos

The character or spirit of a person or organisation. What behaviours do you want to see and what behaviours do you want to repel?

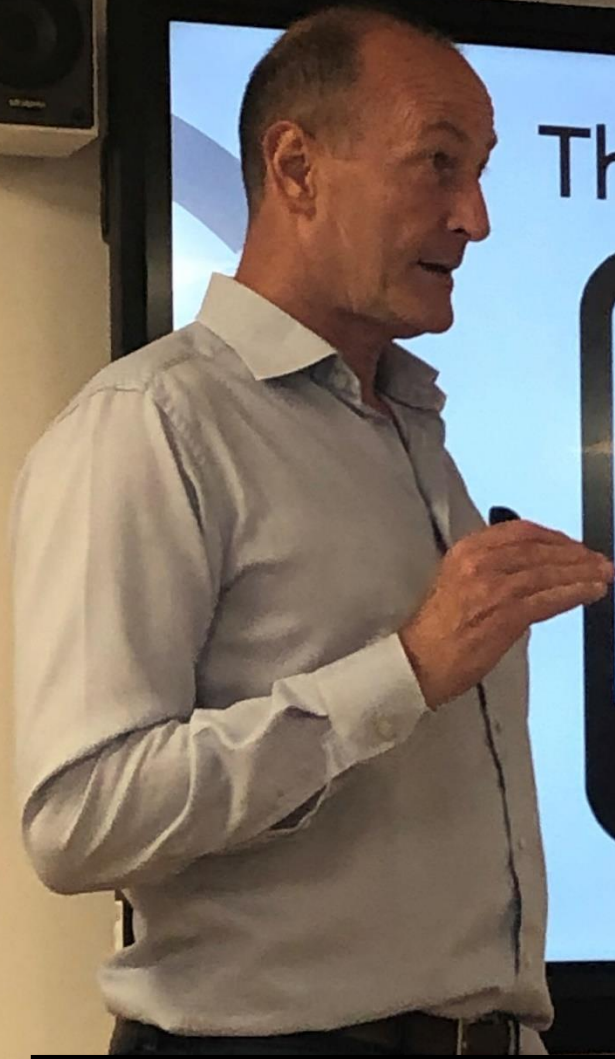
### Strategist

The best organisations have the humility to change and the bravery to share. Are you adaptable and open to suggestion? Do you have the ability to listen and mould your organisation?

### Warrior

Warriors do not stop at intent, they take action! Develop core relationships, be accountable, commit to the hard work and share your journey.

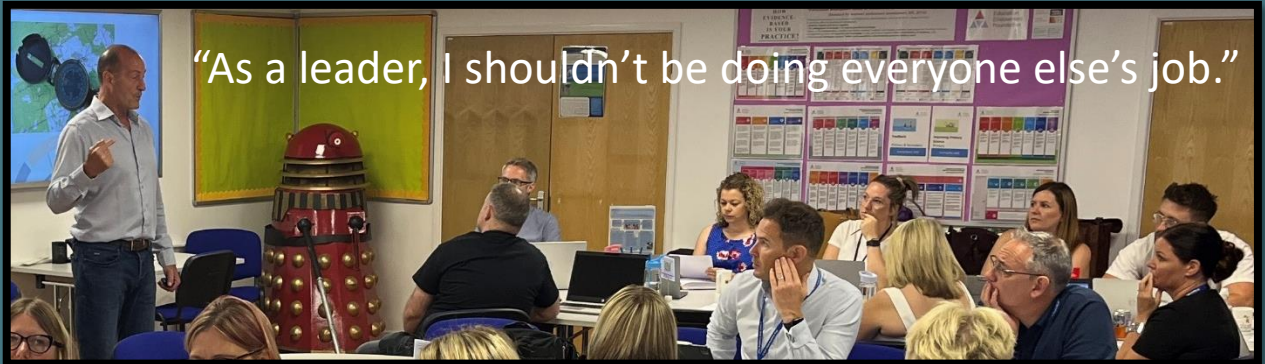




# The 16 'Rooms'



# Heading North



“As a leader, I shouldn’t be doing everyone else’s job.”

## Key Takeaways

Floyd is a great believer in dreaming big. His mantra is simple: “If your dreams don’t scare you, they’re not big enough”. He encourages people to consider how much of their potential they are currently using. Floyd believes that to achieve your dreams you need to have a super clear vision, a strategy with clear milestones and the right people supporting you. Above all else you need to have the passion to see it through. “Without passion, nothing happens.” He reminded us that time is precious. If you feel there is not enough hours in the day, check the screen time on your phone. There are 168 hours in a week and (on average) 4000 weeks in a lifetime. Maximise time as much as possible.

Before and during the day Floyd encouraged participants to reflect on their character traits and personal values. Results were shared and challenging questions were asked such as ‘who does the voice in your head belong to?’. A pre-cursor to explaining that the way you speak to yourself affects your state and, ultimately, your performance. Floyd also reminded us of the importance of remaining physically and mentally healthy, asking the room to mark themselves out of ten on a list of healthy habits.

Floyd’s parting shot? “If you can manage all four cardinals of the compass, you will be difficult to beat.” As a role model and motivational speaker it is fair to say that Floyd himself is difficult to beat.

You can find out more about Floyd on his official website <https://floydwoodrow.com/>





# CONGRATULATIONS

We would like to send our congratulations to three St. Bart's colleagues as they take on new roles beginning in September. If you have something that you would like to celebrate in future issues please contact [jcollier@sbrmat.org](mailto:jcollier@sbrmat.org)



**George Barlow**  
Belgrave St. Bartholomew's  
Academy

Vice Principal George has been accredited as an **Apple Professional Learning Specialist (APLS)**. He undertook a challenging assessment and received excellent feedback across the board.

The accreditation recognises George as uniquely qualified to demonstrate how to best use Apple products for teaching and learning. George will be working across the St. Bart's Trust to coach, mentor and support others in advancing their technology skills with an emphasis on innovation.



**Andrea Bean**  
Hungerford Primary  
Academy

Andrea will be taking on the role of NPQ Facilitation Lead with the **Teacher Development Trust**. The role involves building relationships with NPQ facilitators in order to deliver effective training and support their ongoing professional development. She will be working with the TDT content and delivery teams to ensure that the blended learning is responsive to, and meets the needs of, participants. This will support education colleagues in ensuring high quality facilitation and learning experiences for those wishing to develop their leadership skills at all levels.



**Kelly Deaville**  
Belgrave St. Bartholomew's  
Academy

Kelly will be joining the St. Bart's Central Leadership Team as a School Improvement Officer. This will involve her -

- Supporting Trust schools with areas identified during school improvement visits.
- Working with school leaders to support them in developing technology in teaching and learning.
- Analysing school's data through Arbor to develop lines of enquiry, which will inform school improvement visits.
- Developing the teaching and learning strand of the Trust Digital Strategy.

# CONGRATULATIONS

## School Direct Class of 2022



Well done to this year's cohort of BTSA/University of Derby *School Direct* trainees. This group marked our tenth year of providing local initial teacher training and since 2012 we have successfully supported over 250 new teachers.





# SCHOOL DIRECT

## INTERESTED IN A CAREER IN TEACHING?

Our School Direct teacher training programme is an excellent opportunity for graduates and career changers to join the teaching profession. Led by BTSA, working in partnership with local schools and the University of Derby, the school based experience is at the heart of the programme.

### About the programme

Our School Direct programme is primary with a 3-7, 5-11 and a SEND pathway. As well as Qualified Teacher Status, you will also gain a PGCE equivalent to a third of a masters degree with The University of Derby upon completion of the programme.

You can be fully trained in just one year.

On the programme, you will be given in-depth experience in the classroom from the word go. You will complete a main placement in a Key Stage of your choice and a second placement in a contrasting school and Key Stage. You will also have the opportunity to complete enhanced placements e.g. SEN, Early Years, as well as a week long international placement in Holland.

In addition to all of this, away from the classroom, you will receive practical training sessions from Specialist Leaders of Education, experienced teachers and the central team at BTSA. The University of Derby - an outstanding ITT provider - will also lead sessions to support your academic development.

### Who are we looking for?

Applicants must have:

- UK Honours degree 2:2 or above (preferably 2:1)
- Maths, English and Science GCSE grade C or above
- Sound knowledge of Foundation Stage/Key Stage 1 OR Key Stage 1/2 demonstrating a potential to train to teach
- A personal statement submitted with application

### Why choose BTSA?

BTSA is an alliance of schools, and other partners, who are working together to train the next generation of outstanding teachers.

Our School Direct programme has

- A strong, well established partnership
- A successful track record
- An employment record well above the national success rate
- A partnership with The University of Derby
- Opportunities for varied placements in great schools
- A unique enhanced international placement in Holland
- A wide range of experts to provide practical support

### Past Record

100% of 2021/22 School Direct trainees rated as meeting or exceeding expectations.

### To find out more -

Contact Eva Cerioni (School Direct Lead) at

[ecerioni@sbmat.org](mailto:ecerioni@sbmat.org) or **01782 486350**

visit our website

[www.btsa.org](http://www.btsa.org)

or follow our Twitter account

[@TheBTSAHub](https://twitter.com/TheBTSAHub)

You can also scan the QR code to read our online booklet.



# HEADlines

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

**Name:**

Julie Birchall

**Job Title/School:**

Principal of Weston Infant and Weston Junior Academies (The Weston Federation)



**Why did you choose education as a career?**

I initially completed a BA (Hons) English (Major) and History (Minor) degree and then I went straight into a PGCE Secondary course because I had always loved English literature and English language and I wanted to share my favourite subject with students as an English teacher.

I first had experience of teaching as a trainee English teacher in year 7, year 9 and year 10 but while on a Primary placement I realised that I actually enjoyed being in the Primary age phase more, as I loved being able to use my creative side to deliver all curriculum areas and I had a real passion for the foundation subjects. I took some time out to reflect on this and decided to return to train as a Primary school teacher at the age of 26.

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

I started my teaching career at Weston Coyney Infant school (now Weston Infant Academy) as a newly qualified teacher in year 2 and I really enjoyed teaching this year group. I originally interviewed for a year 1 vacancy at the school after my application was selected from the Stoke on Trent recruitment pool but I didn't get the job. I was told I was a close second and then three weeks later I received a phone call from the school to say that there was a year 2 vacancy available.



I often reflect on that experience and have a wry smile about being unsuccessful the first time around, especially as I later became the Principal of 'The Weston Federation'. It must have been written in the stars!

**Describe your journey into leadership.**

I always worked hard as a class teacher and my aim was to be the best teacher that I could possibly be. I was always an enthusiastic teacher who was open to learning more through listening to advice and CPD opportunities and I was given the History subject lead role in my NQT year. I was then asked to teach in Reception and I remember feeling upset to be leaving year 2 but actually it was the best thing that could have happened because I soon realised that my practical side was suited to the age-phase and this led to leadership opportunities such as English and Phonics lead, PSHE lead, pre-school provision lead, EYFS lead, Assistant Head teacher, Deputy Head teacher, Infant Head of School, a year as Co-Head teacher of Weston Infant and Junior Academies and then finally to being the Principal of both schools.



# HEADlines

I have been at The Weston Federation schools for 20 years this year but I have never felt restricted in my growth or development and I have always felt that I have never stood still. Every step of the way has felt like a new challenge and I am extremely proud to be a hands on Principal at Weston Infant and Junior Academies. I always like to know what is going on and that professional curiosity has always stood me in good stead. Being nose-y has definitely helped me!

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

I think it would have to be going through two Ofsted visits in the space of four weeks during the Spring 2 (2022) half-term. I knew that both schools were due an Ofsted and I had put a lot of time and effort into my SEF and into ensuring that documentation was ready and waiting. I had attended all of the subject leadership CPD provided by the Trust and then cascaded that back to my SLT which we implemented from January 2022 and I was confident in my schools, in my leadership team and in all of my staff, but even so it was a bit of a shock to receive not only one phone call but then another phone call only four weeks later. Even the second Ofsted inspector didn't know that I had just been through another Ofsted. I think I may keep the two Ofsteds in four weeks as my unique selling point!

## **How do you think colleagues would describe your leadership style?**

I hope that the Weston Federation team would say that I am approachable, resilient, have a sense of humour, am supportive and fair but also not afraid to be honest when we need to think about things a bit differently. I am also a bit of a perfectionist.

I know that my leadership team would say that I always say 'no' when they ask me to change something as it is a standing joke between us. I then go away and mull conversations over and sometimes even come back and say yes, once I have processed things. I am very self-aware! I always try to start with the why so that everyone understands why we are doing the things that we do. I also like to encourage people to use their strengths for the good of the team and to ensure that everyone understands that they are all important cogs in the Weston wheel whatever role or responsibilities they hold. We all have skills to bring to the table. I hope that the team see that.

## **Describe your schools using a title of a song.**

'Ain't No Stopping Us Now' because straight after both Ofsted visits all of the staff on both school sites wanted to know what they needed to focus on to be even better! Also the Federation has been on a journey and it's good to have the official validation for everything that has been done.



# HEADlines

## Share a dream that you are yet to realise.

I have always liked cars and my ultimate dream would be to own a red Porsche. It doesn't matter how old the car is, I've always wanted one since I was a little girl. The likelihood is that at this point it will have to be a dinky toy but I can still dream...

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

When I am not at work I love taking photographs using my DSLR camera. I find this very relaxing and it gives me the opportunity to forget about work for a while and to focus on my more creative side. I also enjoy doing a bit of DIY and I am not adverse to laying vinyl flooring or sorting out a flat-pack or two even though it can sometimes take me a few attempts to get it right. I also enjoy reading, listening to music and, of course, I take every opportunity to go out for coffee and cake. I love animals and I have a dog and two cats who keep me busy.

## What is your favourite staff room drink/biscuit combination?

Anyone who knows me well will tell you that I am powered by cappuccinos and can often be found with a take-out cappuccino in hand as I walk into school in the morning. I also have a ready supply of cappuccino/coffee sachets to keep me going throughout the day. I love dark chocolate digestives but to be fair I am happy to eat any biscuit on offer and often do!



***“The principal has a clear and ambitious vision for the school. She has developed passionate and skilled leaders who share this vision.”***

Weston Infant Academy  
Ofsted Report, March 2022

***“The principal, leaders, staff and governors form a committed and united team. Together they have brought about considerable improvement to all aspects of the school over recent years.”***

Weston Junior Academy  
Ofsted Report, April 2022





For this issue Ian reviews *Lowborn* by Kerry Hudson. It sees the author bear the scars of her turbulent upbringing and indicts a nation that leaves so many in poverty.

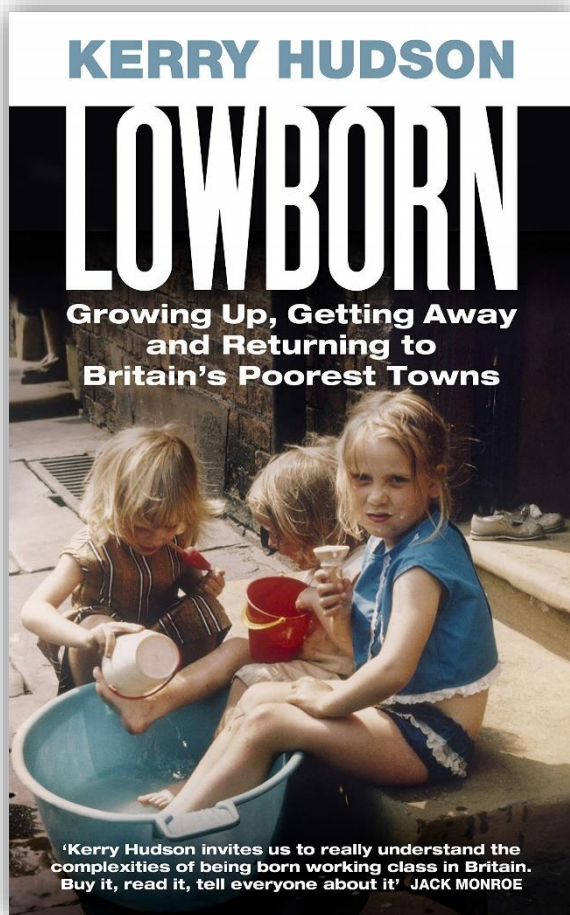
“Brace yourselves, this is not an easy read. Sometimes you wonder how people cope and get through life.

“The strength, determination, doggedness, and ability Hudson has to pick herself up and dust herself down is an absolute inspiration.

“*Lowborn* catalogues the trials and tribulations she experienced from an early age into adulthood. The fortitude to turn her life around against seemingly insurmountable odds is humbling.

“This book is a must read not only to understand what some children must go through before they even walk through the classroom door in the morning but also the absolute necessity to create safe spaces and listening cultures to enable children to feel valued, important, and worthwhile. Who can you be the difference for?”

IH



#### About the author

Kerry Hudson was born in Aberdeen. Her first novel, *Tony Hogan Bought Me An Ice-Cream Float Before He Stole My Ma* was published in 2012 and was the winner of the Scottish First Book Award. Kerry's second novel, *Thirst*, was published in 2014 and won France's most prestigious award for foreign fiction the Prix Femina Étranger. Her latest book and memoir, *Lowborn*, takes her back to the towns of her childhood as she investigates her own past and what it means to be poor in Britain today. It was a Radio 4 Book of the Week, a Guardian and Independent Book of the Year.



## THE BTSA TEAM



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