



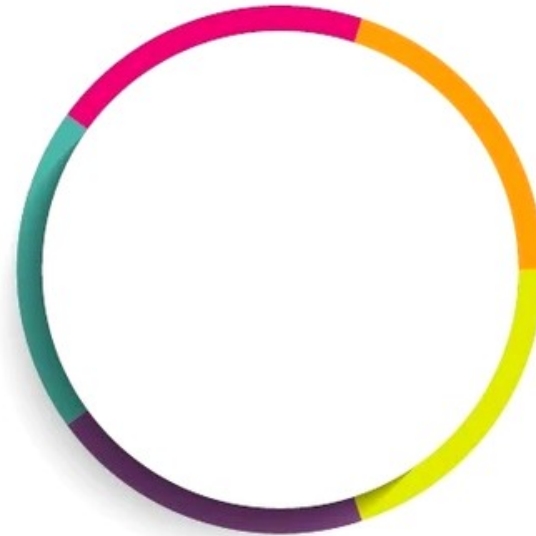
Sir John Talbot's school

Part of the **Marches** Academy Trust

ANNUAL REPORT 2025/26

Our Vision & Values

Our vision:
Achievement
through caring



Excellence

Excellence: striving
always for mastery
and personal success

Integrity

Integrity: consistently
acting with honesty,
compassion and
respect

Empathy

Empathy: embracing
and supporting the
uniqueness of every
individual

Creativity

Creativity: inspiring
and challenging
through invention,
experimentation
and exploration

Equality

Equality: ensuring
fair opportunity
for all

Reflections - A summary of the year

Sir John Talbot's School continues to be a strong and successful 11-18 school, rooted in our shared vision of Achievement through Caring. This year, we have remained committed to supporting every student to succeed, not only academically but also as confident, well rounded individuals.

We are proud of the way our students embrace their journey of self-discovery, developing the skills, character and resilience needed for lifelong learning. Our core values of empathy, integrity, equality, creativity and excellence are clearly reflected in daily school life.

There is a strong sense of pride within both our school and the wider community. Students and staff engage positively with local, national and global opportunities, strengthening connections and broadening horizons.

Above all, our focus remains on ensuring every young person feels supported, valued and able to achieve their full potential as they prepare for the next stage of their lives.



Tim
Headteacher
Stonall

School Priorities (SDP) 2025 – 2026

Highlights of our school priorities this year:

Inclusion

This year, the school has continued to strengthen its inclusive approach through a clear and well-established structure of support. Provision such as The Nest, The Helm and The Lighthouse has ensured that students with a wide range of needs receive the right help at the right time. Alongside this, the use of targeted interventions and a strong Belonging Strategy has meant that more students are supported to engage successfully in school, with a continued focus on reducing gaps between groups and ensuring that every student can thrive.

Belonging, Behaviour and Personal Development

A key priority this year has been embedding a culture of high expectations and strong relationships. The introduction of Crew and the renewed SJT Way has helped establish a shared understanding of standards, with a focus on respect, kindness and responsibility.

The Shore has been particularly successful in ensuring that Year 7 students make a strong start to secondary school, feeling supported, settled and ready to learn. Across the school, there has been a clear focus on improving behaviour and consistency, resulting in calmer learning environments and more time spent in lessons. Students continue to benefit from a wide range of personal development opportunities and a strong commitment to preparing them for their next steps.

Achievement and Sixth Form

Outcomes remain strong, with students continuing to achieve well across the curriculum and maintaining performance above national averages over time. This is particularly notable given the growth of the school in recent years.

The Sixth Form continues to thrive, with increasing numbers, strong retention and positive student destinations. Students benefit from a supportive environment, high-quality teaching and a wide range of enrichment and leadership opportunities that prepare them well for university, apprenticeships and



School Priorities (SDP) 2026 – 2027



Anytime, Anywhere Learning

We will continue to strengthen our curriculum to ensure it is ambitious, inclusive and relevant, fostering strong student engagement. Teaching is consistently effective, with adaptive practice ensuring all learners' needs are met. Literacy and foundational skills are taught explicitly, carefully tracked and reinforced. We use data thoughtfully to guide planning and targeted support, enabling outcomes that meet or exceed national averages. As a result, students will be motivated, make strong progress, and be well prepared for their next stage of education.

Belonging

A consistent inclusion framework to ensure needs are identified early and met through high-quality teaching, with targeted interventions reducing reliance on specialist

outcomes for SEND students.

Safeguarding is strong and preventative, supported by effective systems, a rich Crew curriculum, with secure transitions. Attendance and behaviour prioritised, leading to improved attendance, reduced suspensions and minimal disruption. For students to feel safe, known and supported, with calm, purposeful classrooms and positive stakeholder voice reflecting a strong sense of belonging.

Working Today to Protect Tomorrow

To continue to ensure estates are safe, compliant and continually improving, with clear planning and targeted investment supporting high-quality learning. Operational systems are efficient, reducing workload, increase income generation and community use to strengthen sustainability and wider engagement.

Our People

Staff voice reflects greater clarity, support and reduced workload, supported by strong professional development and improved retention. Systems to be aligned and coherent, with clear accountability across staffing and governance. Post-16 provision is ambitious, improving outcomes and securing positive destinations.





Governance

Sir John Talbot's School continues to benefit from an effective and cohesive governing body with a strong range of skills, professional backgrounds and lived experience.

The academic year began with Co-Chairs Sue Ricketts and Nicci Vasey, whose joint leadership ensured stability and clarity of purpose. In the Spring Term, Gareth Von Dinther was elected Chair, bringing a renewed focus on effective governance, visibility, impact and community engagement.

Governors act as critical friends to the school, supportive yet constructively challenging asking the right questions at the right time to drive improvement and maintain high expectations for all students. This blend of voices strengthens our understanding of the school's culture and the lived experience of staff and students.

Governors remain deeply committed to the school's vision of Achievement Through Caring.



Governance

Anytime, Anywhere Learning

Governors rigorously review progress, attendance and achievement data, ensuring high standards of teaching and learning. They maintain a clear focus on equity, monitoring the experiences of disadvantaged pupils and promoting strong literacy and numeracy across the curriculum.

Belonging

A strong emphasis is placed on inclusion, with governors closely monitoring behaviour, attendance and wellbeing to ensure a safe and supportive environment. They champion Equality, Diversity, Inclusion and Belonging, while promoting staff and student voice through open dialogue with leaders.

Working Today to Protect Tomorrow

Governors actively support safeguarding, sustainability and financial resilience, including engaging with local developments, fundraising and partnership work. Drawing on a wide range of professional experience, they provide both support and challenge to ensure all students benefit from an ambitious, inclusive and future-focused education.

Our People

Governors have undertaken a wide range of training to strengthen their understanding of their statutory and strategic responsibilities, including safeguarding, SEND, Prevent, literacy and equality. As a result, they provide confident challenge and meaningful support, with all governors trained in safer recruitment and actively involved in staff appointments.

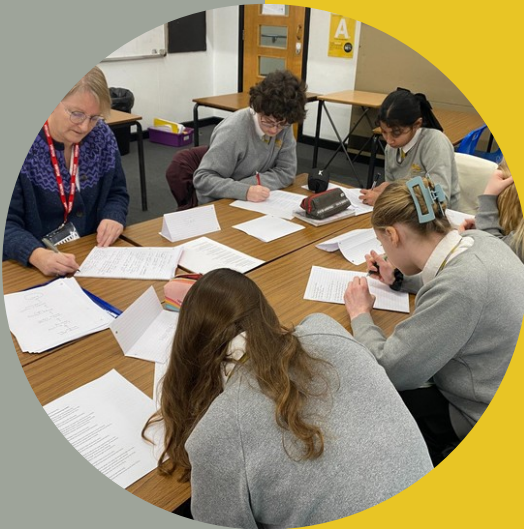
There is a strong and consistent focus on staff wellbeing, with governors regularly reviewing workload and wellbeing data to ensure a supportive culture. Governors also play an active role in school life, engaging with parents and the community, attending events and contributing to Trust-wide initiatives that broaden opportunities



The Lighthouse



We are proud to introduce The Lighthouse, an innovative facility created to offer an alternative pathway for children facing significant challenges or barriers in mainstream education. Designed with both compassion and ambition, The Lighthouse has quickly become a transformative environment where students can thrive through an adapted, bespoke curriculum tailored to their individual needs.



Developed through a responsive and evolving approach to inclusion, at the heart, this provision blends 1:1 tutoring, mentoring and targeted youth work, ensuring every child receives highly personalised support. Students have embraced a wide range of alternative learning experiences from gardening and cooking to boxing, fostering engagement, resilience and independence. This approach has already led to improved engagement, alongside growing confidence and participation.

We are particularly proud that four learners have already achieved their Level 1 Certificate in Leadership, a milestone that reflects both their dedication and their growing confidence.

The Lighthouse represents a significant investment in inclusive practice, strengthened by working in partnership with charities and investors. Their support has enabled the creation of a thoughtfully designed sensory room, providing a calm, nurturing space that promotes emotional regulation and wellbeing.

With strong foundations now in place, The Lighthouse continues to evolve as a centre of innovation and inclusion, creating meaningful opportunities for young people to succeed, while informing wider approaches to curriculum development and support across the school.



Community Links

Young Innovators Shine with Paw-fectly Successful Dog Show

Students from SJT have demonstrated outstanding innovation, achievement and leadership through a Dragon's Den-style event followed by a successful student-led community dog show.

Held at Trust Central, the Dragon's Den



showcased student voice, creativity and enterprise, with pupils presenting ideas to a panel of professionals and applying key CEIAG skills including communication, problem-solving and entrepreneurship. The event was widely praised as exciting, inspiring and memorable, leaving students energised and eager to develop their ideas further. The panel included SJT alumni Melanie Saywell of Culture Care, reflecting the Trust's commitment to aspiration and real-world engagement.

Building on this, students organised a community dog show, putting their ideas into action. Bringing together families, local residents and businesses, the event was a joyful celebration of community spirit. From securing sponsorship and prizes to running activities such as the agility course, students led every aspect, developing teamwork, organisation and confidence.



Reflecting the Trust's "Open Door, Open Heart" values, the event raised an impressive £1,300 for Bradbury Care Centre, supporting enrichment and day trips.

Together, these events highlight how student-led innovation drives achievement, builds aspiration and strengthens community impact. We are incredibly proud of all involved.

"The dog show was a lovely event and a real pleasure to attend. A huge well done to everyone involved – the success of this event will no doubt inspire even more in the future."

Ultra Violet Harmony

Ultra Violet Harmony, our talented school band, delighted the crowd at the Whitchurch Food and Drink Festival in Jubilee Park. Their performance drew in a fantastic audience, with students, staff, and parents coming together in support. It was a wonderful celebration of music, community spirit, and the vibrant talent within our school.



Educational Visits



Fieldwork and educational visits are an important part of learning at Sir John Talbot's, offering students meaningful opportunities to explore subjects beyond the classroom. Across Years 7 to 11 and into Sixth Form, students take part in a range of curriculum trips that deepen understanding and bring learning to life. In Geography, fieldwork experiences include river studies to allow students to apply their knowledge in real-world contexts, developing practical skills, enquiry and curiosity about the world around them.

In Creativity, Art and Photography visits provide students with the chance to observe, capture and interpret their surroundings creatively, building both technical skills and personal expression. These experiences support academic progress while also developing confidence, independence and a broader perspective. They ensure that all students can engage in rich, memorable learning that enhances both their education and personal growth.

A visit to Bletchley Park provides students with a fascinating insight into the role of codebreaking during the Second World War. Through exploring the site and engaging with interactive exhibits, students develop a deeper understanding of history, problem-solving and the impact of technological innovation. The experience helps bring classroom learning to life, while encouraging curiosity, critical thinking and an appreciation of the importance of teamwork and collaboration.



Enrichment

At Sir John Talbot's School, enrichment is central to student development, building confidence, independence and character alongside academic success.

Broadening Knowledge and Understanding

Sixth Form students take part in experiences such as visits to Krakow and Auschwitz, deepening their understanding of history while developing empathy, reflection and critical thinking.

Supporting Transition and Personal Development

The Year 7 residential at Conover helps students settle into school life, build friendships, develop independence and grow in confidence.

Developing Global Awareness

Students benefit from international opportunities, this year includes a visit to East Africa, where they will engage in community and environmental projects and develop resilience, teamwork and a sense of global responsibility.

Promoting Participation and Achievement in Sport

Sport is a key part of school life, with students participating in activities such as football, cricket, netball and athletics, promoting teamwork, commitment and pride in representing the school.

Extending Learning Beyond the Classroom

A wide range of lunchtime and after-school clubs allows students to explore new interests, develop skills and build positive relationships.

Strong Staff Commitment and Inclusive Access

These opportunities are made possible by dedicated staff, ensuring all students are supported to participate fully, challenge themselves and benefit from a well-rounded education.

Duke of Edinburgh's Award

The Duke of Edinburgh's Award is a valued part of enrichment at Sir John Talbot's. Offering students in Bronze, Silver and Gold the opportunity to challenge themselves and grow in confidence.

Through a range of activities, including developing new skills, volunteering and physical challenges, students build resilience, independence and teamwork. Expeditions, such as walking in the local and area further afield such as climbing Snowdon, provide memorable experiences that encourage perseverance, leadership and a strong sense of achievement.

For those completing the Gold Award, the opportunity to attend a celebration at Buckingham Palace is a proud and significant milestone, recognising their dedication and commitment. The programme supports students' personal development, helping them to become confident, capable and well-rounded individuals, ready to take on future challenges.

We are incredibly proud to offer the prestigious and highly respected Duke of Edinburgh's Award at SJT. Led by our DofE Manager and a team of strong and dedicated staff and volunteers who are committed to providing this valuable experience.





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