

# The Arrow

## OBAMA AT GLOBE



**TELLING THE  
PRESIDENT  
OUR STORY**

### WHAT'S IN A NAME?

The thinking behind the mottos, colours and names of ARK's new primaries

### VIEW FROM THE CHAIR

The role of the local governing body

**PLUS:**  
Have you got what it takes to be a Teaching Leader?

## Welcome to *The Arrow*

Welcome to the sixth issue of *The Arrow*. As you will see, it has been a busy period for the ARK Schools network, with a range of music and drama performances, GCSE and A-level exams and a network debating competition to name just a few of the events that have taken place. On top of all this, Globe Academy welcomed the President and Prime Minister to their school! We hope this issue will give you a flavour of all that has been happening, as well as some of our future plans. We'd love to hear from you if you have ideas for future issues – please email [arrow@arkonline.org](mailto:arrow@arkonline.org)

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The Arrow is the newsletter of ARK Schools, 65 Kingsway, London, WC2B 6TD

## Good luck ARK students!

ARK will see its first cohort of year 13s going on to pastures new at the end of this summer term. With exams mostly out of the way by the time we went to press, our students are now awaiting their exam results, which will come out on 18 August.

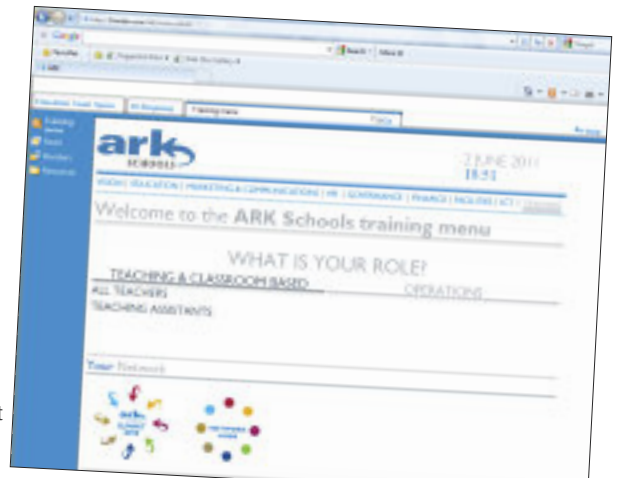
ARK students have had offers from a great range of universities, including Cambridge, King's College London, the School of African and Oriental Studies, Bristol, Liverpool, Nottingham, Edinburgh, Warwick, Brunel, City and Southampton. In addition, two former Globe Academy students, now studying elsewhere for Sixth Form, have received offers from Magdalene College, Cambridge.

We want to wish the very best of luck to all these students, and to the many others who sat their GCSE exams this summer.

## New route to training

ARK's network-wide training menu is now up and running, and is open to all staff. Around 400 distinct skills are covered, some of these are role specific; others are soft skills such as communication, team work, managing conflict and time management.

The training comes in a variety of forms to suit how much time you have available: you can find a "quick fix" through video footage of best practice, or opt for downloadable knowledge documents, e-learning modules or sign up for face-to-face or webinar training.



To access it, log on to <http://Fronter.com/ark>, select the "training menu" room, enter your details and off you go.



“The planning put in by club members was reflected in the event's success”

## Sisters are doing it for themselves

International Women's Day moved into its centennial year on 8 March, and the girls of St Alban's Academy Sisters Club arranged a special celebration to mark the occasion. The 31 girls, in Years 8, 9 and 10, designed a logo, T-shirt and fliers to promote their event. On the day, they gave a presentation and heard talks from female entrepreneurs. A mini market and health advice were also on offer.

The Sisters Club began two years ago, as a means of support for six shy girls, and has been growing ever since. "The planning put in by club members was reflected in the event's success," said Learning Support Centre Manager Patricia Stiyel. "Some girls have been offered work experience due to their impressive conduct on the day."

## A taste of success

Globe Academy's Year 11 catering students were thrilled when celebrity chef Michel Roux Jnr invited them to tour his exclusive restaurant Le Gavroche, off London's Park Lane. The students were welcomed by Michel and given a tour by the

Assistant Manager. They visited the kitchen for tips on presenting and serving food, and saw the vast wine cellar, which holds over 80,000 bottles.

The students found the staff very friendly and the source of plenty of useful advice.



# Globe's Presidential visit

Turn to page 13 for the inside story on President Obama's visit to Globe Academy



## A dream of a show

On 23 and 24 May, the school hall at King Solomon Academy was packed out as parents and guests came to enjoy an unabridged performance of Shakespeare's

*A Midsummer Night's Dream* by Year 7 pupils.

For two months, the pupils had worked in self-selected groups, with help from a group-leader teacher, designing costumes, writing music, arranging publicity, building the set and, of course, rehearsing. Everyone involved stayed late into the evenings and came in at weekends in an effort to make the performance absolutely perfect.

Putting on a production of *A Midsummer Night's Dream* while studying the play in English lessons enabled pupils to approach their tasks with lots of ideas on how best to present it to a modern audience, and the



actors' performances demonstrated a real understanding of the play. The musicians, costume designers and set designers also showed enormous creativity.

The students did an excellent job of

welcoming their guests to the school and ensuring they all enjoyed the evening. The whole occasion was a great reminder of how talented our pupils are and how much they can achieve when given the opportunity.

## The news from Walworth



In March, Walworth Academy welcomed BBC News presenter Huw Edwards to the school for a talk on current affairs and working in the media. Huw addressed 70 students from Years 10, 11 and 12, answering questions on his career as well as quizzing them on their own knowledge of current affairs.

"Huw Edwards was a really enthusiastic speaker," said Year 11 pupil Hannah Munnely. "He helped me to understand how television news works and the importance of following the news."

## Boost for speech skills

2011 is the National Year of Communication, and the Hello campaign aims to increase understanding of the importance of children

“Over 1 million UK children have a form of speech, language and communication need”



and young people developing good communication skills. In the UK, over one million children and young people have a speech, language and communication need, equating to two or three in every classroom.

"ARK Schools is committed to removing barriers to learning for all children, including those with speech, language and communication needs. The Hello Campaign is a chance to highlight this work by promoting collaborative practices across the network," says ARK Schools' Speech, Language and Communication Consultant Carly Biggam. Further details: [www.hello.org.uk](http://www.hello.org.uk)



Earlier this year, Ark Academy primary donated a range of furniture, lighting and other equipment from their previous temporary school building to the Krizevac Project, which is helping to transform the community in Chilomoni, Malawi (above). A school and a social enterprise centre have already been built in the township, and Ark Academy's equipment is being installed in the new Mother Theresa Children's Centre for pre-school children, which is opening in September.

## ARK updates

**Awards news:** Two ARK academies have been shortlisted for the Times Educational Supplement awards. Burlington Danes Academy and King Solomon Academy primary have made it to the final six for Outstanding Secondary School of the Year and Outstanding Primary School of the Year respectively.

**Walworth in top 10:**

Walworth Academy has been named as the eighth-best performing specialist school or academy in the country for adding value to its students' achievements at GCSE. The Specialist Schools and Academies Trust celebrated the achievements of 469 schools at an awards ceremony on 16 March in central London.

**Congratulations:**

Amanda Spielman, Research and Policy Director of ARK Schools, has been appointed as Chair of Ofqual, the national qualifications and assessment regulator. The role is part time, which means that Amanda will be able to continue her work at ARK.

**ARK network grows:**

Plans are under way for two more schools to join the ARK network over the next year. Under the proposals, Oval Primary School in Croydon is planned to become an ARK academy in September this year and Kings Norton High School, a secondary school in Birmingham, will join the network in January 2012.



Following the success of Charter Academy's first musical, *Grease*, last summer, the Performing Arts Faculty put on a production of *Bugsy Malone* staged, once again, at Kings Theatre in Southsea.

"It was bigger this year, with over 60 students and dozens of staff who worked tirelessly to make it a rollercoaster from start to finish," said Sam Johnston,

Charter's Director of Performing Arts. "The show was packed with sparkling songs, the chaos and mess of splurge guns and never-ending action."

Nearly 2,000 people saw it, including all Charter students and many pupils from local feeder schools. Military personnel and pupil volunteers also collected donations for Help for Heroes, raising over £400.

## WELL SAID!

Evelyn Grace Academy triumphed in the first ARK Schools Debating Championship, which took place on 11 May at Ark Academy. Pupils from Ark, Evelyn Grace, Globe, St Alban's, Charter, Walworth and Burlington Danes debated motions on international adoption, cosmetic surgery and

taxing fatty foods, before the final-round debate, between Evelyn Grace and Ark, on whether the monarchy should be abolished.

"We learnt how to connect with an audience, so you persuade them to support your argument," said Toby Wells, a Year 9 pupil from Evelyn Grace, whose team won having argued in favour of abolition.



**Evelyn Grace Academy's winning team (left to right):** Loretta Greenwood, Eni Onifade, Daria Baran, Keanna Williams, Samantha Abbey, Xanthe Greenwood, Toby Wells and Toni Amiafonyi

## Support for ARK

In May, ARK's head office was delighted to receive a call from

Jo Gillett (*below centre*). Inspired by a piece in the *Daily Telegraph* about Evelyn Grace Academy, she wanted to show support by organising a

fundraising event with two friends, Sarah Preston (*left*), who has a jewellery business, and Annie Smith (*right*), who sells greetings cards.



"Here, at last, is a school that is getting positive results through discipline, structure and excellent teaching," says Jo. "I thought, why can't all schools be like this?"

A self-employed beauty therapist, Jo invited friends and clients to a sale of beauty products, jewellery and cards and raised a much-appreciated £250. This will go towards equipment for Evelyn Grace Academy.

If you know of somebody who would like to help fundraise for ARK, please ask them to contact us at [arrow@arkonline.org](mailto:arrow@arkonline.org).

## Something to sing about

ARK singers performed at the Sing On Festival and ARK Schools Music Gala, and before the Duke and Duchess of Cambridge at the ARK Gala Dinner



It has been a busy few months for ARK Schools' young singers. On 14 March, more than 400 pupils from across the network, making up the ARK Schools ONE VOICE massed choir, took to the stage at the Queen Elizabeth Hall on London's South Bank as part of the London Sing Up Community Festival: Sing On (main picture).

Then, on 9 June, 35 pupils

from Evelyn Grace, Walworth, Burlington Danes and Globe performed *All Together Now* (inset picture) at the annual ARK Gala Dinner in London. The choir sang in front of 1,000 guests, including the Duke and Duchess of Cambridge. The event also featured a video recording of the ARK massed choir, which is made up of pupils from across the network. The

fundraising evening raised more than £17 million for ARK's programmes in health, education and child protection around the world.

This busy performance schedule continued with the annual ARK Schools Music Gala at the Barbican Centre on 4 July. The evening featured performers from every ARK academy, both primary and secondary, and was a

wonderful opportunity to celebrate the range and quality of music making across the network.

ARK Schools' Director of Music Bryan Welton said: "Our pupils have had some fantastic performance opportunities recently. These kinds of experiences will remain with them for life and help to set them up for future success."

## Pitch perfect

FA Chairman, David Bernstein, officially opened Ark Academy's brand new 3G artificial grass pitch in March. He was accompanied by Paul Thorogood, Chief Executive of the Football Foundation, which had provided a grant for the work.

To mark the occasion, Ark students took part in a training session led by community coaches from Queen's Park Rangers. Ark Academy is located just a stone's throw from Wembley Stadium and its inspiring arch can be seen from the new pitch.

The new facility means the school will be able to introduce



eight new teams by 2012 and deliver several school coaching courses.

"Ark Academy is a wonderful complex," said David Bernstein.

"I know that these facilities will provide a first-class environment for local children and young adults to fulfil their potential."

Delia Smith, Principal of Ark

Academy, commented: "The students are thrilled with the pitch and, along with the local community, will benefit enormously from its presence."

Ark Academy Year 7 pupils with, from left, Paul Thorogood, David Bernstein and Delia Smith



# VIEW FROM THE CHAIR

**Chair of the St Alban's Academy Governing Body since its pre-ARK days, Peter Marsh has played a key role in the school's ongoing transformation**

Chairing the Local Governing Body (LGB) of St Alban's Academy has been my most rewarding, if most demanding, responsibility over the past decade. I had chaired the Governing Body of the predecessor school and had supported its Head Teacher, David Gould, in turning the school into an ARK academy. The preceding school, St Alban's CE Specialist Engineering College, was not raising attainment fast enough to satisfy our aspirations. For this reason we fought hard to secure sponsorship by ARK and succeeded, after around two years, in August 2009.

We had some basic expectations when we became an ARK academy: enlargement of the school, a new building, and a much higher priority in our sponsor's eyes than we had had in the eyes of the Local Authority. ARK has fully met and far exceeded these expectations. That's not to say that there haven't been challenges in the relationship: probably the most difficult thing has been changing ARK's way of looking at things, which can be quite London-centric. However, the most bracing



*"The effort is hugely rewarding. Last summer, at the end of our first year as an academy, we raised attainment among our students even higher than we had hoped"*

thing we have gained from ARK is its insistence on fast-paced, ever-engaged and engaging concentration on the education of our students.

We meet six times a year to discuss reports from the Principal, which pay particular attention to rates of student attainment and priorities for the coming months and year. We also examine the ever-fluctuating financial outlook for the academy. At the beginning of one meeting each term, we hear from representatives of the student council: always a highlight.

The chair and some governors have responsibilities outside the meetings of the LGB. Most weeks I meet with the Principal to discuss mutual concerns and pressing issues at the school. I also join the day-long monitoring visits, when the directors of education at ARK Schools, Sir Michael Wilshaw and Kieran Larkin, tour classrooms to assess how teachers and students are doing. I serve on interview panels, and some governors attend disciplinary hearings and meetings with parents and students.

The effort is hugely rewarding. Last summer, at the end of our first year as an academy, we raised attainment among our students even higher than we had hoped, and proportionally more than in any other ARK academy. The congratulatory glow among staff and students proved infectious and has encouraged us to press higher. As a retired professor, I'm continually impressed by the rising standards in secondary-school teaching, now higher than in the universities where I have worked in Canada, the US and England.

One of the benefits of our sponsorship by ARK Schools has been to secure funding for the construction of a new school building, which will open in 2013. It will allow us to double in size and open a sixth form. As a result, Dennis Clark – one of the other governors – and I have been involved in selecting architects and visiting schools who have had buildings rebuilt, to find out what has worked best. Work begins on the new site in July. It's an exciting prospect for all of us. ■

When **Efua Adabie** took on the role of Head of Science at Walworth Academy's Chaplin School in 2010, she also joined the Teaching Leaders programme. Here, she tells us about the impact this has had on her work

# TAKE



# THE LEAD

## WHAT IS TEACHING LEADERS?

Founded in 2008, Teaching Leaders is a partnership between ARK, the National College, Teach First and Future Leaders. Their mission is to develop outstanding heads of year or department who measurably raise the achievement of children at challenging schools.

During the two years of the programme, participants implement an Improvement Initiative to raise achievement for up to 100 pupils in their department, and results from the first cohort show that participants improved their department's GCSE pass rate by an average of 16%.

The programme provides intensive training, starting with a one-week summer residential in August followed by three training sessions each term. Participants join work discussion groups twice per term, and are allocated a development coach, who visits them in school eight times a year. A member of their school's senior leadership team acts as in-school liaison.

After online application forms have been considered, successful applicants are invited to a half-day assessment to take part in role play, interviews and group activities. Teaching Leaders selects those who show commitment to the mission, drive, resilience and the ability to self-reflect, among other leadership qualities.

## DO YOU HAVE WHAT IT TAKES?

**The Arrow went to press on the deadline for the 2011 programme, but if you would like to find out more for 2012, please email: [enquiries@teachingleaders.org.uk](mailto:enquiries@teachingleaders.org.uk).**

**Prior to joining Walworth Academy in 2008, Efua Adabie had worked at three secondary schools since she began teaching in 2001. She has a BSc in Chemistry, PGCE Science and an MA in Education and International Development**

**What was your experience of the assessment centre?**

It was harder than I expected! We looked at a case study of a school's performance and had to make recommendations as middle leaders to the SLT. This was useful in that I then reflected on how I work in a group.

**What did you get out of the residential?**

The speakers at the residential were really inspiring. I also started to build a positive relationship with my development coach, Christine Tinkler, who helped me to network with an influential head teacher whose school had a strong science department. The facilities at the National College were superb, too.

**How do you find the evening sessions?**

After a full day in school, the thought of an evening session can be disheartening, but once you arrive, the refreshments, the staff and the other participants quickly lift your spirits!

**What's your Improvement Initiative?**

I'm focusing on improving attainment for higher-ability learners at KS3 science. My initiative aims to raise attainment earlier so there is no need for catch up later. My focus is on Year 7 and 8 pupils, ensuring the right levels

of progress are made before Year 9, and putting early intervention in place if this isn't the case.

**What's the best thing about the Teaching Leaders programme?**

The support network, my knowledgeable mentor and the other participants who have shared resources, ideas and successes. I'm developing into a better practitioner and becoming more equipped to make important changes in my area of responsibility, for the staff as well as the children.

"Teaching Leaders has generated a culture of excellence and leadership that surpasses anything else new in the educational landscape"

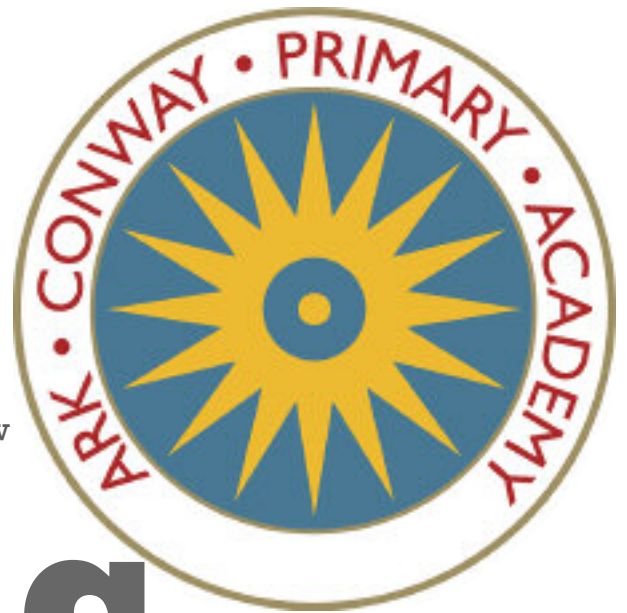
**Michael Gove**  
Secretary of State for Education

**What would your advice be to someone who wanted to apply?**

Think about the commitment needed, because it is time consuming: you have to stay in your school for two years, give up some holiday and evenings, and complete your Improvement Initiative. For me, the pros outweigh the cons: if you want to improve your practice as a middle manager, this is a great tool to use. ■

Two new ARK primary schools will welcome their first pupils in September. ARK Atwood in Westminster and ARK Conway in Hammersmith will open their doors to 90 four and five year olds dressed in their distinctive new uniforms.

But where do the colours, name and logo that give every school its unique character come from? ARK Schools' Director of Primary, Sophy Blakeway, and head teachers Daniel Upfield and Damian McBeath reveal how they brought their visions for these new schools to life.



# WHAT'S IN A NAME?

## Choosing a name

**When searching for a school name, Sophy aimed to find something resonant of ARK and local history.**

Her research into the area around Wormholt Library in Hammersmith, where one of the schools will be housed, uncovered the story of Lady Katherine Conway who, on her death in 1636, had left one shilling a year for the education of poor scholars. This continued



until the 19th century, when the London Schools Board could no longer find anyone to continue it.

"It seemed

fitting, because here was a local philanthropist with an education connection," says Sophy. "Also, the church opposite the school is called St Katherine's and Lady Katherine is buried nearby."

The school's 19th-century former library inspired the logo in the school badge. The marble floor inside the entrance (see inset picture above) has a striking 16-point

compass design. "As soon as I saw it I thought, 'That's the logo!'" she says.

For Atwood Sophy focused on the history of Westminster. She learned of a mathematician named George Atwood, the son of a Westminster curate, who went to Cambridge where he became a senior wrangler and taught mathematics.

"His parents are buried at St Margaret's Church in Westminster," says Sophy, "So there was a local link and a maths link. We liked the fact

**Inspire  
excellence**

that he was from an ordinary family, he worked hard, did well and went to Cambridge."

Atwood's tree badge followed on from the name. Head

Teacher Daniel Upfield loves the badge, and plans to incorporate it into the school's traditions: "For our opening, I want to have a sculpture made of the Atwood tree. Every year, we'll add leaves on which new pupils will write their aspirations for the future. When they leave us at 11, they'll be able to look back at what their ambitions were when they joined Atwood."

## What do you stand for?

**For both head teachers, devising a school motto and values was a matter of combining ARK's ethos with their own vision.**

Conway's motto is its mission statement, and is just two words long: **Inspire excellence.**

"It was deliberately short, because in many schools I'd visited they'd had a page of mission statement which nobody really understood and which only ever came out when there was a visitor," says Conway Head Teacher Damian McBeath. "I wanted something that everybody, including the children, could remember. Schools should be about motivating pupils and getting them excited about learning. But as well as that motivation, there have to be high standards. Motivating pupils to achieve at the highest level: that's what our school vision is about."

Damian's overall vision for the school is supported by five values: perseverance, aspiration, honesty, respect and happiness.

"Those values will be displayed visually, and everything that happens in school will be based on those values," says Damian. "Every week we will have an assembly at which we'll

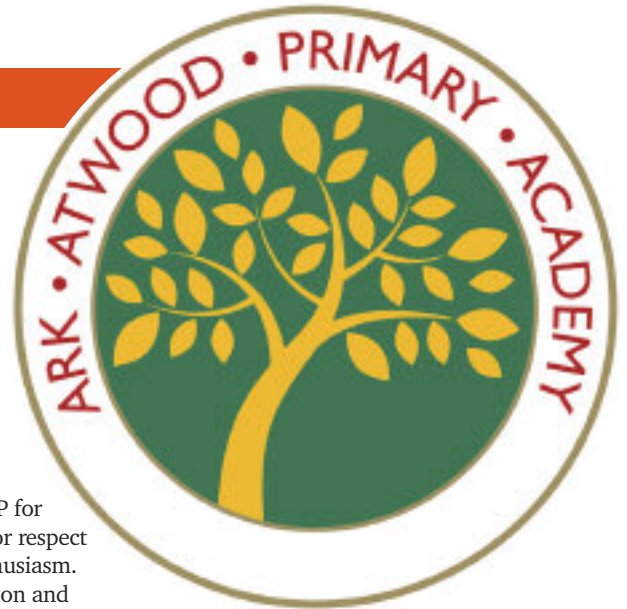
celebrate children who have achieved a value."

Atwood also has a two-word motto: **Achieving success.**

"The aim is for our children to be able to achieve success in everything they do, be it academically, socially or personally, in all areas of the curriculum," says Daniel.

The Atwood values spell out "aspire": A for aspiration and achievement, S for scholarship, P for perseverance, I for integrity, R for respect and responsibility and E for enthusiasm.

"Some of those – like aspiration and achievement – you would recognise as clear ARK ideals, others are things I feel are particularly important for us," says Daniel. "Integrity, for example, is about learning to do the right thing, choosing honesty and being our best selves. Every week, some children will be awarded Achieving Success certificates, which are linked back to our values, so the children will understand exactly why they received them."



## Name a school

What makes a great school name and logo? As the ARK network expands, we'd love to hear your ideas for our new schools. Please send suggestions to [arrow@arkonline.org](mailto:arrow@arkonline.org).

## All kitted out

**Both academies have opted for classically styled, durable uniforms that have been carefully costed for affordability.**

"A smart uniform is important because it helps to create a strong identity for a school," says Daniel. "I believe that attitude to learning and promotion of positive behaviour link strongly to a uniform. When we spoke to parents at our information events, many of them wanted a traditional uniform with a shirt and tie."

The Atwood uniform will feature several bespoke items, including blazer, jumper and tie in the school's distinctive Atwood green: "The badge designer and I spent ages looking for the right shade," says Sophie. The shirts, skirts and trousers can be sourced cheaply from most stores.

"We're making everything available through our website. That'll include uniform, school meals, dinner money, trips – everything," says Daniel. "It's helpful for working parents who may not have time to come into school."

At Conway, Damian's aim was to come up with a uniform that the children could feel really proud of. He looked at other local schools to ensure Conway's uniform wasn't

going to be too similar and opted for a slate blue.

"We do have a strict uniform policy," says Damian. "The reason, as with behaviour, is because it's important that children know exactly what's expected of them."

The uniform suppliers were given a budget to work to and the result is smart but affordable. "We didn't want it to be a case of parents only being able to afford one jumper, and that jumper getting very tatty as a result," he says. "Initially, I had been keen to have a tartan skirt for the girls, but when we looked into the costs, it would have been another bespoke item and we would have been asking the girls' parents

to pay a lot more for uniform."

But the really unique part of the Conway kit is its tie: "I spent

a while trying to pick the right colours to go with the sweater," says Damian, who had a variety of not-quite-right ties in his desk, collected while on visits to various schools. "In the end, I discovered some online tie-designing software, so Conway has its very own bespoke tie." ■



## Achieving success

# HOW THE GLOBE TURNED

**In only three years, Globe Academy in South London has been transformed from an underperforming and neglected school to one with a good Ofsted report, motivated staff, happy pupils and some extremely important visitors**





On 24 May this year, Globe Academy was the lead story on news channels across Britain. The President of the United States and the Prime Minister exchanged high fives at the school ping-pong table as they traded shots with academy students. Of all the schools in Britain, Globe was chosen to welcome the nation's most honoured guest.

It was not the first time the Southwark school had made news headlines. Three and a half years ago, as Geoffrey Chaucer Technology College, it was in special measures and attracted press attention for all the wrong reasons, says Globe Principal Jason Baigent, who has been at the school since it opened as Globe Academy in September 2008.

Languishing at the bottom of the league



tables for exam results, its roll was falling (the last year group as Geoffrey Chaucer had only 82 children for 180 places), educational standards were low, attendance was poor and behaviour was bordering on out of control.

"Some of the teachers that were here back then talk of Geoffrey Chaucer days when they sometimes locked themselves in their classrooms with the children that wanted

**Primary pupils make good progress, above.**  
**Left: Jason Baigent and a GCSE student on results day**

to learn," says Jason. "There was a lot of verbal abuse towards staff, and violence in and outside the school."

Jason came into Globe initially from his role as ARK Schools'

Director of Behaviour and Inclusion, becoming Principal in the second term after his predecessor stepped down for family reasons. "We couldn't even get to the point of discussing teaching because behaviour was so out of control, so we developed a very clear behaviour policy and then did a great deal of training with the staff and students. We started with the basics: we would stand at the gate in the morning and no student crossed

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**The new school buildings (above, top) have provided pupils with a bright and well-equipped learning environment. Ofsted rated as excellent the way in which Globe promotes learning and wellbeing (above, centre)**

**The VIP visit (above bottom, from left): Lesley Smith, ARK Schools; Harry James, PE teacher; Harriet Stokes; Farid Sarwari, head boy; Durga Abdi, head girl; Jason Baigent; Lucy Heller, ARK Schools; Paul Marshall, Chair of Governors**

the threshold until they were in perfect school uniform, top buttons done up, ties on. It was a huge culture shock.”

The pupils quickly learned the new rules: travel around the buildings was to be silent and in single file, and they had to line up before entering a room, no matter how long it took. Misdemeanours were dealt with consistently and students and parents signed contracts agreeing standards of behaviour.

“They complained at first, but the reality was it gave them structure and made them feel safe,” says Jason. “They knew what was expected and found they were enjoying their schooling more. They were achieving in lessons and felt safe in the environment.”

That feeling of safety goes beyond the school walls, as Jason and other staff members meet pupils in the streets around the academy – which still have a high crime rate – each morning and watch them leave at the end of the day.

The structure of the school has also changed. What had been separate secondary and primary schools became a single academy comprising four small schools: Tronador Lower School, which includes nursery and primary classes;

“No student crossed the threshold until they were in perfect uniform. It was a huge culture shock”

McKinley and Elbrus Middle Schools; and Kilimanjaro Upper School. Each has its own head teacher, leadership team, dedicated classrooms and dining hall.

The school day has been extended. Formal classes start at 8.30am sharp and run through to 3.30pm. These are supplemented by a range of intervention and academic booster classes in the late afternoon. Pupils in examination years and those who need extra support have extra classes at the weekend (though all students can opt in to them).

“Year 11 is with us until 6pm Monday to Thursday, and comes in on Saturdays and through the holidays to prepare for their exams,” says Jason. “We also have breakfast classes: 150 KS3 students come early each morning for extra coaching over breakfast: we tempt them in with a full English!”

The students have responded positively to the extra lessons, he says: “We went away for a residential leadership weekend recently and had to cancel the Saturday school. The children complained.”

## The day Barack Obama and David Cameron came to Globe

**Harriet Stokes, Marketing and Projects Manager at Globe Academy, recalls her role in organising a truly unique VIP visit**



**Harriet meets the President and the PM**

Going into work on Tuesday 24 May, I had butterflies in my stomach and my head was spinning with everything I had to do before the Prime Minister and President Obama arrived. I had been preparing for this day for three weeks, mostly in secret, to ensure that for one day Globe Academy was the centre of the world's attention.

To make the visit a success, I worked with people I never thought I would meet, which made the whole experience rather surreal.

The first inkling was a call

from the Cabinet Office suggesting a follow up to a visit we had had from Nick Clegg. When the caller came to size up the options she turned out to be from Number 10 – and very cagey about the aim of the trip. Next came a visit from the Number 10 and White House communications teams. They toured the school in minute detail to decide how the visit might work if it came off.

Next were the security teams. This is when it began to feel as if I was working on a new series of *The West Wing*. These weren't

your ordinary "Bobbies" but the top dogs from Scotland Yard and the US Secret Service: think snipers and search squads and you're on the right track. They arrived and stood outside the gate looking conspicuous in dark glasses and sharp suits. They wanted to look everywhere and know about everything on site. It was clear that these guys meant business and would call the shots.

After about six security visits with a different team each time, it was finally decided, at 72 hours notice, that the visit could go ahead. It was really hard not telling anyone about the visit, but US security was so tight. They warned us that we could lose the visit if we told colleagues.

On the day, we had to follow strict instructions as to who could be in the same room as the President and even who could shake his hand. The last half hour before he and the Prime Minister arrived was madness. We had search dogs on the ground, snipers on the roof and

barricades to our entrances, all ready for the 22-vehicle motorcade driving through the gates. When they finally arrived, I was in the gym looking after the table-tennis pupils. I knew that I wasn't going to shake the President's hand but was still excited to see him. To my complete amazement, however, at the end of the visit, the Number 10 team brought Barack Obama and David Cameron over to meet me to thank me for organising the visit. Luckily, they were both easy going and asked me how long I'd been working at the school and what I thought had made it improve. Other than those two questions, I can't tell anyone what they said: I'm told I said how the school had changed, how high our aspirations are and how focused the whole school is on success, but I was on such a high that my memory, alas, is a blank!

Overall, the whole visit was an incredible experience for pupils and staff at Globe, and certainly something I will never forget.



**Only a lucky few were able to meet the VIPs, above left; Right: the President and the Prime Minister enjoyed a game of table tennis**

In terms of option choices for GCSE, Globe offers its students four "pathways". Pathway A is the English Baccalaureate; Pathway B also offers purely GCSE study, but without foreign languages; Pathway C is aimed at those who would struggle with a full GCSE programme, and offers BTEC courses alongside GCSEs. From this year, for 15 pupils only, initially, the academy has added a fourth pathway: the Public Services Academy, in which pupils will study English, maths and science, supplemented by the Duke of Edinburgh Award and BTEC in public services, which

"Students come early each morning for extra coaching: we tempt them in with a full English!"

will prepare them for entry to the armed forces, police or ambulance service. It will led by Des Smith, who runs the Cadet

detachment on the school's site, and was partly inspired by the changes the staff observed in a student who joined the Cadets.

"Two years ago, one of our Year 9 students wouldn't go to lessons, refused to engage, and was very disrespectful to staff," says Jason. "Joining the Cadets really transformed him: he's a model of perfect behaviour now."

Another key factor in the transformation of student attitude and behaviour is Globe's "Six Pillars of Community" (a different set from the ARK six pillars). These are Attitude, Citizenship, Honesty, Respect, Responsibility

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## ARK The Journey

and Perseverance. They form the shared values across all Globe year groups, and a distinct curriculum has been written dedicated to instilling these values into the Globe culture and ethos.

The school also has a very strong and diverse enrichment programme. "We're specialist in maths and the performing arts, and have some very dynamic choirs and musical ensembles," says Jason. "We also have links with the private equity firm Actis, who run our STARZ student mentoring scheme."

The changes effected at Globe in just three years have been far reaching and demanded a lot from staff, two thirds of whom stayed on from Geoffrey Chaucer.

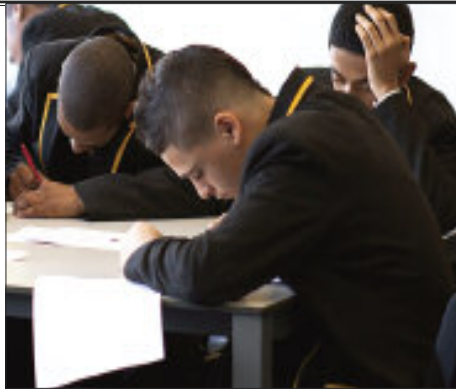
"Globe staff have to believe in what we stand for, because it's a real break from the past," says Jason. "We're very structured:



**"A credit to the academy and to their parents": how Ofsted views Globe pupils**

at KS3 there's no talking in the corridors for students or staff, and the students have a mantra that they chant at the beginning of every lesson. We require our staff to work extremely hard. They are expected to be involved in after-school and Saturday-morning programmes, but they have really made the difference. Their determination has really helped to transform this school."

The transformation in behaviour is astounding, with visitors frequently commenting on how polite and welcoming the students are. In addition, there's the academic progress: three years ago, the school's achievement of five GCSE A\*-C grades (including English and maths) stood



**School hours are supplemented by after-school, weekend and breakfast lessons**

at 26 per cent, a year later it had increased to 35 per cent, last year it was 42 per cent, and Jason predicts they will hit the mid 50s and move above the national average this summer.

Globe has achieved all this despite the school being a building site for its first two years. The discovery of a Victorian burial ground beneath the old school building delayed the start of the much-needed rebuild as the ancient cadavers had to be excavated and relocated first. Then half the classes moved into Portakabins in the grounds, while demolition and construction happened all around them. The PE department decamped regularly to the local park. The very last part of the new school – the refurbished Pentagon building housing the academy's performing arts centre – finally opened its doors at Easter.

Since then, the academy has had its first



**With its performing arts specialism, Globe is proud of its musical ensembles**

full Ofsted inspection, and it's a measure of how far the school has come in only three years that the verdict was "Good, with outstanding capacity for sustained improvement".

"Obviously we're very proud that care, guidance and support is rated outstanding, as is leadership, and the leadership and management of teaching and learning, and how we promote learning and wellbeing," says Jason. "Teaching is rated as good, and we agree with Ofsted that this is a key area to work on to make it even better.

I want them to come back on their next visit and say that everything's outstanding.

"We're very proud that we were classed as outstanding for pupils' behaviour, and outstanding for the extent to which pupils feel safe, because that's key to their behaviour, to their willingness to come to school and to their ability to concentrate once they're here."

The report also said: "Leadership is

**"We require our staff to work extremely hard. They are expected to be involved in after-school and Saturday programmes"**

outstanding. The Principal, senior and middle leaders form a powerful, inspirational team."

Ofsted's SEN inspector also commented to the SEN team during her visit that Globe's was the best provision she had ever seen for special education within a school.

"But our favourite passage is in the letter Ofsted wrote to the children," he added. "It says: 'You are a credit to the academy and to your parents'. That is just fantastic, because you'd never have heard that before."

Despite the change, there's no complacency at Globe. "Ofsted's support is good to have but we recognise there is a great deal more to do to achieve our ambitions for pupils," says Jason. "There's no time to relax." ■

## How it was for us

"Globe is unique. It has changed me and made me the person I am today. Before, I had doubts, but now I believe in myself, and that I will be able to succeed in life. Globe Academy has taught me there is no such word as 'can't'. 'I can' is the way forward."

**Ozden Eratli**, Year 11 pupil

"Achievement For All! High Expectations! No Excuses! These were just mantras in September

2008. Now the vision is a reality for me, as a staff member who has worked here for 10 years, and for all the young people at Globe Academy."

**Sheila Winston-Martyn**  
Senior Learning Adviser, KS4

"In the five years I have worked here, I have never seen the students as proud, contented and motivated as they are now. It was great that Ofsted recognised the progress we

have made, and that they were so positive about our capacity for sustained improvement!"

**Kieran Scanlon**  
Head Teacher, Elbrus School

"Change has finally reached all of us. It's something we did not expect or welcome at first, but it turned out to be very positive and has altered our education and prospects for the rest of our lives. Thank you Globe!"  
**Samuel John**, Year 11 pupil

"I have seen my son's life changed over the years, due to the hard work and dedication of staff at his school. As a parent, I would like to say well done to all the energetic staff for the wonderful inspiration given to the pupils in their care. Bravo to you all! Our family will miss you, but we will keep in touch always. Thank you, and God bless!"  
**Harriet Mattia Mustapha**, parent

# “ Since we have become an academy, there has been a huge improvement in attainment ”



**Janina Aitken has worked at Burlington Danes for seven years. She is Director of Learning for Year 10, teaches PE, and is also studying for an MA in Education Management at King’s College, London**

**What was your first role at Burlington Danes like?**

When I started in 2004, I was teaching PE. The school had been put into special measures in May – three months after I’d applied for the job – so those were quite tough times.

**Did that put you off at all?**

No. On my first day I was called in to see the acting head, Keith Miller, and he told me Burlington Danes had gone into special measures. I had known when I applied that the school was in challenging circumstances, but it was a definite choice for me to work somewhere I felt I could make a difference. In Liverpool, I had worked in very challenging schools as well as at a placement in a girls’ grammar school, so I’d seen both ends of the spectrum.

**How has your career progressed at BDA?**

Two academic years after I had started at Burlington Danes, I

became Key Stage 3 PE Manager: we had become an ARK academy at this point. I was put in charge of managing the KS3 PE curriculum across years 7, 8 and 9 and also managing students’ behaviour. I’ve always been more interested in the pastoral side of teaching, though, so when Sally Coates arrived at the school, in April 2007, I became Director of Learning for the 158 students in Year 7. That was a very busy time for me as I was also temporarily acting as head of PE, while my department head was on maternity leave! Since then, I’ve moved through the school with the same year group, who are now in Year 10.

**What does the Director of Learning role involve?**

I am responsible for the academic achievement of the students in my year group. It is important for me to make sure the form tutors are fulfilling their everyday tasks in their pastoral role and are

working effectively. One aspect of this is to put in place interventions to enable all students to meet target grades at the end of each academic year and at the end of the key stage. It is also vital that I come up with strategies to improve student attendance and punctuality.

**What attracted you to teaching?**

Did you have a member of staff that you remember and aspired to? That was definitely the case for me. My PE teacher, Miss George, arrived when I was in Year 9 and taught me until I finished my A levels. I looked up to my teachers and I thought what a good job teaching would be.

**As a teacher, what’s your toughest challenge?**

It is making everyone outside of our school – the parents and the other adults I meet – believe that every student can achieve, regardless of their background. Not all our students get the support needed at home, so

at school we really try to inspire them. We have some very bright students here whose parents may not have gone to university, so they are content for their children not to go. It’s about having those important conversations to make everyone believe what a difference education can make.

**How do you feel about being part of ARK Schools?**

Since we have become an academy there has been a huge improvement in attainment. This is because of the structures put in place post 2007, and the support from ARK in appointing the right senior leadership team. I’ve seen four changes of leadership in my seven years here. I’ve experienced the school under special measures and throughout all the changes, and it feels as if I’ve worked in four different schools. The school I’m in now is without doubt the best of the four.

**What’s the most satisfying moment of your career?**

In PE, lots of attention tends to be focused on the high-achieving students who make the academy teams. I pride myself on being good at remembering names, and I recall in class one day calling out a student’s name, and she looked so pleased. She actually said to me: “Miss, how do you know my name? PE teachers never know my name!” It showed me what a difference you can make just by knowing who a student is, and letting them know they matter to you. As Director of Learning, I’ve made a conscious effort to know every student in Year 10 and I speak to each of them every day, even if it’s just to say “good morning”. ■

**2004: Graduated with a BA Honours in Physical Education, Sport and Dance from John Moore’s University in Liverpool (2:1)**  
**2004: Joined Burlington Danes School as an NQT in PE**  
**2006: Promoted to Key Stage 3 PE Manager at newly formed Burlington Danes Academy**  
**2007: Appointed acting Head of Physical Education**  
**2007: Appointed Director of Learning for Year 7**  
**Currently also studying for an MA in Education Management at King’s College, London, on ARK’s bursary scheme**

Please get in touch with us at *The Arrow* with all your school news, teaching tips, staff updates... anything that would be of interest to your ARK colleagues. [arrow@arkonline.org](mailto:arrow@arkonline.org)

# PIN BOARD



*my Week*

**Mareca Laing, Deputy Small School Head Teacher, Evelyn Grace Academy**

## Monday

My busy day of the week. After planning meetings, I'm on gate duty to greet the students and inspect uniform. Without fail, when I call out "two minutes to go" a horde of children rushes towards me from all directions. Students start the day in their learning teams, in which small groups of pupils of all ages are put together to help them get to know each other better. Today, I speak to six of them about improving their tracking sheets scores, informing them that I'll be monitoring their attendance and performance during the week. They understand why I'm on their backs. It helps motivate them. The rest of my day is jam packed with teaching and "learning walks", in which I inspect some 25 lessons to help to move the learning forward, support staff and shadow students. As I'm darting about

the building, I replace my high heels with flat shoes. On my way home at 7pm I call my husband en route: "Put the kettle on!" I urge.

## Tuesday

Today I get to assign maths homework for my students, which I enjoy. It tells me about how they're progressing without my help. I meet with a fellow maths teacher for half an hour to discuss how they can engage with students more effectively in class, then observe the lesson quietly. At 3pm, after sifting through my emails, I join in a bit of rounders with the children. My day finishes with a maths catch-up session with some of my Year 9s.

## Wednesday

Dash. I arrive at work excited about taking my Year 9 students to visit Oxford University but learn that a senior member of staff has been involved in a car accident. Thankfully he's okay, but I have to cover for him. Moments later, I'm taking an English lesson and teaching my maths class simultaneously. You learn to become a great multi-tasker in this job.

## Thursday

A routine day at the academy and I take advantage of a rare spare moment to chat to the students in the playground. We start an impromptu fashion quiz. I ask the students about Kate Middleton's wedding dress. The verdict: elegant, but they preferred Pippa's.

At 3pm, I race off to university for my own personal studies in management and leadership. I'm putting into practice the academy's motto that "everyone will learn".

## Friday

Suddenly three local councillors enter my maths class. The students have their laptops out as they work on improper fractions. One of the councillors asks what they are. Relief! Lots of students' hands go up and one answers the question excellently.

**5pm:** The end of another busy week and time to let my hair down with colleagues and perfect my Leona Lewis impression during a spot of karaoke. Note perfect!

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## Read all about it



Help us to get *The Arrow* on target. We'd really like to know what you think of the magazine. What do you enjoy reading about most? What would you like to see more of? Is there anything you don't like? Have we missed anything? Do you have a colleague you think we should interview? *The Arrow* is for you, so help us to make it as good as we can. Please send your comments and suggestions to [arrow@arkonline.org](mailto:arrow@arkonline.org).

## Frontier gets a new look

On 4 July ARK Schools launched the new-look Frontier resource for all our schools. The redesigned virtual-learning environment allows staff across the network to access key ARK resources, such as the new training menu, details of the different subject hubs and "Essential ARK" documents. Each school will now be able to develop its own, individualised subject areas, designed according to their own identity and colours. To find out more, or if you have any queries, please contact [lionel.cull@arkonline.org](mailto:lionel.cull@arkonline.org)

### Find jobs on Frontier

Make sure you're the first to know about any new senior positions vacant within the network. As part of Frontier's redesign, it will be listing details of new senior job opportunities before they are advertised externally, so be sure to check in regularly.



## The Summit in sight

Here's a date for your diaries: the annual ARK Schools Summit will be held on 31 October 2011. Once again, this event will take place at the Central Hall in Westminster (pictured above) and is an opportunity for staff across the network

to meet and experience training from leading external experts. CPD leads from across the network are helping to design the agenda for the day: look out for more detail on the 2011 Summit by the end of term.