



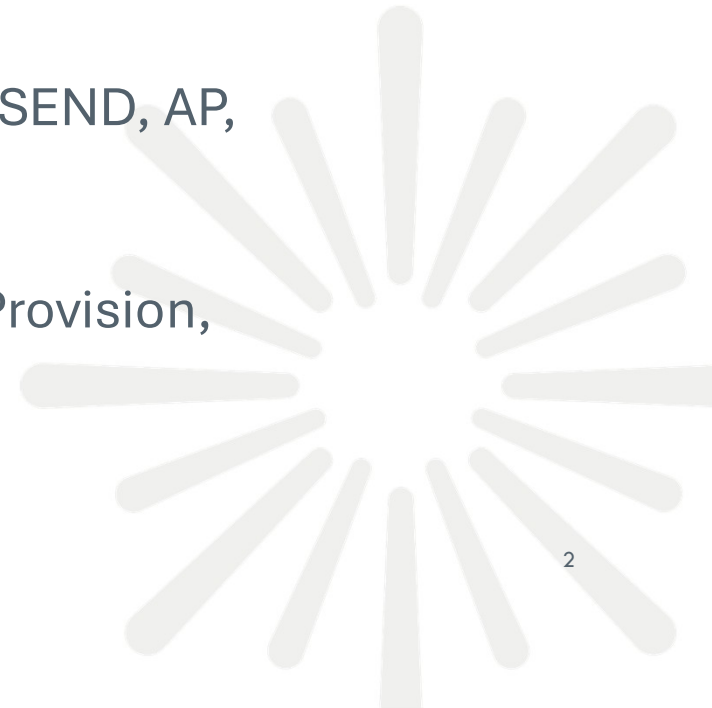
# Parent Webinar

Tuesday 19 May 2026

# Our Vision

## Why Now

- School now securely Good
- Increasing student numbers & complexity (SEND, AP, EBSA and High Prior Attainment)
- Expanded provision: SEN hub, Alternative Provision, Teaching School, Fast Track



- **Senior Leadership**
  - Headteacher + Deputy Headteacher
  - Assistant Heads: Heads of Schools 2 x year 7 – 10, 1 x year 11
  - Senior Leaders : Director of .....STEM | Creatives | Communications
- **“School Within a School” Model**
  - KS3–4 Schools (Thrive), Year 11 School (Achieve)
  - Each with Head of School: Pastoral + Progress + Inclusion + Safeguarding
  - SENCO + 2 Assistant SENCOs

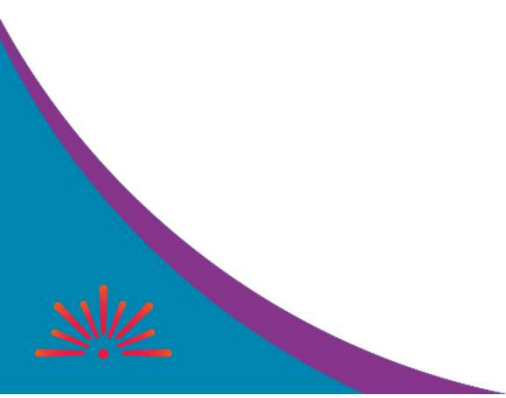
**Belonging Team, for targeted provision**

  - Focus on EBSA, Alternative Provision, Behaviour Centre
  - Aligned to Thrive → Belong → Achieve
- **Teaching & Learning**
  - Formal Teaching School function – push and challenge, high expectations, experts in teaching
  - Focus: Curriculum coherence, teaching quality, staff development
- **Pastoral & Operations**
  - Strengthened Progress Leaders (7–11) in place of HOY
  - Expanded Learning Mentors & Hub provision
  - Alignment: Attendance, Behaviour, Safeguarding

# Our Vision for the model

Aspire · Innovate · Respect

**BELONG   THRIVE   ACHIEVE**



# Headteacher

Deputy  
Headteacher

## Belong

## Thrive

## Achieve

Finance HR  
OPS PA to Head

Head of Sirius  
School

Head of  
xxxxxxxSchool

Head of xxxxxx  
School

Head of xxxxxx  
School

Head of Teaching School

Lettings Reception IT  
Cover Estate SS WB  
Site Team Marketing  
ACE IIP Duties  
Governance MIS systems

WEC / SRP  
The Carrington Way

DDSL  
Transition

Admissions  
Alternative Provision  
EBSNA  
SEND

SENCO  
AH of (from 2027)  
Progress Leader 7/8  
Progress Leader 9/10  
(DDSL)

SENCO  
AH of (from 2027)  
Progress Leader 7/8  
Progress Leader 9/10  
(DDSL)

Progress Leader  
11 (DDSL)  
Exams  
Careers

Director of STEM  
Director of Creatives  
Director of Communication  
Subject leads  
ITT/ECT

Attendance

Options

Timetable

Learning Mentors  
1X Hub

Tutors  
Learning Mentors  
1.5 x HUB

Tutors  
Learning Mentors  
1.5 X Hub

Tutors  
Learning Mentors  
1x HUB

Technicians  
Librarians

Teacher  
well-being

School  
Council

SKI

PEVE

# School within a School Model



The Schools and Teams Working for the Best Outcomes for our Students



<b>ACHIEVE</b>	<b>Teaching and Learning Team</b> Head of Teaching and Learning –Mrs Blackwell		
	<b>Director of Communication</b> <b>Mrs Wood</b> Business, Economics, English, E-Sports, Humanities, Media, MFL, RE	<b>Director of Creatives</b> <b>Mr Joyce</b> Art, BTECs level 1 & 2, Dance, Drama, Excellence, Music, PE	<b>Director of STEM</b> <b>MR Ives</b> Computing, DT, Maths, Psychology, Science
<b>THRIVE</b>	<b>School A</b> Head of School – Mrs Gray	<b>School B</b> Head of School - Mrs McCarron	<b>School C</b> Head of School - Mrs Murenu
	<b>Progress Leaders</b> Mrs Lockhart (7&8) & tbc <b>Student Hub Coordinator</b> Mrs Knight & Mrs Lawrence <b>SENCO</b> Ms Osborne Assistant <b>SENCO</b> Mrs Smith	<b>Progress Leaders</b> Mrs Oakey (7&8) & Mrs Miller (9&10) <b>Student Hub Coordinator</b> Mrs McGrain & Mrs Topp <b>SENCO</b> Ms Price Assistant <b>SENCO</b> Mr David	<b>Progress Leader</b> Miss Adam <b>Student Hub Coordinator</b> Mrs Bremner <b>Data Analyst</b> Mr Stafford
<b>BELONG</b>	<b>Belonging Team</b> Head of Belonging – Mrs Williams		
	<b>Inclusion Leader (DSL)</b> Mrs Davis <b>Behaviour Support Lead</b> Mr Taylor <b>WEC</b> Mrs Alkja SRP tbc	<b>Student Hub Coordinator</b> Mrs Sinnick <b>EBSNA Lead</b> Mrs Gill ELSA Mrs Wade	<b>SEND Support</b> Mrs Emptage <b>Student Support</b> Mrs Patel & Mrs van den Berg



# Assistant Heads / Heads of Schools



Mrs Williams  
Head of Belonging



Mrs Gray  
Head of School A



Mrs McCarron  
Head of School B



Mrs Murenu  
Head of School C



# Head of Teaching & Learning



Mrs Blackwell  
Head of Teaching & Learning



Mrs Wood  
Director of Communication



Mrs Ives  
Director of STEM

Mr Joyce  
Director of Creatives



# From 8 June 2026



The Main School will be split



Line Ups will be in new schools



The School Day will change



Rosenshine to become part of day-to-day 'teaching' talk



3-2-1 agreed language to be embedded



Visualisers to be introduced (orders to MLO)



1-1 devices to be written into ALL lessons / SOW for year 7 - 9




# The School Split

	School A	School B	School C
7	X Austen, Barrow, Darwin, Hawking	Y Chaplin, Nightingale, Seacole, Turing	
8	Y Chaplin, Nightingale, Seacole, Turing	X Austen, Barrow, Darwin, Hawking	
9	X Austen, Barrow, Darwin, Hawking	Y Chaplin, Nightingale, Seacole, Turing	
10			X + Y

*Please note these are subject to minor changes as we move through to September; any change will be on an individual needs' basis*

# Line Ups

FROM 8 JUNE - 24 JULY 2026.

(RAD)  SCHOOL C TEAM  
YEAR 10  
AWP

SCHOOL A 98+9

(SDA)

(CWI)  BELONG TEAM

HERCULES GYM

LATE GATE  
←

(KGR)  SCHOOL A TEAM

SCHOOL A 47 (FLO)

ASTRA BUILDING

(KMC)  SCHOOL B TEAM

SCHOOL B 98+9


(RMI)

SCHOOL B 47 (SOA)

CAPLINA FIELD



# The School Day

	8.30-8.40	8.40-9.00	9.00-9.50	9.50-10.40	10.40-11.10	11.10-12.00	12.00-12.50	12.50-13.30	13.30-14.20	14.20-15.10
Mon	Line Up	Tutor Time / Assembly	P 1	P 2	Break	P 3	P 4	Lunch	P 5	P 6
Tue	Line Up	Tutor Time / Assembly	P 1	P 2		P 3	P 4		P 5	P 6
Wed	Line Up	Tutor Time / Assembly	P 1	P 2		P 3	P 4		P 5	P 6
Thu	Line Up	Tutor Time / Assembly	P 1	P 2		P 3	P 4		P 5	P 6
Fri	Line Up	Tutor Time / Assembly	P 1	P 2		P 3	P 4		P 5	

# Teaching & Learning

## *Rosenshine's Principles:*

Through Rosenshine we will be deliberately practising:

- Daily Review / activating prior knowledge
- Clear modelling (I do → you do)
- Small steps / guided practice
- Checking for understanding / MWBs, Cold calling
- Independent practice
- Review and Recap

# Active Listening

The plan is to make this identical in every lesson to reduce cognitive overload

## The 3-2-1 Reset

- Everyone says it exactly the same:

**“3....2....1.....Put everything down and look this way”**

### Expectations:

- Teacher stands still, silent
- Scan the room, ensure everyone has complied, wait until it is the case, remind in exactly the same words if necessary, wait and then when everyone is ready continue
- Use every time you stop the class
- No Extra words, no over explaining or changing

***This will then become muscle memory for the students and removes variation***



# Teaching & Learning

## *WHY this matters?*

- We want consistency without conformity
- Routines reduce cognitive load for both students and us, as staff
- When processes are automatic, then students have more time and capacity to think about learning
- Practice starts now so we can decide what stays and what goes for next year

*“If students don’t have to think about routines,  
they can think about learning”*

## CARRI Learning Strategy

### Challenge

**Do It Now:**  
silent, retrieval,  
recap or pre-learning.

### KNOWLEDGE DROP:

Teacher at front, use of visualiser look at answers, thinking worked examples, small step and one idea.

### Activate

### Respond

**GUIDED PRACTICE:**  
you try one, I'll watch, pairs talk, mini check in, whole class feedback using visualiser.

### INDEPENDENT PRACTICE /COLLABORATE:

Purposeful pair or group work, clear roles, time bound, independent work in silence, clear success criteria, teacher in circulation providing live feedback.

### Refine

### Impact

**REVIEW & ROUND UP:**  
What have we learned one, question, exit task, verbal summary, prepare learners for learning next lesson (big picture).



## Challenge

### DO IT NOW

- Silent
- Retrieval, recap or pre-learning
- On board or work sheet as students enter
- Reduces start up time, settles learning quickly
- **Stops with 3-2-1 Reset (Keeps cognitive load manageable)**
- Rosenshine: Daily review

## Activate

### KNOWLEDGE DROP

- Teacher at front
- Use visualiser to model
- Answers
- Thinking
- Worked examples
- Small steps, one idea at a time
- Rosenshine: Modelling & small steps

## Respond

### GUIDED PRACTICE (Pairs, MWBs)

- You try one, I'll watch
- Pairs, talk structured
- Mini checks for understanding
- Whole-class feedback via visualiser
- **Stops with 3-2-1 Reset (Keeps cognitive load manageable)**
- Rosenshine: Check for understanding

## Refine

### INDEPENDENT PRACTICE / COLLABORATE

- Purposeful pair or group work
- Clear roles, time bound
- Independent work – silent
- Clear success criteria
- Teacher circulation, providing live feedback
- **Stops with 3-2-1 Reset (Keeps cognitive load manageable)**
- Rosenshine: Independent Practice

## Impact

### REVIEW & ROUND UP (End routines)

- What have we learned?
- One question / exit task / verbal summary
- Prepare learners for learning next lesson (Big picture)
- Rosenshine: Reviewing learning





## Any Questions?

We will be looking for feedback about how these ideas develop across the school as we move into the new academic year