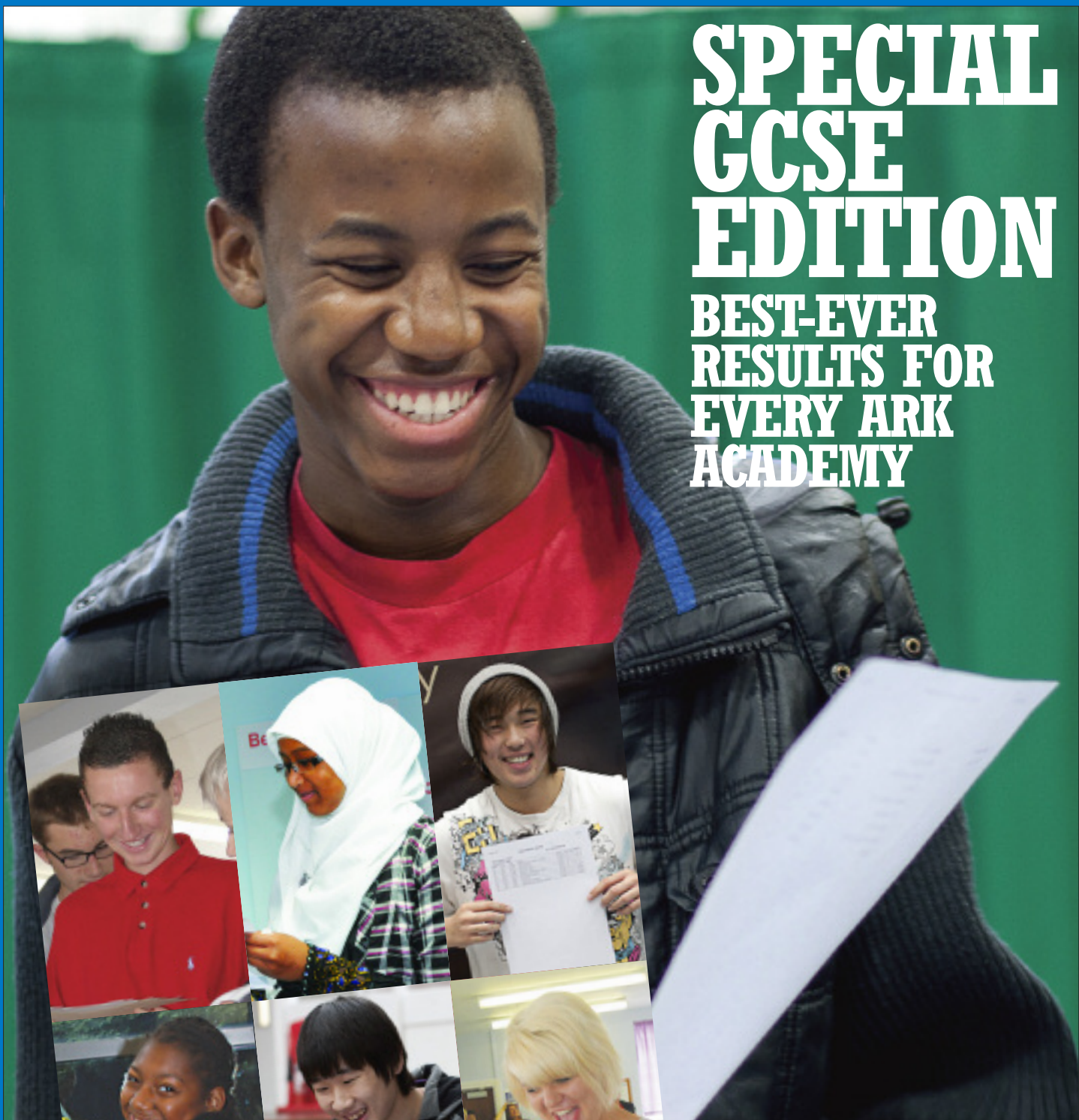


The Arrow

SPECIAL GCSE EDITION

BEST-EVER
RESULTS FOR
EVERY ARK
ACADEMY



SUMMIT 2011
YOUR GUIDE TO
THE HIGHLIGHTS

PLUS: Mathematics Mastery | Training focus | Network news

Welcome to *The Arrow*

It's been another great year for our pupils, with results up at all key stages. At age 7 our results are above national rates even at the higher measure of level 2A, and at age 11 Globe Academy posted results above the national average in English and maths. Our GCSE results were up for the fifth year running — turn to page 4 for details.

While results in maths have been strong in our network for some years, it's a significant milestone this year that our English and maths results both exceeded the national rate for the first time – and the proportion of students achieving A*/A grades in maths (20%) was ahead of the national average.

There is, however, always more to do. We have a string of very significant achievements but these really represent base camp – not yet the summit. The challenge ahead is to match achievement in English and maths in a broader range of academic GCSE and A-level subjects, such as the sciences, humanities, languages and music. We want to prepare our pupils to be more successful in every subject in every classroom in every school, so that when they complete their sixth form studies they can get into a good university and into the career of their choice.

With all best wishes for another successful year.

Kieran Larkin
Education Services Director

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

Three new ARK primary academies open their doors

September saw the opening of three ARK primary academies: the brand new ARK Atwood in Westminster and ARK Conway in Hammersmith, and also ARK Oval in Croydon, formerly Oval Primary School. Atwood and Conway were both visited by Schools Minister Lord Hill of Oareford.

ARK Oval's head teacher Sonia Rutherford said: "As I stood in the playground watching my pupils and their families enter the gates, my heart filled with pride. This is the start of a new journey for my school community and I know together we will turn our pupils' dreams into reality."



Pupils working hard at Oval (above); Lord Hill at Atwood's opening (below); head teacher Damian McBeath welcomes Conway pupils (below left)



A LIFE-CHANGING EXPERIENCE

What links Facebook founder Mark Zuckerberg with six pupils from the ARK network? They all attended Phillips Exeter Academy, one of the most prestigious high schools in America and the setting for five weeks of summer school every July and August.

After a rigorous selection process, six Year 11 pupils – Farid Sarwari (Globe), Josh Chesters (Charter), Nawid Daoud (Burlington Danes), Farhan Mohammed (St Alban's), Yiweng Yu and Adrianna Godziek (both Walworth) – were awarded scholarships to attend this year.

The students followed three academic courses each, ranging from economics to literature, astronomy and philosophy. Outside class, a programme of excursions, sports, performance and social activities kept them busy and introduced them to new friends.

Adrianna described her experience as "life changing" and "the best summer I've ever had". Nawid said: "It prepared me for A-level studies in the sense that I am now a more independent learner, and it gave me a small taster of what university and campus life may be like."



A TASTE OF ADVENTURE



The great outdoors: Evelyn Grace pupils (left) enjoy three days in Oxfordshire; Globe pupils (right) explore East Sussex

Evelyn Grace and Globe academies took part in pilots of ARK's Expanding Horizons programme in September, with pupils participating in three-day camping trips to Oxfordshire and East Sussex. The programme aims to train school staff to manage and run

high-quality outdoor trips and expeditions. Pupils had a fantastic time learning how to build shelters, light fires, cook meals and work as a team.

"I've seen a side to people I thought I'd never see," enthused one pupil. "No one was

put down – everyone was working together."

Studies show that outdoor trips like these can have a positive impact on children's learning and development and we are hoping to develop the programme further. Look out for more information in future issues.

ARK'S OLYMPIC WINNER

14-year-old Naaser Butt from St Alban's Academy has won a London 2012 education programme design competition to create a version of the London 2012 Olympic mascot Wenlock, to represent the West Midlands. The design will now be made into an official version of the mascot and sold as a London 2012 pin badge.

Picked from more than 2,500 entries, Naaser's design was shortlisted and he was invited to the national final in London, where he pitched his design to the judges.



Naaser meets David Moorcroft (left) and Jonathan Edwards

On 12 July, Naaser received a surprise visit at school from former triple jump champion Jonathan Edwards, who was also a competition judge, and former 5,000

metre world record holder David Moorcroft, who presented him with a certificate and mounted copy of his winning design. They also took part in an afternoon of sports with pupils.

ARK updates

Evelyn Grace wins:

Evelyn Grace has won RIBA's annual Stirling Prize for architecture. The Zaha Hadid building beat the London 2012 Olympic velodrome, to the prize.

Award news:

ARK Schools is a finalist for academy operator of the year in *Education Investor* magazine's annual awards. Burlington Danes has been shortlisted for academy of the year. Winners are announced in November.

Standards review:

Burlington Danes Principal Sally Coates has led a review of professional standards in teaching for the Government. Education Secretary Michael Gove has confirmed the Government will accept their recommendations, which include a greater focus on classroom skills, behaviour management and subject knowledge.



SUMMER IN THE CITY

In July and August, 30 pupils from the ARK network took part in summer schools at Imperial College, London. Year 8, 9 and 10 pupils from Globe, Charter, St Alban's, Evelyn Grace and King Solomon spent a week studying robotics, maths, physics or forensic science. "We learnt new things and made new friends and urge pupils to take the opportunity to go next year if they can," said Globe's Kenneth Nwanko, who studied physics.

TOP MARKS FOR ARK'S PRIMARIES

Globe, King Solomon and Ark primary academies have recorded exceptional progress once again this year, with all three schools outperforming the national average at Key Stage 1 in reading, writing and maths. Ark Academy achieved a perfect score in maths, with 100% of its Year 2 pupils at level 2 or above.

Globe's Year 6 pupils have also made great strides this year, with 93% performing at level 4+ for English, compared with 83% last year and 81% nationally, and 93% also achieving level 4+ at maths, a 23 percentage point improvement on last year and well ahead of the national average of 80%.

"It's a case of putting the ARK pillars into practice and doing what we say we'll do, whatever it takes," said Sophy Blakeway, ARK Schools' Director of Primary. "We're especially proud of the

fact that there's no achievement gap between pupils who are getting free school meals and those who are not, or children with English as a second language. Every child is achieving well, not just a privileged few!"



KSA pupils at the Science Museum

DOUBLE 11

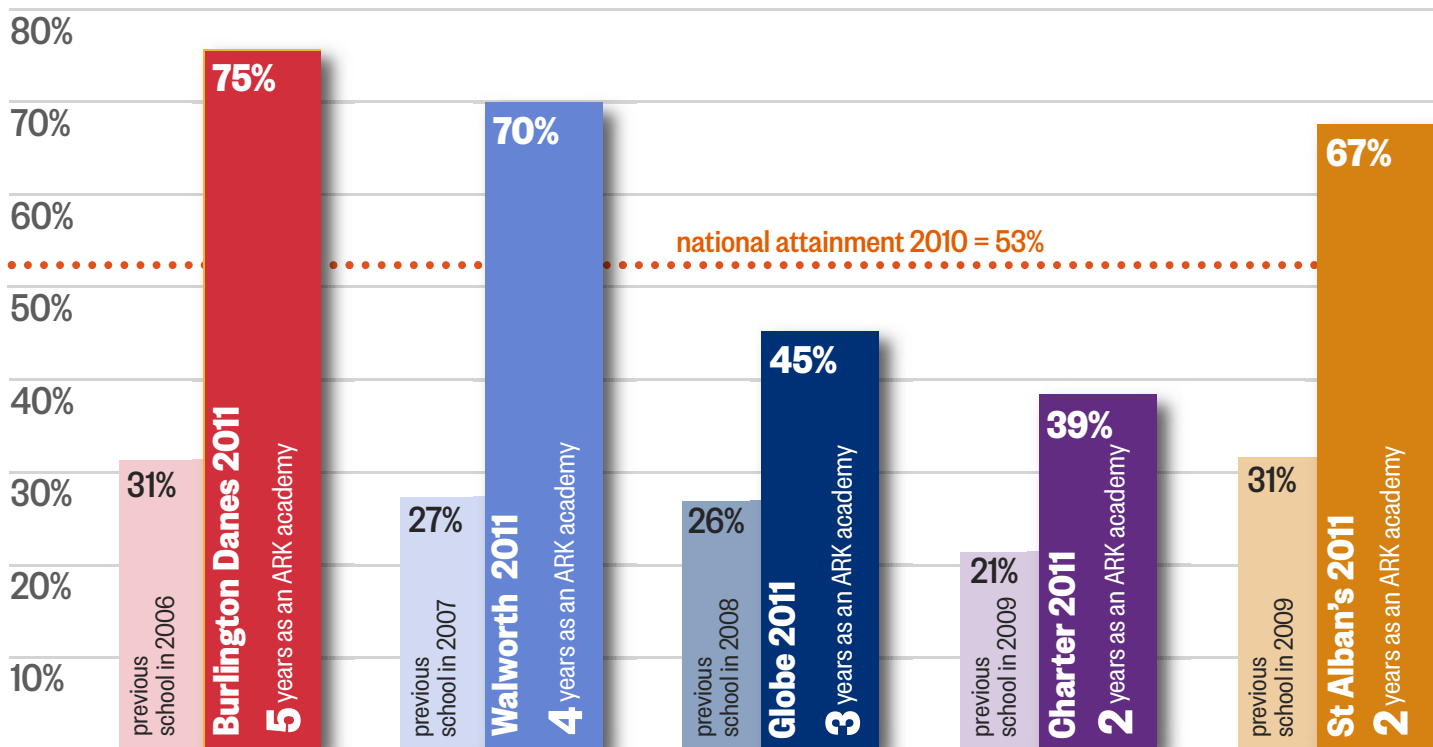
ARK Schools has marked 2011 with an impressive double achievement. Our five academies with Key Stage 4 pupils have collectively achieved an average rise of 11 percentage points over last year. Also, since becoming ARK academies, they have achieved an average 11 percentage point annual increase in the number of pupils passing five GCSEs at A*-C (including English and maths). This is nearly three times the national rate of improvement.

61% of ARK pupils achieved five A*-C grades including English and maths

compared with an average of only 19% across the predecessor schools six years ago. This figure also places ARK pupils well ahead of last year's 53% national figure (2011 figure not yet available).

ARK academies are also outperforming national attainment in the key subjects of English and maths. In maths, 73% of ARK pupils achieved A*-C grades compared with 59% of pupils nationally, while in English 69% of ARK pupils now achieve A*-C grades compared with 65% nationally.

How our schools have improved since becoming ARK academies*



* based on percentage of pupils gaining five or more A*-C GCSEs including English and maths

Our schools have improved by an average of 11 percentage points per year since becoming ARK academies

FOR 2011!

11%

year on year

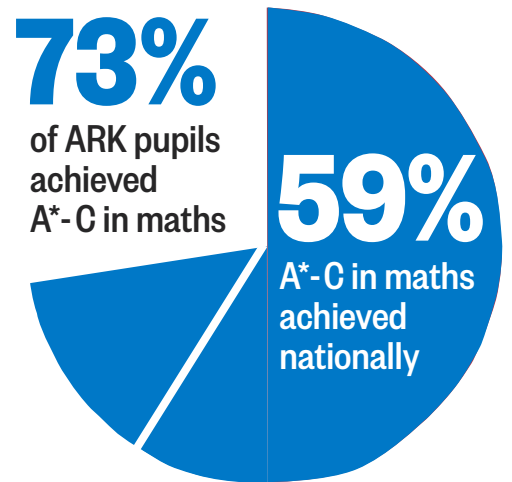
the average annual percentage point improvement* across the network since each school became an ARK academy

Based on the percentage of pupils gaining five or more A-C GCSEs including English and maths

11%

up from 2010

the network average percentage point improvement* over last year



61%

of ARK pupils achieved five A*-C grades including English and maths – up from 50% in 2010

69%

of ARK pupils achieved A*-C in English

65%

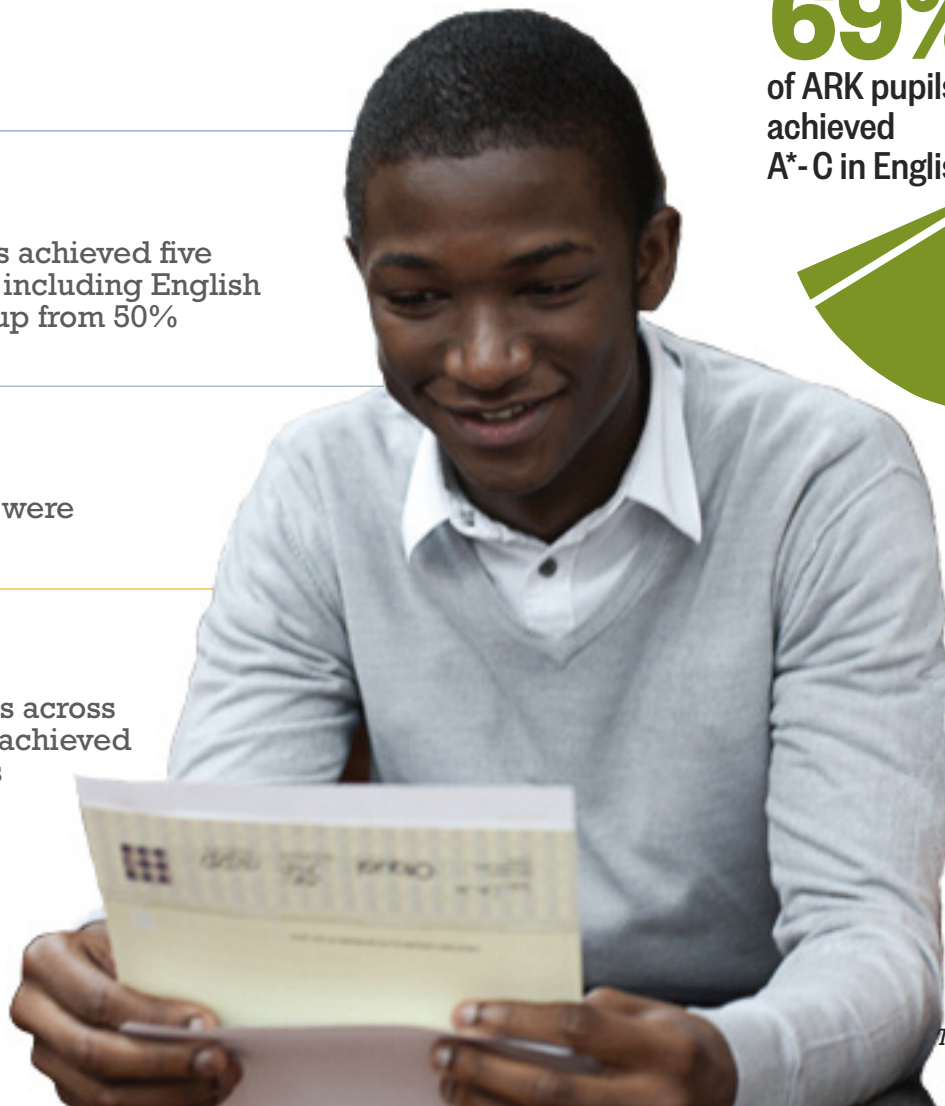
A*-C in English achieved nationally

37%

of all entries were A*-B grades

1 in 5

maths entries across the network achieved A*-A grades

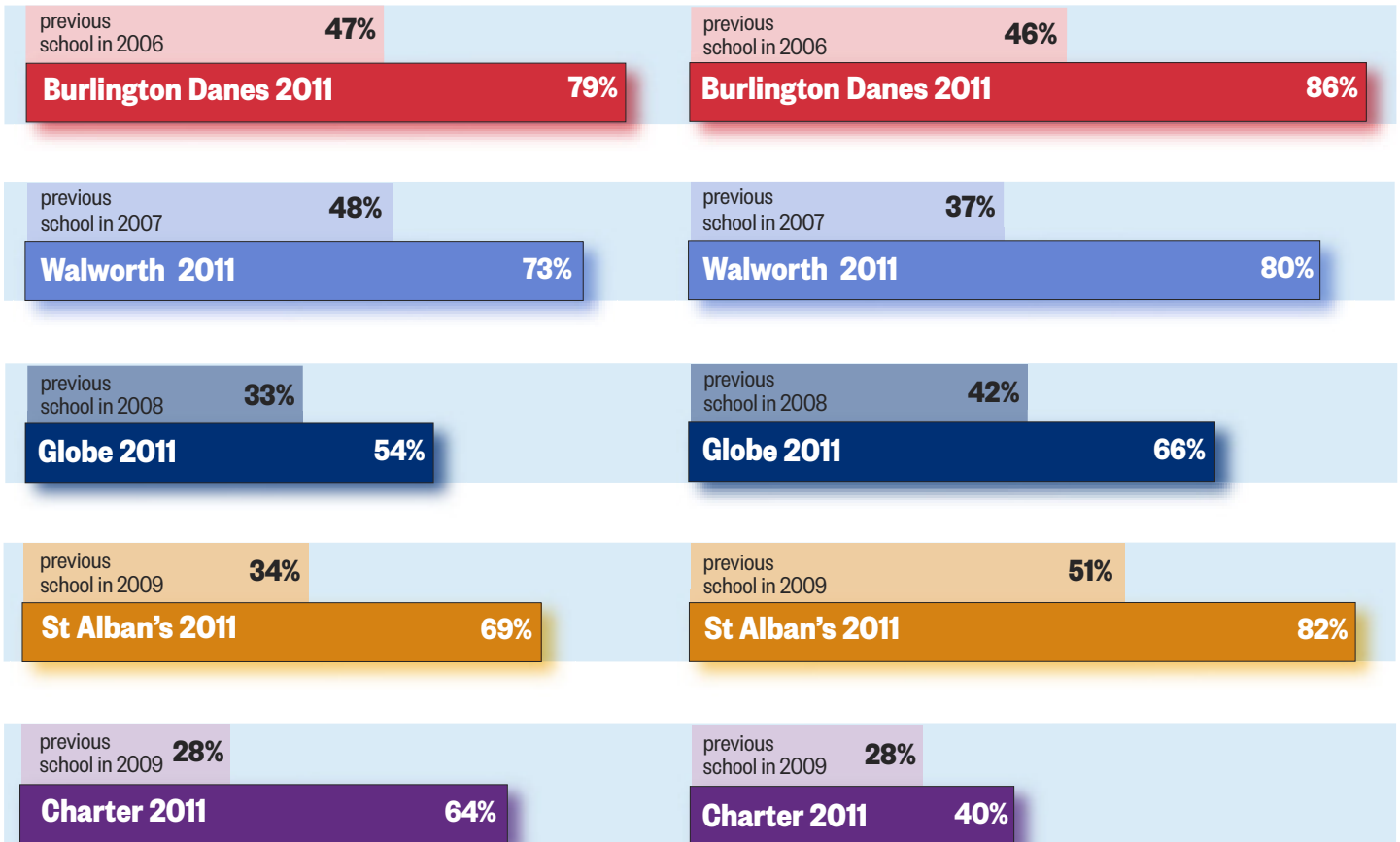


Turn for  more results

Improvement in English and maths since becoming an ARK academy

English A*-C

Maths A*-C



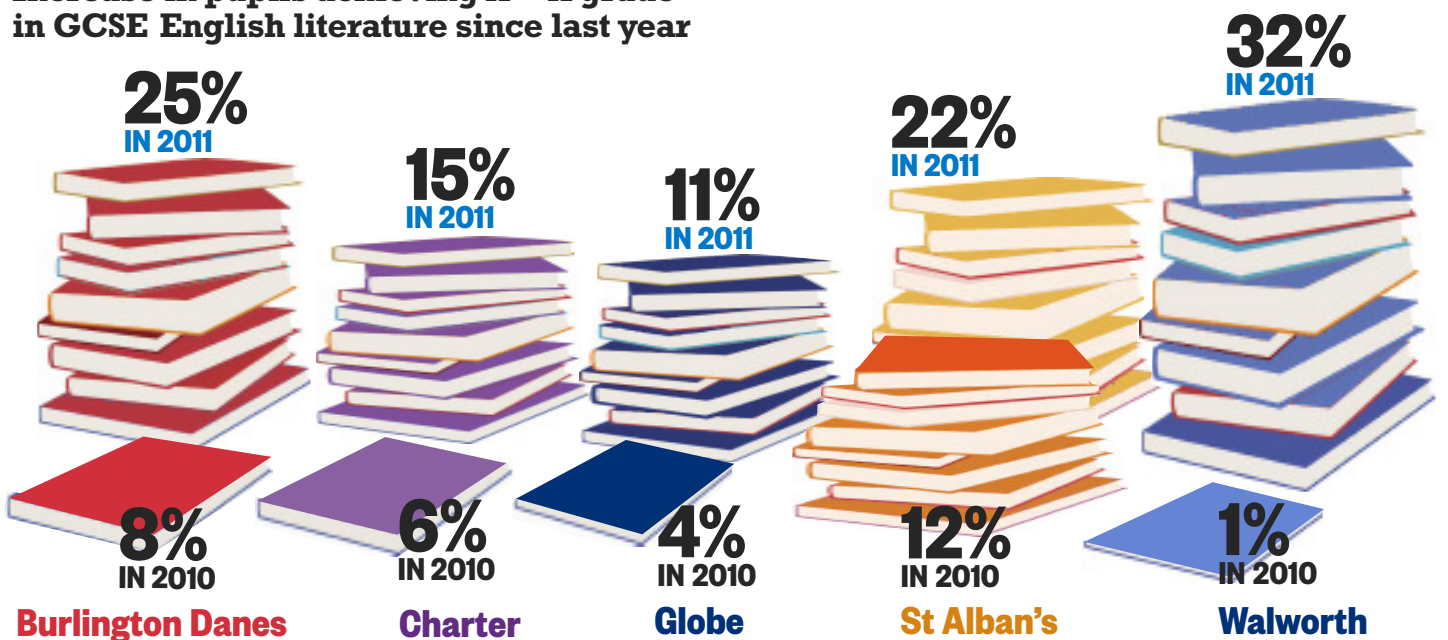
Pupils achieving A*-A grade GCSE in maths

ARK Schools

20%

National 17%

Increase in pupils achieving A*- A grade in GCSE English literature since last year



Burlington Danes

55% A* or A in chemistry

With 75% of pupils gaining five A*-C GCSEs including English and maths, staff and pupils at Burlington Danes have been celebrating another highly successful year. The school's pupils also performed strongly in science, with 63% of them gaining double science – along with English and maths – among five or more A*-C GCSEs. 21% of all passes were at A* or A, and 33% of pupils achieved three or more A* or A grades.

Among a very strong year group, Bagah Katamesh (pictured right with head of year 11 Christopher Fairbairn) had outstanding results, achieving an A* grade in every GCSE she took (11 in all), along with two A*-grade A levels in maths and Arabic (taken two years early), and an A in AS level biology.

1 in 5 of all entries at A*-A



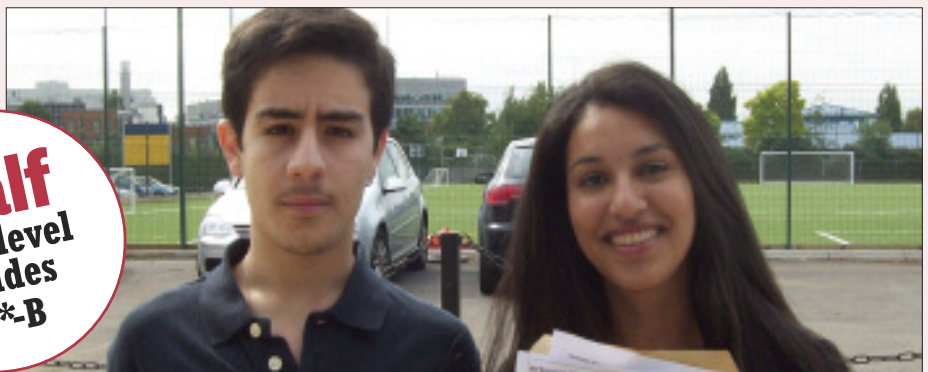
“The progress this year group has made since Year 7 is exceptional. I am extremely proud of their achievements and especially pleased with the growth in the number of students gaining A and A* grades.”

Christopher Fairbairn
Head of Year 11

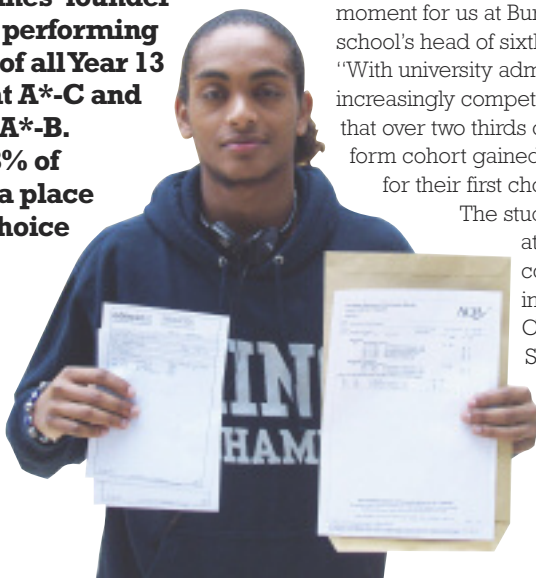
Photos courtesy of Fulham & Hammersmith Chronicle

Our A-level students get off to a flying start

Half of A-level grades A*-B



2011 saw the first-ever A-level results for ARK Schools, with Burlington Danes' founder sixth formers performing strongly. 68% of all Year 13 grades were at A*-C and nearly half at A*-B. As a result, 68% of students won a place at their first-choice university.



“We created a sixth form so that we could support our students right through to university, so these results mark a special moment for us at Burlington Danes,” said the school’s head of sixth form, Matthew Jerred. “With university admissions becoming increasingly competitive, I’m delighted that over two thirds of our first ever sixth-form cohort gained the grades required for their first choice university place.”

The students are now studying at a wide variety of colleges and universities, including Bristol, King’s College, Leicester, Southampton and Essex. Two A and two B grades have enabled

Mohamed Abubaker (pictured below left) to study religion, philosophy and ethics at King’s College: “I am really happy,” he said. “I was expecting the worst, so this is fantastic.”

Hawkar Mahmud (pictured above left), who gained As in physics, chemistry and mathematics, is off to Southampton. “I’m so pleased to have gained the grades I needed,” he said as he collected his results. “I’ve always wanted to do mechanical engineering and now I can’t wait to get started.”

Ilham Debaghi (pictured above right) was also celebrating. Her results meant she would be going to St Mary’s University College, Twickenham, to study primary education. “It’s a very exciting time,” she said.

Charter

7 out of 10 achieved A or B in additional maths

In only its second year as an ARK academy, Charter has continued its impressive rate of progress, increasing its percentage of pupils gaining five A*-C GCSEs including English and maths by 15 percentage points over last year's results. The figure now stands at 39% – a sharp contrast to the 3% the predecessor school achieved only five years ago – which lifts the school above the new national floor target of 35%.

Among the students celebrating was Ashleigh Evans (pictured right receiving her results with Clive Barnes and Teaching & Learning AST Catherine Raynor).

"Ashleigh worked hard to secure her results and it was a real privilege to be there when she opened them," said Catherine. "At first she didn't realise she had so many passes, but we were on hand to go through them with her and they will support her in her chosen course at college."



“

We are incredibly proud of all our students and of being the most improved school in Portsmouth. It has been really pleasing to see that a large number of our students have gone on to college.

”

Clive Barnes
Vice Principal

64% A*-C in English (up from 31% last year)

Globe

66% A*-C in maths (up from 51% last year)



Globe Academy has shown steady improvement since becoming an ARK academy in 2008, and this year was no

1 in 4 entries in geography at A*-A

exception. 45% of students passed five or more A*-C-grade GCSEs, including English and maths, up 19 percentage points in the three years since the

school became an ARK academy.

Once one of the school's most successful pupils was head boy Farid Sarwari (pictured left), who could speak very little English when he arrived in Britain from Afghanistan at the age of nine, and achieved 13 A*-A grades. Farid has recently returned from the ARK summer scholarship trip to Phillips Exeter Academy in the United States. He also took President Obama on a tour of the school during his visit to Globe Academy earlier this year.

“

I'm very happy with these results. I started studying geography only three months prior to the exam and managed to get an A*, so I've decided to study geography, maths, economics and history as A levels at sixth form.

”

Farid Sarwari
Student

St Alban's

69% A*-C in English
(up from 54% last year)

2011 has been another outstanding year for St Alban's. In only its second year as an ARK academy it has raised its percentage of pupils gaining five A*-C GCSEs including English and maths to 67%, compared with 31% as the predecessor school in 2009 and 50% last year. The school performed strongly both in English and maths, with 69% of all pupils gaining A*-C in English and 82% gaining A*-C in maths. The school's success was highlighted in a speech by the Prime Minister in September.



“

It has been incredible to have played a part in the amazing success of the academy over the past year. These results are a fantastic reward for all the hard work students, staff and parents put in to every day at the school. I feel proud of what we've achieved, and confident that we can do even more in future!

”

James Tomlinson
Assistant Principal

19%

A*/A in maths
(up from 10% last year)

Walworth

25% A*/A in maths
(up from 11% last year)

In its fourth year as an ARK academy, Walworth continues to show a hugely impressive rate of improvement, with 70% of all pupils gaining five A*-C GCSEs including English and maths. This is an increase of 11 percentage points on last year and 43 percentage points since

becoming an ARK academy.

Walworth pupils performed well in maths and English, with 80% gaining A*-C grades in maths –

up two percentage points from last year – and 73% achieving A*-C in English, a rise of six percentage points in 12 months.

One Walworth pupil with plenty to celebrate was Adrianna Godziek (pictured right). She achieved 13 passes at A* or A, including a distinction in business studies. She was also one of the ARK scholarship students who attended Phillips Exeter Academy's summer school in New Hampshire this year.

“

I worked extremely hard throughout Year 11 and now I'm loving sixth form at Walworth, studying English literature, philosophy, economics and history at A level.

“All the subjects I'm studying are super-interesting and I'm passionate about them. I hope to get at least three As by the end of Year 13, and to go on to study politics at one of the Russell Group universities.

”

Adrianna Godziek
Student



97%

A*-C in chemistry

OUR FORMULA FOR MATHS SUCCESS

Every ARK school specialises in mathematics, and to meet our high aspirations for every pupil, teachers at both primary and secondary level are developing a new approach to maths teaching – Mathematics Mastery

By Helen Drury, ARK Schools Director of Mathematics

Our approach to maths teaching is based on the curricula principles of the most consistently high-performing nations over the past 30 years, specially adapted to the needs of our pupils.

What is Maths Mastery?

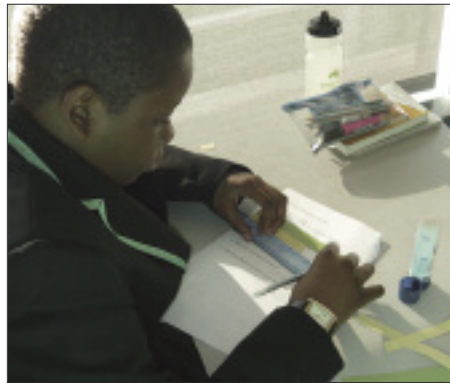
- More time on fewer topics
- Always using objects and pictures before numbers and letters
- Calculate with confidence – and understand why it works

Starting early

Last year, teachers at King Solomon, Globe and Ark primaries worked hard to implement a Mathematics Mastery programme based on the world-beating curriculum of Singapore.

Students from reception to Year 7 at King Solomon and Globe had the chance to experience the Singapore approach to maths for themselves when their schools received a visit from Dr Yeap Ban Har, one of that country's leading maths teacher trainers. The event was recorded by a reporter from *The Times*, who visited King Solomon Academy to observe Ban Har's teaching methods for a case study on the future of maths education.

During training this summer, teachers and teaching assistants at Conway, Oval and Atwood were excited by the prospect of a maths curriculum where skills are embedded



and built upon in a structured way. One said that Mathematics Mastery was “a curriculum that matches our commitment to leaving no child behind”, another commented that “the depth before breadth approach means pupils do not move on before they are ready”.

Ofsted report on Mathematics Mastery

Ofsted inspectors visited Ark Primary in June this year to observe Mathematics Mastery in practice and to see how the programme could be adopted more widely. The Ofsted team interviewed pupils and staff, including the school's maths lead Julie Harrison. They reviewed the course materials, examined pupils' work and observed seven maths lessons. Their conclusion was:

“Pupils' achievement in number is outstanding. Pupils are developing a high level of proficiency for their age in addition, subtraction, multiplication and division. This is underpinned by a secure understanding of place value and good recall of number facts.”

From this September, all six ARK primaries are using the Mathematics Mastery approach, and will get together regularly to share ideas and resources.

Moving into secondary

The mathematics teams at Evelyn Grace, King Solomon, Walworth, Burlington Danes, St Alban's, Charter and Globe have collaborated on a shared curriculum framework for Key Stage 3 students. As with the primary curriculum, the secondary programme focuses on mastery, and is strongly based on the Singaporean approach to maths teaching.

The new curriculum was launched at the Mathematics Hub Day on 1 July, marking the beginning of a network-wide drive to provide professional development for our maths staff – including regular twilight training and modules – on the Fronter-based training menu. Twenty mathematics specialists from across the network have formed the Mathematics Mastery Steering Group, which meets each half term to review and develop the programme.

This autumn term, KS3 students are focusing on mastery of number, and the first half of the spring term will see an emphasis on geometry.

Dates for your diary

Monday 21 November

ARK Year 8 Maths Challenge, hosted by Globe Academy

Thursday 1 December

ARK Year 10 Maths Challenge, hosted by Evelyn Grace Academy

To find out more

contact Helen Drury at helen.drury@arkonline.org



The Singapore connection

During the summer holiday, a group of maths teachers from across the ARK network travelled to Singapore to learn from the country's best practice in mathematics education. The study tour included visits to two primary schools and two secondary schools, and included lesson observations, presentations from principals and heads of maths, and discussions with teaching staff.

"The welcome the schools gave our group was immense. We were treated like royalty," commented Aishling Ryan, Director of Mathematics at Ark Academy. The visiting ARK teachers were overwhelmed by the impressive standard and quality of the maths teaching they saw, and their Singaporean hosts were equally keen to learn from the UK and share best practice with ARK schools. Email addresses and phone numbers were exchanged, with promises to work together and share everything from worksheets and games to complete schemes of work.

One of the many features that resonated with the ARK vision

was that the Singaporean maths teams made "no child left behind" a reality. The Singaporean pupils were unable to describe what intervention and catch-up they received, because they simply couldn't imagine falling that far behind. One student said: "Of course, if we do not understand a lesson we stay after school with the teacher, and then we understand."

"The Singapore visit had a big impact on me," said Burlington Danes teacher Gordon Johnson. "I hope I can pass this on to the rest of my department." ■

“When I found out that I was going on the ARK maths trip to Singapore I felt excited, but I also wondered whether, after a busy school year, I had the stamina left to cope with a journey across the world to visit yet more classrooms. I needn't have worried, the trip was so interesting that it really has energised me and my teaching. We had the opportunity not only to visit outstanding classrooms but also speak to staff about their practice. I learnt a huge amount, which I have already started to incorporate into my teaching and to share with the maths team at Evelyn Grace.”

Suzu Cawley, second in charge of mathematics, Evelyn Grace Academy



The group visited four schools (top); all hands raised – no child gets left behind

(centre); hands-on materials make lessons more effective (bottom)

ARK The Summit

JOIN US AT SUMMIT 2011!





On 31 October, the network will meet again for the annual ARK Schools Summit at Central Hall in Westminster. Our second Summit will give us the opportunity to celebrate the network's success in improving education for our pupils, as well as the chance to learn together and look to the future

In 2010, the ARK Schools Summit brought together more than 800 staff from across the network to hear from a variety of experts in education and management. This year, the Summit promises to be even bigger and better, as we welcome staff from our three new ARK academies: Atwood, Conway and Oval. Some 1,000 staff are invited from the network's 11 schools, and we're offering 23 different sessions across the day's three workshop slots.

Following your feedback last year, we have tailored the sessions to suit specific audiences such as NQTs, TAs, middle leaders, senior leaders and operations staff, among many others. There will also be soft skills sessions for staff from all areas, focusing on topics such as influencing and persuading, better writing

at work, managing change, coaching, and having difficult conversations. Turn the page for profiles and interviews with a selection of our Summit speakers.

All the sessions are designed to be a taster of what's available on our network training menu. If, during the registration process, you found yourself wishing you could attend more of the sessions, look for them on the training menu and try to go on another date during the year.

The 2011 ARK Schools Summit promises to be an exciting opportunity to look at how far we have all come on a personal level, as individual schools and as a network. We have a good deal to be proud of and much more work ahead. We're looking forward to sharing it all with you at the Summit!



**AGENDA
HIGHLIGHTS**

- **Great teaching in the ARK Schools network**
- **Increasing your personal influence**
- **Behaviour for learning: making the difference in your classroom**
- **The performance effect of great management**
- **Meeting the needs of dyslexic pupils in your classroom**
- **Having difficult conversations**
- **Voice control and presentation skills in the classroom**
- **Being an ambassador for your school**
- **Better writing at work**

Once again, we're offering all staff at the Summit their choice from a range of practical workshops on work-related subjects. Here we meet some of the experts who'll be sharing their knowledge and experience with us



Gaynor Weavers

Teaching outstanding science lessons

Gaynor Weavers is an experienced training provider for schools, colleges, local authorities and other educational institutions in the UK and overseas, developing primary science and thinking and learning strategies

"My aim is to help teachers feel confident and excited about teaching science," says Gaynor, who began her career in science research at Cardiff University before embarking on teacher training in London. During her career she has taught science to all age groups from nursery through to adult.

She has conducted a number of research projects in primary science and thinking development, and writes for various journals and organisations including the Open University, the Association for Science Education, ASE and Teach Primary.

"I have a particular interest in creating practical science activities, indoors or outside, that encourage pupils to consider their observations and then talk about what they've seen," says Gaynor.

"My workshop at the Summit is designed to provide teachers with a range of ideas and techniques that can make an immediate impact in primary classrooms," she says. "It will be a time to learn, to enjoy and to reflect on the crux of good practice when teaching science in the primary school."

Paul Brollo

Better writing at work

Paul Brollo has graduate and post-graduate degrees in journalism, English and linguistics and is a trainer and facilitator working in organisational communication, management and leadership

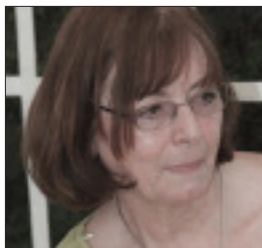
"I've designed my one-hour Summit workshop to allow you to discover the common – and entirely avoidable – pitfalls of using English," says Paul Brollo. "You'll learn to identify these pitfalls; to know why they are relevant to you; to understand why they are important; and to know how to use language correctly and to your advantage in your own writing. Most of all, you'll take another step towards becoming a better role model for clear and accurate self-expression in your schools."

Discover the common – and entirely avoidable – pitfalls of using English

Bernadette McLean

Meeting the needs of dyslexic pupils in your classroom

Bernadette McLean is the principal of the Helen Arkell Dyslexia Centre



"Dyslexic people are as different from each other as non-dyslexic people and treating them all the same is not appropriate at all," says

Bernadette McLean. "Other things that need to be taken into account are the severity of the dyslexia and the environment. You can be in an environment that makes your problems worse, or one that alleviates them. So adjusting the environment to make life easier for dyslexics is very important.

"It's easy to park dyslexia as being a difficulty with reading, writing and spelling but there are many other things involved. By

the time children reach the age of eight or nine a lot of those reading difficulties may not be so obvious and may be overlooked, but they'll be struggling because one of the key things behind the dyslexic profile is that they lack fluency in skills that other children can do without even thinking. It takes them longer to read, listen and to understand.

"Teachers can help to create an environment that is more supportive for students with dyslexia. For example, if at the end of a lesson a teacher is gabbling out the homework details at 100 miles an hour and not giving them time to make a proper note of what it is, their poor speed of processing means they may go out of the room without being sure what they're supposed to be doing. For many dyslexics, the speed of spoken language is very important.

"I hope people will take away the message that if a child isn't achieving, they should ask why, and not just assign it to attitude or behavioural problems. Ask yourself, do they perform well in class but their written work is disappointing? I'll be showing them ways they can recognise and support dyslexic pupils."

Teachers can help to create an environment that is more supportive for students with dyslexia

Sue Robb

The future lies with our youngest children – what we do now matters

Sue Robb is Head of Early Years at the charity 4Children and has been leading the development of the Department for Education's new early years strategic programme, Foundations for the Future

“My workshop is intended to support early years practitioners in ensuring they deliver the highest possible quality and support children’s development. We’ll be looking at child development, pedagogy and engagement with parents,” says Sue Robb.

“People develop cognitively, physically and emotionally more quickly between the ages of prebirth and five than at any other time in their lives. Those first five years are absolutely



vital. If we don’t foster that development, children fall behind and then it’s difficult for them to catch up in later life.

“Teachers need to be learners themselves, and open to new ideas. Those who are closed to new ideas tend to make less effective teachers. I’m hoping people will go away with an understanding of the direction of travel for early years education and a recognition of the importance of integrated working with health professionals and other specialists.

“I’d also like to help people understand the crucial role of engagement with parents. It’s particularly important to engage with fathers, because ours is a very female-dominated sector, so consequently the role of fathers is vital in the learning process. Men go about learning in different ways, and children need to be exposed to those different ways.

“I’ll also be touching on the changes to the statutory framework for younger children. The Department for Education has just carried out a consultation with the Early Years Foundation on potential changes. The consultation closed at the end of September and the changes will be announced in March 2012, ready to be implemented in September 2012, so I will be able to give participants a sense of what’s coming up.”

“If we don’t foster that development, children fall behind and then it’s difficult for them to catch up in later life”



Sir Keith Ajegbo

The performance effect of great management on teams and individuals

Sir Keith Ajegbo is a Leadership Development Adviser for Future Leaders

Keith Ajegbo taught in London schools throughout his career and spent 20 years as Head of Deptford Green in Lewisham, which established a reputation as a high-performing inner-city school under his leadership. He was awarded the OBE for services to education in 1996 and knighted in 2007.

He currently works as an education consultant and was lead writer of the report on Diversity and Citizenship to the Department for Education.

“My session is going to look at how you can hold people accountable in a way that is challenging but is also supportive and enables them to develop further,” he says.

Dr Nicola Lincoln

Increasing your personal influence

Dr Nicola Lincoln is an occupational psychologist, executive coach and leadership development trainer



“My workshop is about how you can get what you need to happen done in a way that doesn’t damage your working relationships. This is important for teachers because they have to interact

very closely under quite a lot of pressure,” says Nicola Lincoln.

“People often believe they simply need to say what they want and then others should just do it, and I think there’s an assumption that knowing something needs to get done

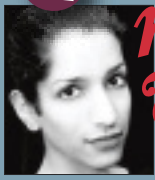
is enough to get people to do it, rather than realising that sometimes others need to ‘buy into’ a project and to feel like there’s something in it for them. Then there are other people who make the mistake of assuming colleagues should know what they want from them without being told, so they never seem to get the support they need because they don’t quite know how to express it.

“My workshops will be practical, and will look at workplace conversations that people find difficult, getting participants to practise how they’re going to say things. Sometimes there’s a problem with their voice tone, the way they hold themselves or just the fact that they’re smiling. A smile can send out the message that they’re not really serious about what they’re saying, and therefore nothing changes.

“I’m aiming to give people quick, practical solutions, so that they walk out feeling more confident about tackling situations they find difficult at work. I hope their difficult conversations will become easier because they have some practical tips, and that as a result they will be able to work better as a team.”

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PIN board



My Week

Suneeta Nathan, PA to Head Teacher/Primary Office Coordinator, Ark Academy

PIN BOARD

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

Monday

A busy morning. Year 1 are going on a school trip and some parents haven't yet returned permission slips or money, so I have to catch them. I also catch the latecomers and read them the riot act. Hopefully, one day they will take notice!

Year 1 get safely off with first-aid kits and asthma pumps – peace at last! Then the alarm in the disabled toilet goes off. It's a mystery why, as always...

Thankfully, there are not too many injuries today: a couple of bumped heads and a "massive ball" in the eye, but nothing too serious. I record all details of the incidents in the accident book. One Year 1 child was sick all over the coach, so has to be sent home with his head in a sick bag.

Tuesday

Today is quite a quiet day, which is rare at Ark. Year 3 are swimming this morning, so I have a few frantic calls to make to parents to bring in forgotten swimming kits. Thankfully the coach turns up on time and the children have a good morning at the pool. I manage to spend some quality time updating records and making sure pupil data is all correct.

Wednesday

I have a busy morning with parents paying for school trips. We have to send an asthmatic child home, unfortunately, however he is such a lovely child he keeps us well entertained in the office whilst waiting for his mum. The sun is out today, which is great for the children, although some of them have found new and inventive ways to hurt

themselves. I have to send another child home to get her knee checked out after she was pushed off a bench whilst playing a "game". I am running my Glee Club after school today. We have finally reached an agreement on which group song to learn: *In the Jungle from The Lion King*. I go home very happy that the children enjoyed it.

Pupil quote of the day: "Miss Suneeta, I was playing and the playground jumped up and hit me in the face!"

Thursday

The nursery children are settling in nicely, although we have quite a few anxious parents. I spend some time reassuring them that their children will be fine and are well looked after. One parent felt the need to test the loos and came back asking whether the ceiling might cave in. He obviously knows something we

don't. I get started on the weekly newsletter and also collating the week's attendance and punctuality for the weekly achievement assembly. I have a stream of unwell/injured children at playtime and lunch time, however an ice pack and a little bit of magic water works wonders!

Friday

It's the end of another busy week. I have a newsletter to send out to the parents. The attendance and punctuality PowerPoint shows have been prepared for assembly, and seeing and hearing the children's enthusiasm as they watch them to see whether or not they have won makes me smile.

Staff quote of the day: "I saw some rabbits this morning. Why do they have to hop?"

Clearly it has been a long week for all!

TRAINING SPECIAL

Are you AST material?

Are you an excellent teacher with a proven track record and the potential to lead outstanding teaching and learning in your school as an AST (advanced skills teacher)? ARK's Aspiring to AST programme is launching in January 2012, and nominations for places are being accepted now.

This 12-month development programme combines a series of twilight sessions with on-the-job training and support, including coaching and feedback. At the end of the training year, participants will be assessed externally and undergo certification to gain AST status.

If you are interested in this programme please speak to your principal or CPD lead to find out more about the selection process. Nominations will be requested from principals in October 2011.



Supporting first-time managers

Making the step from managing yourself to managing others requires not only the development of new skills but also a new mind-set.

To help make this transition easier, ARK has introduced two new face-to-face training courses to the training menu: one is designed for teaching and classroom-based staff and a second version is targeted at operations and support staff. Delivered over two days by external

experts, and offered once a term, the courses will help new managers to better understand the importance of good line management as well as helping them to develop the skills and approach needed to be effective as managers.

If you are interested in these courses simply look on the network-wide training menu in your role category under "Leadership and Management skills" and sign up.

Do you have what it takes to be a head teacher?

Following the success of the 2010/2011 Aspiring to Headship programme, we are delighted to announce the opportunity for a second cohort of Aspiring to

Headship participants in 2011/12.

The last programme saw 34 participants undertake an eight-month development programme that drew on the expertise of Sir Michael Wilshaw and other high-performing educators. This year, the programme will be led by

Rachel Macfarlane (pictured left), former head teacher at Walthamstow School for Girls and now principal of ARK's Isaac Newton Academy, which opens in 2012. The aim of the programme is to "tell it as it is" to aspiring heads, in order to better support them in applying for headship of schools in challenging circumstances. Guest speakers will include ARK principals and other education leaders.

The nomination process for the 2011/12 programme is open,

and it will launch in November. The target group for this programme is vice principals and small-school head teachers. Colleagues who participated in the programme last year are welcome to dip into the programme as, although the broad themes will be similar, the context and many of the presenters will be new.

If you are interested in this programme please speak to your principal or CPD lead to find out more about the nomination process.

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