



Sandstone Trust Conference

29th November 2024

at Tarporley High School & Sixth Form College



“Experiencing excellence through dynamic partnership”



Welcome from Jason Lowe

Dear colleagues

Welcome to the second Sandstone Trust conference. The theme of last year's conference was 'Building our Trust' as we sought further opportunities for our schools to work and grow together. It has been good to see colleagues working together across schools in a variety of ways such as moderation, sharing resources, participating in reviews and also being part of our leadership programmes. Since the last conference we have appointed four Trust roles which will help to provide the capacity for further work as part of our vision: 'Experiencing excellence through dynamic partnership.'

Thank you to the planning team for their work in organising the conference: Andy Davies, Ellen Green, Emma Gildea, Vicky Marsden and James Bowland. They used the feedback which you provided after last year's conference as part of the planning for the day. I am also grateful to the colleagues from across the Trust and beyond who are leading workshops today; there is a great deal of experience and expertise for us all to learn and benefit from.

The theme of this year's conference is 'Belonging'; a simple word but one which, if felt by both staff and students, can be transformative. Belonging is a fundamental human need; when students and staff feel they belong, the benefits extend far beyond the individual—they ripple through our classrooms, our schools, and our communities.

Thank you for your dedication and for the incredible work you do every day. Together, we can harness the power of belonging to ensure our schools continue to be places of connection, growth, and limitless potential.



Respect



Collaboration



Honesty



Exploration



Sandstone Trust Conference

29th November 2024

8.30 - 9.00 Registration in Sixth Form College

9.00 - 10.30 Belonging

Welcome and Introduction

Jason Lowe

Guest Speakers

Professor Dr. Stuart Kime - Director of Education: Evidence Based Education

10.30 - 11.00 Break/Networking

11.00 - 12.00 Workshop 1

12.15 - 1.00 Lunch/Networking

1.00 - 2.00 Workshop 2

2.15 - 3.15 Networking Meetings

3.15 - 3.30 Conference close - Jason Lowe

We are committed to nurturing a love of learning; we promote a philosophy of continuous improvement in every aspect of the school's work and life; and we have the highest expectations.

Personal qualities including a desire to learn, an enquiring mind, good manners, honesty and concern for the well-being of others are important values we teach through our curriculum.

We strive to ensure our curriculum and happy, stimulating environment are backed up by a rigour and unrelenting focus on academia. We also have a full sporting and non-sporting extra-curricular offer.

We always want learning to be stimulating, challenging and fun. Whether in the classroom or outdoors, our staff ensure that learning is always tailored to the pupils' needs.

Our families are proud of the warm, supportive atmosphere in our village school.

School Development Priorities 2024-2025

Our curriculum is ambitious, engaging and promotes thinking of others and the wider world.

We have high academic standards compared to schools both locally and nationally.

Our learners are highly literate and articulate.

Our education is inclusive and is consciously adjusted to meet the needs of learners.

Children are not limited - because we have high expectations for all



Contextual Information

Eaton Primary School is a 1 form entry, smaller than average sized primary school, with 160 pupils on roll (Oct 2024). The school currently has 7 single-aged classes. The school serves a wide catchment area with over two thirds of its pupils living out of catchment. The proportion of pupils known to be eligible for free school meals and the pupil premium are below average. The overwhelming majority of pupils are White British. The proportion of pupils with learning difficulties and/or disabilities is below average. An out-of-school club managed by the school operates on the site before and after school. There is a pre-school and nursery on site which is run separate to school and they also run before and after school care for their children.

The Executive Headteacher and the Head of school have led the school since 2019 with the assistant Headteacher being promoted to the new role in 2023. The SENCO has been in post since September 2019 and is also the SENCO Tarvin.

The school has in recent years received a number of awards, these include the Primary Science Award (Gilt), History Quality Mark (Gold), Games Mark (Gold), Geography Quality Mark (Silver) and the Basic Skills Quality Mark.

ENGAGE

INSPIRE

ACHIEVE



“Leaders are ambitious for all pupils to succeed academically. Pupils, including those with special educational needs and disabilities, benefit from a high-quality education.”

OFSTED April 2023

Tarporley High School & Sixth Form College is an excellent 11-18 school at the heart of a rural Cheshire community that extends between Chester to the west and Nantwich to the east. Our school vision is “Aspire Learn Achieve”.

Our aim is to provide the very best learning and personal development opportunities for every young person in the communities that we serve. Our teaching and support staff are highly qualified, very skilled, and together share the strongest dedication to ensuring that all our students are safe, wholeheartedly enjoy their learning, and achieve to their full potential. My priority as Headteacher is for every student to enjoy excellent teaching and pastoral support, to be valued and respected as an individual, and to play a full and active part in school life.

The day-to-day atmosphere of our school is warm, friendly, orderly and purposeful. We are keen for all our students to develop as confident, responsible and considerate individuals who excel and make a lasting contribution within and beyond their school life. We are extremely proud of their outstanding achievements in all walks of life.

From Year 11 cohorts of up to 210, just over half of students move on to new destinations Post-16. Our careers programme is highly successful and we rightly celebrate the success and choices of students who move to a range of local providers, apprenticeships and employment. We welcome between 90 and 100 students into our own outstanding Sixth Form College. Each student chooses a learning programme from over 20 A Level courses and all students make a contribution to a broad offer of thriving enrichment activities. After sixth form, our students gain places at a wide range of universities including Oxbridge, on prestigious apprenticeships and with high-quality employers.

School Development Priorities 2024-2025

The Achievement Journey

Student Resilience and Engagement

Great Tarporley Teaching

Shaping our Culture

Professional Development, Leadership and Wellbeing

Curriculum: Reflect and Refine



ASPIRE
LEARN
ACHIEVE

Contextual Information

Our senior leadership team comprises of Headteacher, Deputy Headteacher, three assistant headteachers, our SENCO and two associate assistant headteachers. All members of SLT have leadership and management responsibilities across both curriculum and pastoral areas. We have six Curriculum Leaders and six Pastoral Leaders overseeing subjects, courses and cohorts.

1189 students on roll • 1175 students with English as a first language; 14 other first languages • 118 students eligible for FSMs on census day 2023 • 126 students with SEN code on census day 2023
147 staff: 49 full time teachers; 25 part time teachers • 18 full time support staff; 31 part time support staff

ASPIRE
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ACHIEVE



As a thriving, inclusive community school, we provide caring, pastoral care, aim for excellent academic results and offer superb opportunities for our pupils. Our entire ethos is built around ensuring we give every family the highest levels of care, that every child is stretched and supported to achieve as high as they can, and that we ask ourselves continually what we can do to increase our offer to our children and their families. We believe in developing the whole child – mentally and physically, placing high importance on wellbeing and encouraging healthy lifestyles.

Our school motto is 'Learn and Grow'. We want our children to become adults who are kind, confident, ambitious, empathetic and resilient. Our safe and secure culture enables children to try new things and to understand that making mistakes is part of the learning process. It is by embodying these values, that our dedicated and passionate staff are able to provide such an excellent overall provision.

We promote a philosophy of continuous improvement in every aspect of the school's work and life. We continually ask ourselves, 'Does every decision benefit the children?'

Personal qualities including a desire to learn, an enquiring mind, good manners, honesty and concern for the well-being of others are considered fundamental.

At Tarvin Primary School, we have 3 main aims.

- happy children who love coming to school and are progressing extremely well in their learning.
- happy parents and guardians who are pleased with the school and their children's levels of learning.
- happy staff who are developing personally and professionally.

School Development Priorities 2024-2025

Our curriculum is ambitious, conscious and holistic

We have high academic standards – locally and nationally

Our learners are highly literate and articulate

Our education is inclusive and is consciously adjusted to meet the needs of learners

Children are not limited because we have high expectations for all



Contextual Information

Tarvin Primary School is an average sized primary school, with 240 pupils on roll (Oct 2024). The school has recently reduced to 1 form entry (from 1.5) and has a plan for reduction over a period of years due to lower birth rate in the catchment area. The school currently has 9 classes. There are two classes in Year 5 as well as an additional mixed year 3/4 class. Years R, 1, 2 and 6 have just one class. The school serves an area of mixed housing. The proportion of pupils known to be eligible for free school meals and the pupil premium are below average. The overwhelming majority of pupils are White British. The proportion of pupils with learning difficulties and/or disabilities is as well as the number of pupils with an EHCP is slightly above average – although this need is not spread evenly across the school. Some cohorts have a much higher level of need than others. An out-of-school club managed by a separate business operates on the site before and after school. There is a pre-school and nursery on site which is run separately to school and they also run before and after school care for infant children and a holiday club.

The Executive Headteacher works at both Eaton and Tarvin schools and there is a Head of School and a SENDCO. The HOS has also been at the school alongside the Executive Headteacher for many years and was previously Deputy HT since 2008. The school holds a number of awards including the Primary Science Quality mark (Sep 2022), BSQM (2021), the Games Mark Platinum (Sep 2024) and the History Gold Award (Feb 2022). The school is fully inclusive. The SENDCO is shared with Eaton Primary School. The school has two Assistant Headteachers (Appointed Sept 2023).

LEARN
AND
GROW



"Weaverham High School is a wonderful place to learn."

OFSTED March 2020

Our vision is clear, we want Weaverham High School to be a vibrant, thriving and successful school where every member of our community feels valued, safe and supported to ensure they surpass their potential. We celebrate uniqueness and see individuals. We understand that our pupils have hopes and dreams, challenges and barriers and it is our privilege to celebrate their worth and their potential. We want every child to enjoy their own journey of discovery, acquire a thirst for knowledge, creativity and imagination and develop a love for their learning. We want pupils to leave our school not just with qualifications showing their academic success, but also with the capacity to think clearly and deeply, a desire to act with integrity and to show kindness and empathy to others, and with the character and leadership experience they need to thrive in the world. We will work tirelessly to ensure individual barriers are overcome so pupils are challenged and supported in equal measure. Our desire is to nurture talent, ability and ambition with energy, creativity, determination, relentless kindness and high expectations. When we combine such a desire with our ethos of Safe.Ready.Respect you will thrive in our care.

We have a clear and ambitious vision for school improvement that is woven into the 6 strands that define the Weaverham offer. This offer is underpinned by an 'Ethic Of Excellence' 5, where the following principles guide our strategy to ensure we are the best we can be:

An Ethic of Excellence



- Assign work that matters
- Study examples of excellence
- Build a culture of critique (be kind, be specific, be helpful/listen, reflect, review)
- Require multiple revisions
- Provide opportunities for public presentation

We know our approach works and makes a difference to the lives of our young people. 2024 GCSE Results were the school's best ever and FFT placed us significantly above national in almost every measure for all pupils. The basics at both a standard pass and a strong pass were also significantly above national and that of the local authority average.

School Improvement Priorities 2024-2025

Equitable provision leads to improved outcomes for all

Empowering staff through Personal Growth Plans which enable autonomy and accountability

Ensuring consistency through shared routines and high expectations



Be the Best Version of You

Contextual Information

Weaverham High School is an above average sized school with 1164 pupils on roll. On indicators of deprivation, WHS is located in an above average local area with a below average pupil base. FSM/PP is below average (61%-80% of schools). There are a below average number of pupils with an EHCP in comparison to national (1.6%v2.4%) however this number is rising. We are slightly higher than the national average for pupils with SEND Support (K) 13.6% v 12.4%. The Senior Leadership Team comprises Headteacher, Deputy Headteacher responsible for Ethos, climate for Learning & Personal Development, Deputy Headteacher responsible for Raising Standards, Assistant headteacher responsible for Intervention and Pupil Premium, Assistant Headteacher responsible for Teaching & Learning and an Assistant Headteacher responsible for Wellbeing and Personal Development. We also have 2 Associate SLT members who lead on specific areas of our School improvement Plan. There are 143 employees at WHS (excluding invigilators). There are 72 teaches (excluding peri) of whom 1 is an ECT.

**BEST
VERSION
OF YOU**



Workshop I

Title	Session Leads	Overview
Basic Makaton D109	Tim Parsonage Tarvin Primary School	The Makaton workshop will be a fun and engaging way for our trust colleagues to start or continue their Makaton journey. The workshop will focus on our signs for, fingerspelling, home, familiar people, food, activities and basic/ immediate needs. The workshop will also enable the staff to communicate confidently with people who have communication difficulties and needs as well as other colleagues when needed.
Being better than you already are: practical strategies from the best available evidence AI	Professor Dr. Stuart Kime <i>Director of Education</i> Evidence Based Education	Prof Dr Stuart Kime will lead a workshop that explores the latest research on effective teaching, grounded in the Great Teaching Toolkit Evidence Review (2020). This session offers a deep dive into both the theory and practice of effective classroom practitioners from around the world, with a special focus on feelings of relatedness, connectedness and belonging. You'll see your own practice reflected in the evidence, be challenged to revisit and refresh your thinking, and you'll be guided through practical strategies that can be immediately applied in <u>your classroom</u> .
Coaching to improve leadership D110	Lisa Berry <i>Associate Assistant Headteacher</i> <i>Head of Business Studies</i> Tarporely High School	Unlock your leadership potential with this dynamic workshop on the GROW coaching model. Designed for leaders, this session will explore how to harness the power of coaching to drive success in your teams. Learn to guide your team to set clear goals and navigate challenges and inspire growth. We will explore a range of practical strategies to support impactful coaching conversations that benefit students, staff, and the whole school community.
Developing Pedagogy: Highly Effective Secondary Teaching Strategies D115	Verinder Salh <i>Head of Business Studies</i> Weaverham High School	Join us for an engaging workshop designed specifically for secondary teachers looking to enhance their instructional practices. This hands-on session will explore a variety of highly effective teaching strategies, including differentiated instruction and active learning techniques. Participants will collaborate with peers to share insights and develop practical applications tailored to their unique classroom environments. By the end of the workshop, you will have a selection of techniques for your toolkit of innovative strategies that can be immediately implemented to boost student engagement and improve learning outcomes.
Enriching students' experience with STEM D111	Dan Nieroda <i>Mathematics and STEM Lead</i> Tarporely High School	In this session we'll be looking at using STEM to help engage students in lessons. Applying STEM subjects to real life examples offers students an insight in the age old 'when will I ever use this?' question, illustrating it might not necessarily be for them, but it does have its relevance. We'll also discuss STEM as an extracurricular activity, from Farming to Formula 1, and explore the opportunities available from interweaving the topics seen across Science, Technology and Maths to strengthen pupils recall and understanding.
Exploring standard in Core Subjects in Year 6 to support academic transition D112	Tom Flaherty <i>Assistant Headteacher</i> Tarvin Primary School Liam Wright <i>Assistant Headteacher</i> Eaton Primary School	To develop a deeper understanding of the end of Key Stage 2 expectations in core subjects, with a particular focus on how planning is utilised across English, Maths and Science. This workshop provides a wide range of Year 6 work samples from across two primary schools. There will be opportunities to discuss key elements of the end of Year 6 expectations, with a focus on collaborative discussion between Primary and Secondary colleagues to help support the successful academic transition from Key Stage 2 to Key Stage 3.

Title	Session Leads	Overview
Managing Behaviour D108	Daniel Ramage Behaviour Consultant	This session will support staff in cultivating belonging through delivering an inclusive experience when working with those with identified Social, Emotional and Mental Health difficulties who may display challenging behaviours as a result of dysregulation. The session is suitable for all colleagues from both primary and secondary settings and will raise awareness of the crucial role school staff play in de-escalating tricky moments through a trauma aware lens.
Supporting Disadvantaged Students D116	Paul Gildea <i>Assistant Headteacher</i> Tarpoley High School Chris Eaton <i>Associate Assistant Headteacher</i> <i>Head of English</i> Weaverham High School	This session will explore the needs of our most disadvantaged students. We will be focusing on the practical strategies that can make the most impact on the outcomes for these young people. You will leave the session with some insight into the challenges that this group of students face and top tips and techniques to use in your classrooms and beyond. The session will be useful for both primary, secondary teachers and support staff.
Supporting Students with SEND B1	Vicky Marsland <i>Trust SEND Lead</i>	In this session we will be looking at barriers students may face in the classroom and strategies we can use to overcome these barriers.

Workshop 2

Title	Session Leads	Overview
An introduction to AI in Education: Streamlining Planning, Marking & Assessment D113	Anna Roberts <i>Head of ICT</i> Tarpoley High School	In this session we'll explore practical tools and strategies that harness AI to simplify lesson planning, crafting assessments, providing feedback and fostering student engagement. Perfect for teachers new to the world of AI and looking to enhance productivity and improve student outcomes.
Being better than you already are: practical strategies from the best available evidence A1	Professor Dr. Stuart Kime <i>Director of Education</i> Evidence Based Education	Prof Dr Stuart Kime will lead a workshop that explores the latest research on effective teaching, grounded in the Great Teaching Toolkit Evidence Review (2020). This session offers a deep dive into both the theory and practice of effective classroom practitioners from around the world, with a special focus on feelings of relatedness, connectedness and belonging. You'll see your own practice reflected in the evidence, be challenged to revisit and refresh your thinking, and you'll be guided through practical strategies that can be immediately applied in your classroom.
Discussions and sharing of best practice in creating independent learners in the classroom. D105	Sarah Cliffe <i>SEND CO</i> Tarvin Primary School Eaton Primary School	In this session we will be looking at strategies that TAs/LSAs can employ to enable students of all ages to become independent learners and build resilience in the classroom.
Feedback and Assessment D111	Mica Hrywna <i>Head of English</i> Tarpoley High School Liam Holian <i>Assistant Headteacher</i> Weaverham High School	In this session, we will be focussing on practical strategies and top tips for feedback. The metacognitive strategies we will cover will help support student learning and progress as well as easing the "marking" load for teachers. You will come away from this session with a breadth of methods and advice on how to feedback effectively and ensure students are actively engaging in their own reflections. This session will be useful for both primary and secondary staff wishing to expand their repertoire of strategies, or if you are new to the Trust's methods of feedback.

Title	Session Leads	Overview
Managing Behaviour D108	Daniel Ramage Behaviour Consultant	This session will support staff in cultivating belonging through delivering an inclusive experience when working with those with identified Social, Emotional and Mental Health difficulties who may display challenging behaviours as a result of dysregulation. The session is suitable for all colleagues from both primary and secondary settings and will raise awareness of the crucial role school staff play in de-escalating tricky moments through a trauma aware lens.
Managing Student Mental Health and Anxiety MAIN HALL	Rachel Almond <i>Technology Teacher & STEM Lead</i> Tarporey High School	In this session we will identify the signs of anxiety and stress in a young person. We will explore strategies to help children understand and manage their anxiety in a safe and supportive environment. Through interactive activities and discussion, we will discuss tools, strategies and resources to help children to recognise their feelings, practise mindfulness, engage in school and build resilience. This session would be ideal for form tutors, new staff, ECTs, TAs and classroom teachers.
Moving Teams Forward D116	Debbie Gadsby <i>Head of Mathematics</i> Weaverham High School	Taking on a new leadership role within a department or wishing to? Join me as I share my journey as a new Head of Mathematics. We will be exploring how to bring back the joy for experienced teachers and create a buzz within the department that improves results.
Starters and Plenaries D110	Gavin McNeill <i>Head of Chemistry</i> Tarporey High School	Successful starters and plenaries need to engage students to give them a sense of belonging to the lesson. Obviously, they should check knowledge and understanding, but they should also allow for differentiation and the opportunity for all students to participate regardless of their ability. In this interactive workshop, a wide range of starters and plenaries will be demonstrated (all with a Chemistry theme), and delegates will be given the chance to consider how they could be adapted to suit their own subjects.
Supporting our Most Able Students D101	Rebecca Wainwright <i>Spanish Teacher and G&T Lead</i> Tarporey High School James Bowland <i>Head of Art & Photography</i> Tarporey High School	In this session, we will be focussing on practical strategies and top tips for challenging our most able students. You will come away from this session with a range of top tips and advice on how to engage this group of learners in rich experiences – both within and beyond the curriculum. This session will be useful for both primary and secondary staff wishing to expand their expertise in this area.

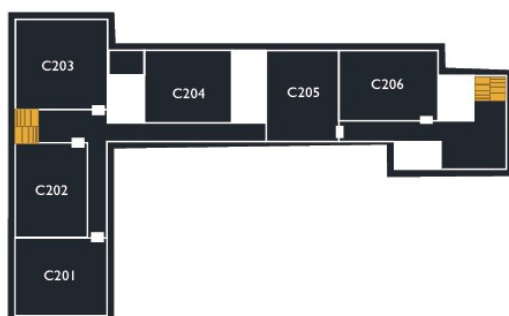
Networking Meeting Rooming

Subject Group	Subject Leads	Rooming
Art & Design/Photography	James Bowland/Sally Robinson	D101
Business Studies	Lisa Berry/Verinder Salh	D108
Computing/ICT	Anna Roberts/Damien Cowell	D113
Drama/Dance	Elle Roberts-Williams/Charlotte Murray	B1
English/Media	Mica Hrywna/Chris Eaton	D111
Geography	Steve Chappell/Kathryn Bee	C205
History	Tom Gibbons/Lawrie Peet	D120
Maths	Ben Jones/Debbie Gadsby	C102
Modern Foreign Languages	Helen Nutton/Karen Merrick	D116
Music	Llion Williams/Anna Clark	C106
Physical Education	Joe Morphet/Stephen Simpson	C1
Religious Studies	Ben Cox/Simon Cole	D110
Science	Jen Lees/Rachel Spencer	D9
Technology	Bill Voyce/Russell Walker	D1

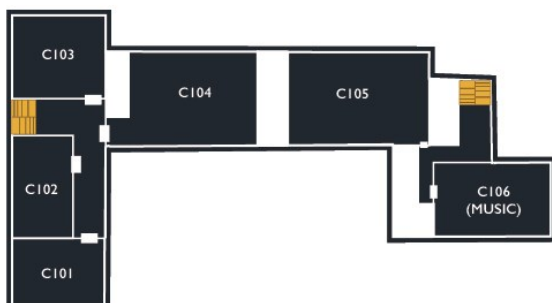
Subsidiary Group	Lead	Rooming
SENDCO & TA'S (inc. Primary Colleagues)	Vicky Marsland	D115
Pastoral Support	Ashleigh Spann/Phil Norton	D109
All Primary Colleagues except SENCO & TAs	Andy Davies	Sixth Form Study Room

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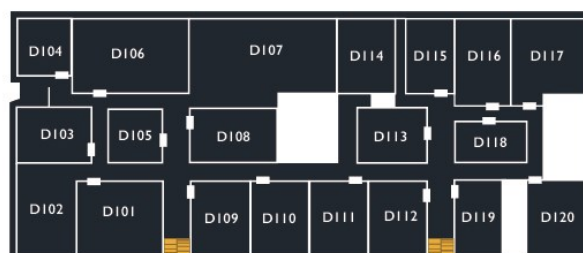
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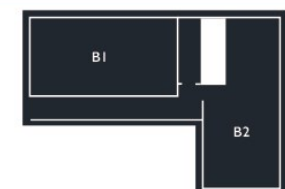
TARPORLEY HIGH SCHOOL & SIXTH FORM COLLEGE

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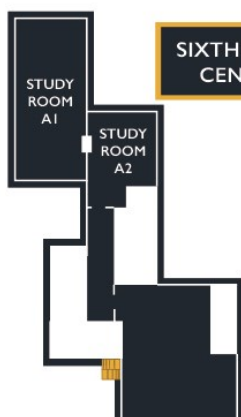
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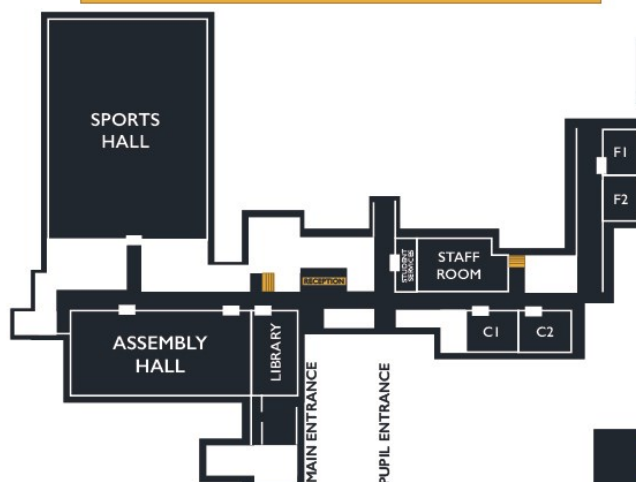
SIXTH FORM CENTRE



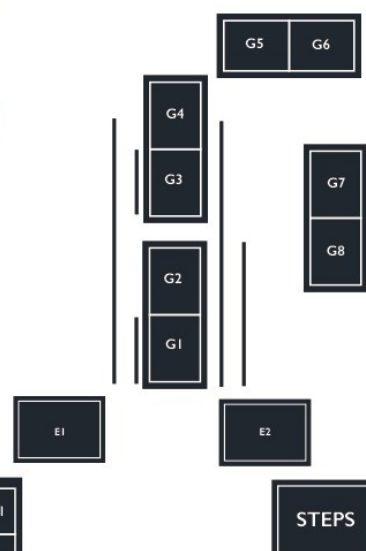
D BLOCK GROUND FLOOR



C BLOCK GROUND FLOOR



E & G BLOCK



GROUND FLOORS