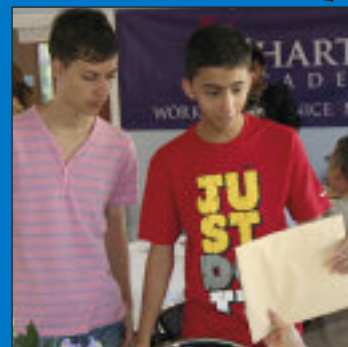
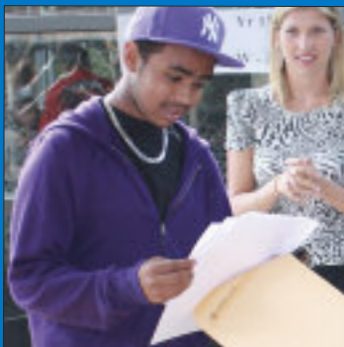
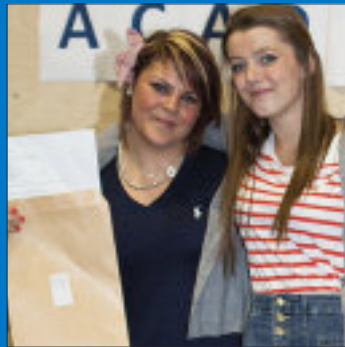


# The Arrow

## 2010 RESULTS SPECIAL

ARK'S GREAT YEAR:  
school-by-school  
analysis



**PLUS**

## COUNTDOWN TO ARK SCHOOLS SUMMIT

Your guide to the highlights

# Welcome



Welcome to the fourth edition of the ARK Schools' newsletter. This issue celebrates the many successes in examination results this year as well as looking forward to our first network-wide event with all of us under one roof.

GCSE headline results have improved in all our academies

this summer. Every English and mathematics department has reported improved results, too. Over half of all students in the network achieved five good GCSEs with English and mathematics. The improvement this year in GCSE results puts ARK Schools as the leading multiple sponsor of academies in the country on this measure.

In those academies yet to report GCSE results, the progress being seen by students in our primary and secondary schools is improving and often outstrips what is seen in most other schools in the country. Read on to find out about these success stories, as well as some of the challenges we face as a network.

As well as being a busy summer for exam results, we have seen fantastic new buildings opening at Globe, Evelyn Grace and Ark academies – see the news pages for more details.

We look forward to the ARK Schools Summit on 1 November – a chance for the whole network to come together for the first time and learn from a range of experts. In fact, by the time you read this I hope you will have enrolled for your sessions!

In the coming year, I know none of us will rest on our laurels – we will want even more students to succeed than did this year. There is still much to do to ensure that every ARK student has the best possible education, allowing them to have real options to attend a good university or pursue the career of their choice by the time they leave our schools. That starts when they join in reception and not just when they get to Year 11 or sixth form.

With all best wishes for a great year.

## Kieran Larkin

Education Services Director, ARK Schools  
kieran.larkin@arkonline.org

## Contents

<b>ARK-wide GCSE news</b>	<b>2</b>	<b>Ark Schools Summit</b>	<b>12</b>
<b>GCSE news by school</b>	<b>4</b>	<b>Meet the Experts</b>	<b>14</b>
Burlington Danes	4	<b>Teach Like A Champion</b>	<b>16</b>
Charter	5	Q&A with author and educationalist Doug Lemov	
Globe	6	<b>My Brilliant Career</b>	<b>19</b>
St Alban's	7	Alyson Ward, LSA at Evelyn Grace Academy	
Walworth	8	<b>Pinboard</b>	<b>20</b>
AS and primaries news	9		
<b>ARK News</b>	<b>10</b>		

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



**ARK Schools has achieved a fourth year of improved GCSE results across all five academies that have students at Year 11. This year saw an average improvement rate in pupils achieving five good GCSEs including English and maths of 13 percentage points.**



# TOP-PERFORMING ACADEMY GROUP

## How we improved

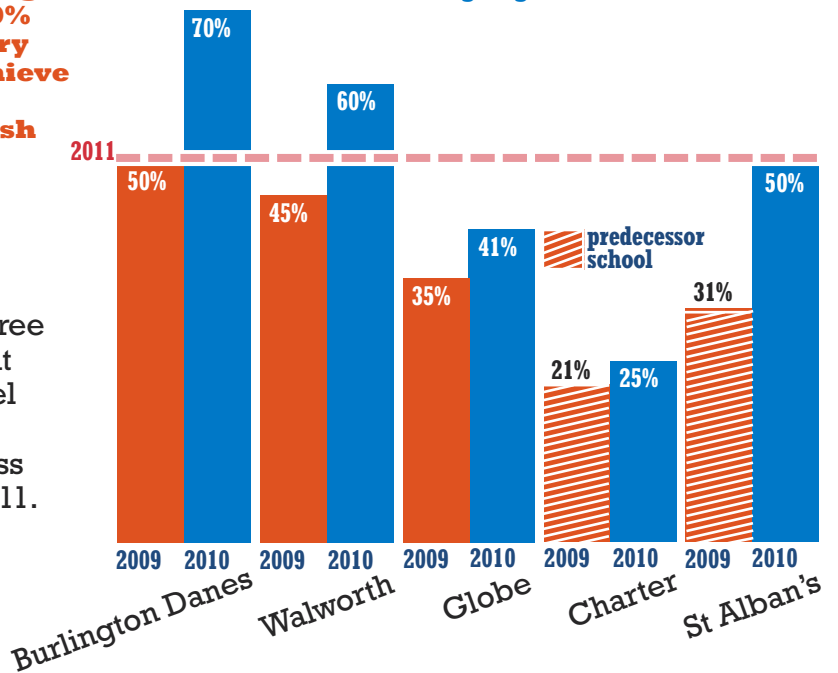
Every ARK academy saw an improvement in GCSE results this year



Next year our target is for at least 50% of pupils at every academy to achieve 5 GCSEs at A\*-C including English and maths.

This is a tough target but with three schools already at or above this level we are confident we can hit it across the network in 2011.

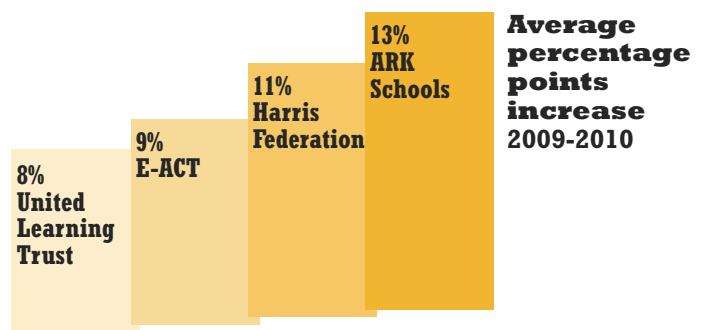
% 5+ A\*-C GCSEs including English and maths 2009-2010



## ARK leads the way

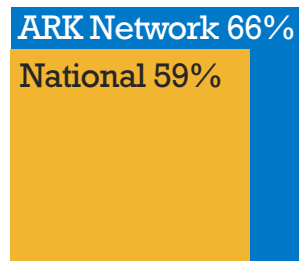
We're top among the multiple sponsors

With an average improvement rate of 13 percentage points in pupils achieving five good GCSEs including English and maths, ARK is, for the second year running, the top-performing academy group.



## Full marks for maths

% of students achieving A\*-C in mathematics (2010)

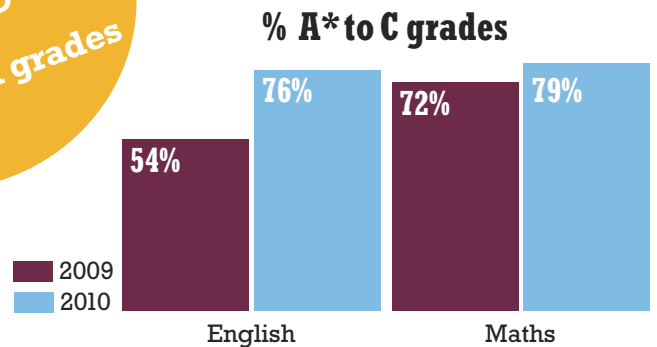


With maths as a network specialism, ARK has out-performed national levels at GCSE this year.



# Burlington Danes

**TOP MARKS**  
**English Literature**  
 89% A\*-C  
**RE**  
 33 A\*-A grades



## BDA hits a new high

Burlington Danes Academy achieved excellent GCSE results, with 70% of students gaining at least five A\*-C grades, including English and maths. This marks an improvement of 20 percentage points on last year's figure, and consolidates Burlington Danes' position as one of the most successful academies in the country. It is also 20 percentage points above the national average, which last year stood at 50%, and places the school in a strong position to reach the ARK target of 80% achieving five good GCSEs including English



and maths within five years of opening as an academy.

The school did particularly well in English literature, with 89% of students gaining A\*-C, and in history, with 83% at A\*-C. Also 33 of their religious education entries were passed at A\* or A. The maths department had cause to celebrate, with 25% of entries passed at A\* or A. The school's top set Year 10 maths class took GCSE maths one year early, and all 30 of them gained an A\* or A.

"I am delighted with these results," said Principal Sally Coates. Schools Minister Nick Gibb MP was also at Burlington Danes as the students received their grades. "Today's results are staggering, and to make such a massive leap is a fantastic achievement," he said.



### Student spotlight

**Haengeun Chi**, pictured left, gained A\*s in English, maths, history and two sciences, along with As in religious education, English literature and art and design. On top of this, she gained an A in her maths AS level one year early.

"I am very pleased with my results because I worked so hard for them," she said. "I arrived at Burlington Danes from South Korea in Year 8, a year later than everyone else, and I spoke no English, so it's very satisfying to get results that are as good as anyone in the year group."

"I think the secret of my success has been reading lots of books, not just connected to the topics in the exams, but about wider issues, too. This has improved my language skills and enabled me to gain confidence."

Haengeun's plans are to complete her A Levels and then gain a place at a top university. "Hopefully Cambridge!" she told us. "My career plans are uncertain right now, but I think my degree will be in mathematics, so I am keen to find a career where I can think logically and analytically."

### The teacher's view

**Chris Fairbairn, Head of Year 11**, worked his usual wonders with a GCSE maths class who were taking their exams early.

"For the past two years the top set in Year 10 have been taking GCSE mathematics a year early and not one student has achieved anything other than

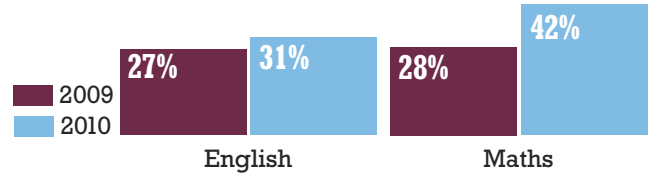
an A\* or A," Chris told us. "This year, the accelerated class gained 9A\*s and 21As and they are now starting a pathway into their AS level in mathematics."

"We are extremely proud of our 80.2% A\*-C pass rate in maths, and we are passionate about improving on this year after year."

# Charter

**TOP MARKS**  
**Additional maths**  
**4 entries, all A**  
**English Literature**  
**74% A\*-C**

## % A\* to C grades



## First year progress

Charter Academy students celebrated further progress in GCSE achievement just a year since the school became an academy. Their achievements represent a steady improvement on the previous year, with 25% of pupils achieving at least five GCSEs at A\*-C grade, including English and maths, compared with 21% in 2009. Charter saw good results in English literature, in which 74% gained grades A\*-C; science, where 62% of pupils achieved A\*-C grades; and maths, where 42% of pupils gained A\*-C. All four Additional Maths entries were passed at grade A.

BBC Radio Solent was there as the grades were handed out, interviewing students and staff. Charter Academy Principal, Dame



Sharon Hollows said: "Our students worked hard and we are very proud of them. These results represent steady progress and mean we are on course to achieve 80% of pupils gaining five good GCSEs, including English and maths, by 2014."

When the school became Charter Academy in September 2009, it introduced extra specialist staff, lengthened its school day by an hour and a half on two days a week and offered two further optional extended day sessions each week. Plans are now under way to open a sixth form at the school.

### Student spotlight

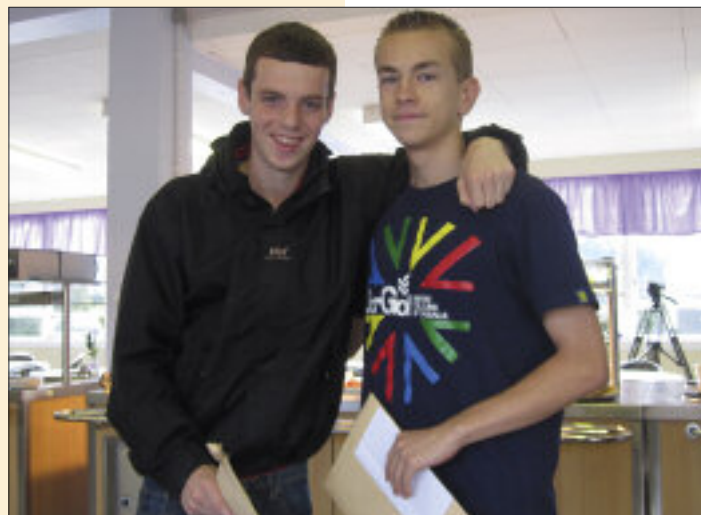
"I'm most proud of the B grade I got in English Literature – I didn't think I'd actually get my English, so that's a great result for me," commented **Sam Ellwood**, pictured to the left of *classmate Craig Luke*. "To start off with I couldn't write a paragraph, but different teachers came in, and they pushed me harder."

Sam passed 12 GCSEs at A\*-C, plus one short course. He managed an A in maths, an A\* in additional maths and a B in boxing. In fact, it was the boxing that helped him excel.

"I was playing football in the school sports centre and my mate told me to come and have a go at boxing," he said. "I got into it, and I've been doing it for two years. I trained twice a day, so I'd come in to school at 7am to do it. It helped to calm me down

and concentrate for lessons."

Sam is now building on his success in maths, which is among the subjects that he is currently studying at A level at Havant College.



### The teacher's view

"Exam results day was amazing! Our chef, Trigger, made sure breakfast was provided for everyone, the press turned up and there was a real buzz about the place," said **Naomi Carter**,

**Assistant Vice Principal** at Charter Academy. "It was really important that this day went off with a bang for the students, as this would be the final celebration of their time at Charter. And we did really well: all the subjects did better than they had previously.

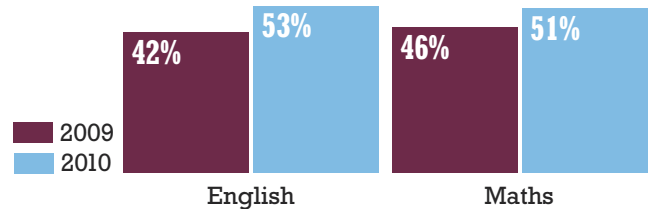
"I was really pleased with my own results. I teach Resistant Materials and my results went from 77.5% A\*-C to 100% A\*-C.

"It was good to see the excitement on the maths teachers' faces when the students got their results. They had all worked so hard, and to gain 100% in Additional Maths, and at A grade, was fantastic," she said. "I was also impressed with the science results: since ARK came here, we actually have a fully staffed science department, so for them to gain such good results was great."

# Globe

**TOP MARKS**  
**French**  
 78% A\*-C  
**ICT**  
 98% A\*-C  
 (Diploma in Digital Applications)

**% A\* to C grades**



## Laying firm foundations

The August results marked an impressive improvement at Globe Academy in the school's second GCSEs since becoming an academy in 2008.

41% of pupils achieved at least five A\*-C grades including English and mathematics, a healthy improvement on last year's figure of 35%, while 62% achieved at least five A\*-C grades overall, compared with 50% last year. In English, 53% of pupils achieved A\*-C (compared with 42% in 2009) and 51% achieved A\*-C grades in maths (46% in 2009). Of those taking French, 78% of pupils achieved A\*-C.

"Our pupils and their teachers have worked incredibly hard since we became an



academy in 2008, and we're pleased that that work has delivered a continued improvement in results for this year's pupils," Principal Jason Baigent said. "These results represent steady progress we can build on to achieve our medium-term goal of more than

80% of pupils achieving at least 5 A\*-C grades including English and mathematics. They're also a good indicator that we'll have well-prepared and well-qualified pupils ready to enter the Globe sixth form when it opens in 2011."



### Student spotlight

**Sebuh Mesfin**, pictured to the right of fellow student *Nourjahan Haq*, was among Globe's most successful GCSE students, gaining As in English language, English literature, maths and Additional Science, an A\* in RE, Bs in Core Science and geography, and a C for French.

"I was very pleased with my French result, I couldn't believe that I passed! At the beginning of the year, I was predicted an E for my French GCSE," he recalled. "With my results came some disappointment. I had the absurd idea I would get an A\* in

nearly everything. I did well, but I could have done better. I realised that results don't just come like that, you have to work for them."

Sebuh is now studying for the International Baccalaureate Diploma at St Francis Xavier College in Clapham, London.

"In the future, I would like to attend a top university, either in Europe or America, and study Environmental Science," said Sebuh. "After that, I would like to go into politics or business, making it my goal to change Third World countries into developed countries."

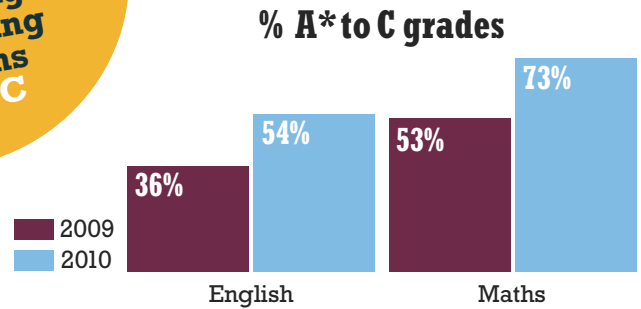
### The teacher's view

"Hitting 50% in maths seemed a daunting challenge," said **Ceri Ward-Jones**, Head of Maths at Globe Academy. "In particular, the 2010 cohort of Year 11s presented some curious

dynamics! Bringing together a range of key elements in an interventions programme was instrumental to our success. I feel proud to have been part of the team that achieved 51%."

# St Alban's

**TOP MARKS**  
**English Literature**  
 100% A\*-C  
**Performing Engineering Operations**  
 100% A\*-C



## St Alban's off to a flying start

St Alban's only became an academy last September, and their first GCSE results since the changeover gave them good reason to feel both pleased and proud of the strides the school has made in the past year.

Overall, 90% of students achieved at least five A\*-C grades (2009, 75%), while exactly half achieved at least five A\*-C grades that included English and maths, a rise of 19 percentage points in a year (2009, 31%).

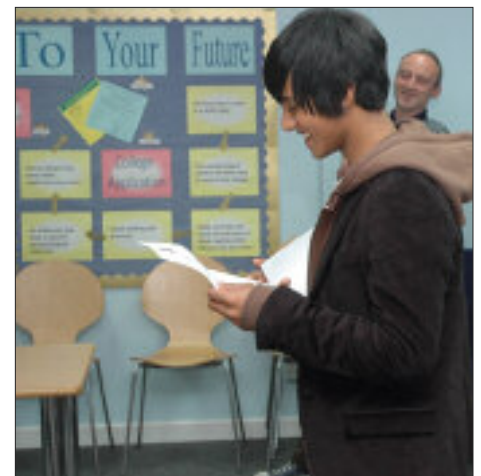
In maths, 73% achieved A\*-C – an impressive increase on 53% last year – while 54% of pupils achieved grade A\*-C in English compared with 36% in 2009. Of the 25 students who sat English literature, all passed at grade A\*-C, as did all students who took Performing Engineering Operations, reflecting the school's specialist engineering status.

"We set high expectations for achievement



at the start of the year and I am very pleased that the hard work of students and teachers, coupled with outstanding support from our parents, has paid off. I congratulate all the students on their hard work and their results," Principal David Gould said.

"These results are a pointer for our future



development. Every staff member and every student at St Alban's Academy believes we can achieve even more in the coming years. We are confident that we will continue to progress. I'd like to thank our staff for their commitment in our first year of transition and look forward to continued high performance."

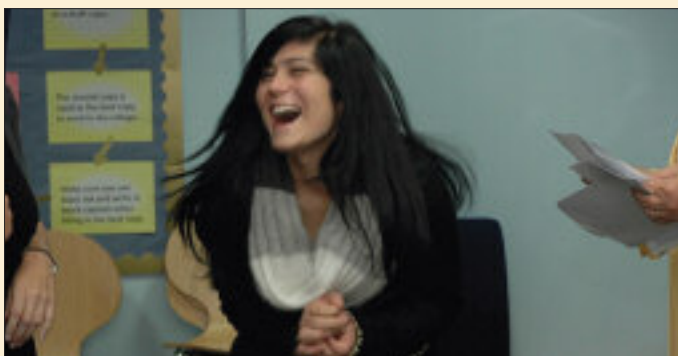
### Student spotlight

**Zarean Sahrif**, pictured below, is a Kurdish student, who joined St Alban's from Iraq at the end of Year 9, unable to speak English.

"When I came to England, I was crying with sadness because I couldn't understand anything anybody said," she

recalled. "Now, I'm crying with joy because I have done so well in my GCSEs!"

Zarean passed 14 GCSE or equivalent at C grade or above, including maths, English and two sciences. Her ambition is to become a teacher or lawyer.



### The teacher's view

**Rachel Scofield, Director of Literacy**, was delighted with her students' results: "St Alban's English department achieved record GCSE success this year, after several years of year-on-year improvement. The biggest difference this year has been the development of a much larger English department, moving from three successful teachers to eight!"

"I feel really strongly that the department's team spirit has been a major factor in our ongoing success. The positivity, dedication, flexibility and sheer driven commitment to doing their best for all pupils is

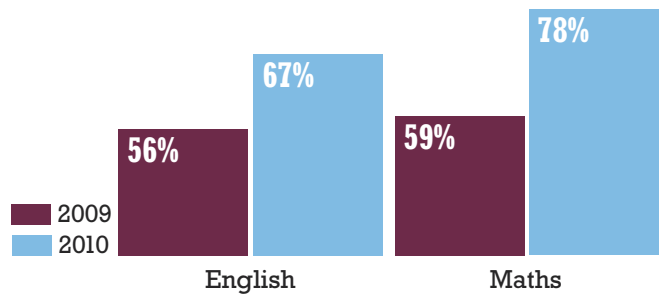
apparent across all members of the department. To be honest, I have never met such a thoroughly dedicated team of professionals anywhere else.

"Seeing the pupils open their results envelopes in August was amazing. Every single one of them looked first of all for their English grade. One pupil, who had struggled from an F at the end of Year 10 to a C at the end of November hugged me and said, 'I couldn't have done it without you, miss.' I disagree with his statement – he could. All I did was help him to believe that he could do it."

# Walworth

**TOP MARKS**  
**Biology**  
 96% A\*-C  
**English**  
 25 A\*-A grades

## % A\* to C grades



## The record breakers

Walworth Academy staff and pupils are delighted with their record improvement in the number of students achieving five GCSEs including English and maths. 60% of pupils passed at least five GCSEs, including English and maths at A\*-C grades, up from 45%. While 67% of pupils achieved A\*-C in English (up from 56% in 2009), 78% achieved A\*-C grades in maths (up from 59% in 2009). This more than doubled pupils' attainment since the school became an academy.

Principal Devon Hanson said: "We are absolutely thrilled with these results and I'm pleased to congratulate our pupils on an outstanding performance. We're particularly pleased with our pupils' achievements in English and mathematics, which indicate the progress they are making across the board and put them in a strong position for the next stage of their studies. In maths,



attainment has more than doubled since we became an academy.

"These results are a strong indicator that we can continue to improve performance year on year to exceed our interim goal that more

than 80% of our pupils will gain at least five A\*-C grades, including English and maths."

The results have proved a fitting springboard for Walworth's new sixth form, for which 79 students have enrolled.

### The teacher's view

It was another record year for Walworth's Maths Department, with 78 per cent of GCSE candidates gaining A\*-C grades.

"We are very pleased with our results. They thoroughly reflect the hard work and effort put in by maths teachers and students this year," said **Djedje Agui, Director of Mathematics.**

"We have doubled to 10% the proportion of students who have achieved A\*-A grades. Congratulations to all our Year 11 pupils.

They worked extremely hard throughout Years 10 and 11 and have achieved excellent GCSE results. The pupils were a credit to themselves, their parents and to the academy."

The Walworth staff will not be resting on their laurels, though. "The maths department is currently analysing the results of the 22% of pupils who failed to get a grade C or above, to ensure our results improve further this year," he added.

### Student spotlight



**Christina Ajose**, pictured left, passed GCSEs in English at A\*; English Literature, history and three sciences, all at A; maths at B; French at C; and a BTEC Business Distinction.

"I am proud of my achievements. The teachers helped me to work hard and together we made a great team," said Christina. "I'm looking forward to completing A levels and going to university. The school has helped me to be confident in my own abilities – I know that I can do it and make the right choices for myself."

Christina has just started her A levels at Crossways Academy in south London. She plans to read law at university before becoming a solicitor or barrister.



## Full speed ahead for Ark Primary

Latest figures from Ark Academy show that pupils in the primary school are making impressive rates of progress. At the halfway point in Key Stage 1, more than 90% of pupils have exceeded the national benchmarks in English and maths.

Jacqueline Steele, Head Teacher of Ark Primary said she was “absolutely delighted” with the results: “This bears testament to the Ark model and considering the majority of children were below national expectations for their age upon arrival at Ark, it is particularly pleasing.”

Ark’s extended day provides

more time for mathematics and literacy each morning. In their literacy classes there is a strong emphasis on Talk for Writing and an intensive phonics programme that is set according to ability.

Mathematics is contextualised where possible and linked to problem solving. Regular assessment and early intervention are crucial, coupled with high expectations and ambitious targets. Jacqueline added, “Of course, none of this would be possible without the dedication and commitment of all our staff, who are driven to help each child succeed.”

## A key stage in King Solomon’s progress

The first end of Key Stage 1 results at King Solomon Academy Primary School revealed that pupils in Year 2 outperformed the national average in reading, writing and maths, with more than 90% of them achieving the national benchmark.

Head Teacher Venessa Willms said that she was “incredibly proud” of the school’s children and staff as over 70% of pupils reached ARK’s target of level 2a, which is a more ambitious target than the national expectation.

“In line with ARK’s vision, our aim is that the great majority of our children will exceed national expectations,” Venessa commented. “I am incredibly proud of our children and our dedicated staff for getting over



70% of pupils achieving level 2a.

“Our success is not limited to Year 2 only. A similarly pleasing picture can be seen in Reception and Year 1. This is further proof of our commitment to do ‘whatever it takes’ does, indeed, make the necessary difference in these children’s lives.”

## First AS results for BDA

Students at Burlington Danes received AS results this year, the first results for the school’s sixth form since it opened last year. This was the first set of AS results received across the network and marked an important point in ARK’s development towards the network goal of ensuring that every pupil has real options by the time they reach 18.

Ryan Walters achieved the best grades in the year group, gaining an A in each of his subjects (Maths, Business Studies, Religious Studies and Politics). Year 10 student Bahga Katamesh gained A grades in two AS levels (Maths and Arabic) two years ahead of

schedule. “This is brilliant,” she said. “I’m hoping to go on and do a PhD and get into medicine.”

Principal Sally Coates commented: “I’m delighted to receive these results in the first year of Burlington Danes’ sixth form. I’m optimistic that students can build on these in Year 13 and gain places at top universities.”

Overall, just under half of the AS results were A-C grades, laying down a marker for the future and reminding the whole network of the challenge ahead in developing a new programme of sixth-form study and ensuring GCSE success provides a pathway into achievement at A level and beyond.



## Principal Sally Coates and Snr Vice Principal Michael Ribton share the lessons learnt in their first year of sixth form

The lessons learnt from our inaugural year fall into three categories: first, students’ skills. Preparing students for Sixth form is critically important and begins as early as Key Stage 3. Independent study skills, self-motivation, presentation skills, effective time-management, enquiry-based learning and investigation are prerequisites for A-level students. We have supported students this year with supervised study spaces and quiet areas in which they can work.

Secondly, students’ abilities: an aptitude for some subjects at GCSE, in mathematics for example, has not in every case transferred to A level. Teacher knowledge of students has been crucial as part of the process of sixth-form recruitment. This initial stage has to be very carefully managed. It cannot be an open-door policy as this does not serve students best. Retention on courses is important, particularly AS to A2, when classes are in danger of being fewer than five students.

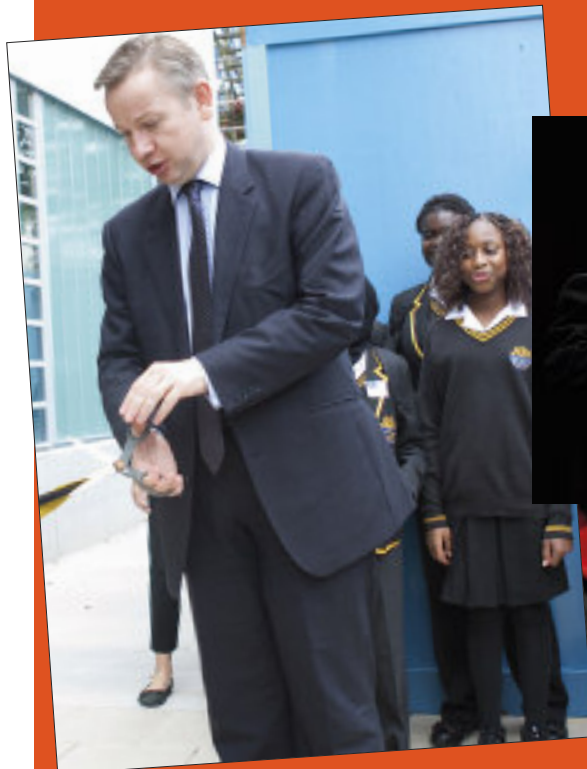
Thirdly, induction. Sixth form is different from other key stages: more responsibility, greater freedom. We expect students to model behaviour and attitudes for the rest of the academy. They need a clear framework for this.

# New school buildings open for business

September 2010 was an eventful month in ARK's history. On 13 September, the new Globe and Evelyn Grace Academy buildings were officially opened, followed by the opening of the new Ark Academy building on 24 September.

Secretary of State for Education Michael Gove cut the tape at Globe and praised the vision of the Globe governors, Principal and ARK Schools. He told pupils: "Your future will depend on the decisions taken here: decisions taken by your teachers and decisions taken by you. But the decision to invest in this building reflects the belief of everyone here that all of you can achieve fantastic things."

If you would like to arrange a visit to any of the new buildings, contact Katie Oliver: [katie.oliver@arkonline.org](mailto:katie.oliver@arkonline.org).



**New moves: the running track cuts through Evelyn Grace Academy's new building (top); Michael Gove opens Globe Academy (left); pupils assemble inside the newly opened Ark Academy (above and centre)**

## Thank you for the music

On 30 June, all our academies, along with three of our feeder primary schools, took part in the ONE VOICE Music Gala at London's Barbican Centre. The event celebrated the schools' participation in ONE VOICE, a school singing programme focused on building strong choirs. Each choir had the chance to work with leading musicians, including choral conductor David Lawrence and Bangladeshi singer Gouri Choudhury.

Performances included a group from King Solomon, Burlington Danes, Evelyn Grace and Walworth, who came

together to devise their own new piece, and a lively performance by four talented singers from Globe, who took the roles of Dorothy, Tin Man, Lion and Scarecrow in *A Brand New Day* from *The Wizz*.

More than 50 children from Charter, Burlington Danes, Evelyn Grace and Walworth worked with jazz leader John Bennett on the jazz standard *Mercy, Mercy*, performing it with the massed choir. ARK's Scholars'

Choir, trained by Suzi Digby (OBE), also took part.

The event was preceded by ARK's Fringe Arts Festival, which showcased even more student talent in music, dance and comedy.

Shirley Keane, Director of East End Opera and Newham Young People's Chorus was there. She said: "The singing was heartfelt. The young instrumentalists were equally inspiring. There are few music academies that would dare to let their children create with their instruments and voices at such an early stage, and yet you could see how proud they were and how they took ownership of their music!"



## ARK's first table tennis competition is a hit

London Mayor Boris Johnson, MP Kate Hoey and novelist Howard Jacobson turned out for ARK's first network table tennis tournament, held at Burlington Danes Academy last term.

Key Stage 3 pupils from Burlington Danes, Charter, Evelyn Grace, Globe, St Alban's

and Walworth Academies took part, with BDA winning each age group and the overall title. UK junior champions Daniel Basterfield and Ryan Maynard played some display matches.

"We need to push forward for 2012," said Boris Johnson. "We invented this game and

we know we are good at it."

The Mayor played Howard Jacobson, but admitted he "can't play ping-pong for toffee".

Burlington Danes pupil David Alalade was less critical, pronouncing the Mayor's efforts "okay – but he needs to work on his serve".



London Mayor Boris Johnson takes on novelist Howard Jacobson at the ARK tournament

## ARK updates

**New ARK primaries:** Proposals for ARK primary academies in North Westminster and North Hammersmith have been approved to go ahead to business case stage. The proposals were generated in response to demand from local parents in areas where there is a growing shortage of primary places.

ARK Schools Primary Director, Sophy Blakeway, commented: "We are delighted to have passed the first stage in developing these two new primary academies. It's great news for local children and parents who have campaigned hard for extra school places."

**Well done, Walworth:** Ofsted has rated Walworth Academy as being "a good school with outstanding capacity to improve" in its first full inspection of the school since it opened as an academy in September 2007.

The inspectors said: "Walworth Academy is in the business of transformation. It has transformed itself and is now a good and rapidly improving school whose students make good progress academically and great leaps in their personal development. Most importantly, it is transforming the lives of the students who attend."

**A debatable point:** Seven ARK Academies have signed up to the Debate Mate programme funded by ARK, which provides pupils with the opportunity to develop their debating skills in after-school debating clubs before competing against pupils from their own and other schools.

This year's programme will culminate in an ARK-wide debating competition to be held in the summer term of 2011.

Further details about the Debate Mate programme are available from Sarah Gregory, sarah.gregory@arkonline.org.

## School's in for summer at KSA

King Solomon Academy's frontier year group, now passing into Year 8, had an additional two weeks of summer term this year, with school remaining open until 6 August. During this period they presented portfolios of their work to a panel of professionals from inside and outside the school, and also put on a "wax museum", with each pupil taking on the role, including full costume, of a famous character from history.

The school also welcomed incoming Year 7 pupils straight from primary school for a two-week Transition Academy until 6 August. Over 85% of the new year group were able to attend, getting some useful preparation for school life at King Solomon.



## American Tales

In July, four ARK students flew to the USA to attend the prestigious Phillips Exeter Academy in New Hampshire, where every summer 700 students participate in five weeks of academic study. Alaa Basha and Quddus Akinwale from Burlington Danes Academy, and Sebh Mesfin and Amos Eretusi from Globe Academy were the students who took part.

"It would be impossible to sum up my experience," said Alaa, who chose to study Mandarin Chinese, Acting for Camera and Problem Solving in Geometry while there. "I built many relationships with teachers, students and people in Boston that I will never forget."

Amos, who also studied Problem Solving in Geometry, along with The Media and Society, and Global Economics, said: "The



**Sebh Mesfin, Alaa Basha and Quddus Akinwale (left to right) found summer school a memorable experience**

classes are very different: students sit around the table and everyone has to participate. It gives you greater understanding of the subject and it also develops confidence. I thought of it as preparation for university."

"Phillips Exeter is a wonderful place with great people," commented Quddus, who took Physics, Philosophy and Web Page Design. "I liked the teaching style because it was very interactive and thought provoking, as everyone had their own opinions. It was a once-in-a-lifetime experience and probably the most amazing opportunity I have been given so far."

# WELCOME TO ARK SCHOOLS SUMMIT



**Georgina Cavaliere**  
Learning & Development  
Director,  
ARK Schools



On 1 November 2010 we will be welcoming staff from across the network to the first ARK Schools Summit at Central Hall in Westminster. Aiming to provide an opportunity to celebrate our success, look to the future and learn together, we have created a broad and exciting agenda for all ARK Schools staff.

The Summit brings together a wide range of expert speakers delivering short, practical sessions, from leading educationalists Doug Lemov and Dylan Wiliam to personal branding expert Lesley Everett, and over the next few pages we'll be introducing you to some of them. The workshops they'll be running range from techniques that make a difference in our classrooms, to strategies for improving school operation, to "soft skills" workshops that support individual performance, such as time management, conflict resolution and personal impact. These workshops will be

a taste of the broader network-wide development programme that I will be creating in my new role as Learning & Development Director.

We hope the Summit's workshops will provide every ARK staff member with a choice of challenging and engaging experiences. Summary materials from key workshops will be shared online through Fronter, so you can access them once you are back in your school and catch up on the sessions you missed.

Above all, the Summit will be a day to enjoy and learn; a chance to reflect on the shared mission of ARK Schools, but also on your own individual efforts and those of your school in the ARK Schools journey. It will be a chance for you to celebrate the work you do while taking away some practical professional development. I look forward to seeing you on 1 November at the ARK Schools Summit!



**THE  
DAY  
MONDAY  
1 NOVEMBER  
THE  
PLACE  
CENTRAL HALL,  
WESTMINSTER  
THE  
EVENT  
ARK SCHOOLS'  
INAUGURAL  
SUMMIT 2010**

## WHAT WE'RE LOOKING FORWARD TO...

Having read Mr Lemov's book, *Teach Like A Champion*, I'm really looking forward to meeting him and picking up some tips to improve my instruction. More than that, I'm excited about the conversations I'll be having with colleagues afterwards, when we sit down and reflect on what we've all just been learning

Bruno Reddy,  
Lead Mathematics  
Teacher, King  
Solomon Academy

I'm really pleased that support staff are invited to the ARK Schools Summit. It shows that we are valued and acknowledges the work that goes on in the background to support teaching and learning

Charlie Hughes,  
Technician,  
Charter Academy

The summit will give staff at Burlington Danes an exciting opportunity to meet Dylan Wiliam, whose programme on assessment for learning has become an integral part of our CPD programme

Alison Downey,  
Vice Principal,  
Burlington Danes  
Academy

# MEET THE EXPERTS

Lesley Everett



Lesley Everett is an expert on personal branding and executive presence. She coaches senior executives and entrepreneurs in managing their own authentic personal brand and has presented her *Walking TALL*

**“If we try to be somebody we’re not, but would like to be, we come across as superficial”**

methodology in 17 countries worldwide. At the ARK Schools Summit, Lesley will be delivering techniques aimed at helping ARK staff to build their own personal impact. “If we try to be somebody we’re not, but would like to be, we come across as superficial,” says Lesley. “What we can and should do is to stop and evaluate what our true motivators, drivers, values and strengths are, and what therefore we want to project about ourselves. At this point we can decide in what way it is most appropriate for us

to package ourselves – from dress and appearance to voice and body indicators.” Lesley founded *Walking TALL* in 1994 and her bestselling book *Walking TALL: Key Steps To Total Image Impact*, first published in 2002, has featured frequently in the national press. In August 2007 it was re-published for the world market as *Drop Dead Brilliant*.

Lesley presents on TV and radio on image, branding and consumer issues, and has had numerous articles on the subject published. She is constantly researching strong personal brands, analysing what makes a difference to career progression and executive presence.

Dylan Wiliam

Dylan Wiliam is Emeritus Professor of Education and former Deputy Director of the Institute of Education in London. He is a champion of formative assessment, and passionate about raising standards by helping students to become better learners and helping teachers to become more responsive to students’ needs.

In September this year he presented a two-part television documentary, *The Classroom Experiment*, part of BBC2’s *School Season*. In it, he took charge of a class of Year 8 pupils in Hertfordshire, introducing teaching ideas that really boosted the learning of the group as a whole. Among

**“We need formative assessment because children don’t learn what we teach them”**

the techniques he used was banning “hands up”, bringing back the “slate” in the form of mini whiteboards on which pupils had to write answers during lessons, and feeding back to students with constructive criticism

## WHAT WE’RE LOOKING FORWARD TO...

‘It is great that staff have the opportunity to select from a range of speakers and topics, resulting in a tailor-made day of training and support specific to their needs and interests

’ **Laura Yates**, NQT Drama and Dance, Burlington Danes Academy

‘All the staff at Evelyn Grace Academy are very excited to have the opportunity to hear Doug Lemov speak. As part of our drive to raise the standard of teaching across the school, we have all been reading *Teach Like A Champion* and are looking forward to hearing first hand his experience and expertise

’ **Marlon Miller**, Head Teacher, Evelyn School, Evelyn Grace Academy

‘Decisions, decisions! As a Vice Principal who has to make many decisions each day I now find myself unable to make just one. Which work-shop do I attend on ARK Summit Day? Doug Lemov? Dylan Wiliam? Sir Keith Ajegbo? Jay Altman? They are all headline speakers. I want to hear them all but I must choose... Now where is that pin?’

’ **Sue Walton**, Vice Principal, St Alban’s Academy



BBC Pictures

instead of giving them grades on their work.

"I was genuinely surprised that we managed to have a noticeable impact on their achievement, and at how much more confident they were," he observed.

Dylan has a bachelor's degree in mathematics, a second bachelor's degree in mathematics and physics, a masters in mathematics education and a PhD in education. He worked as a maths and science teacher for eight years before joining Chelsea College, University of London (which later became part of King's College) in 1984, where he worked on developing innovative assessment schemes in mathematics.

He was the academic coordinator of the Consortium for Assessment and Testing in Schools, developing statutory and non-statutory assessments for the national curriculum of England and Wales. He has also worked in the United States, as Senior

Research Director at the Educational Testing Service at Princeton. More recently he has focused on using assessment to support learning, and co-authored a major review of the research evidence on formative assessment – *Inside The Black Box* – which was published in 1998.

"The reason we need formative assessment is simply because children don't learn what we teach them. If the children learnt exactly what is being taught, then we would not need to assess," he says. "The evidence suggests that the shortest feedback loops are the most effective, so when teachers ask me how often they should do formative assessments, I say not more often than once every five seconds. Checking children's work every two or three weeks, then making adjustments, is too slow and too late."

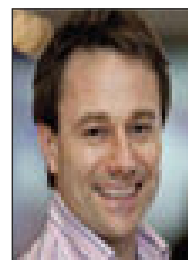
#### RADA

With over 100 years' experience in training actors, the Royal Academy of Dramatic Art uses expert tutors and directors to train people to become great communicators, pictured below. All coaching begins with



the foundation of RADA's training: focusing on the development of the tools of communication; of breath, body and voice. Theatre-based games and exercises alongside discussion and role play form the majority of the methodology to enable people to become effective communicators. The training addresses how to develop the voice and body to enhance impact, presence and presentational style.

#### Rob Dominic



Rob Dominic has more than 12 years' experience consulting on organisational development, leadership assessment, executive coaching, top-team development and skills training. He founded Viewpoint

in January 2007 and has since grown it into a global consultancy.

Rob typically works on leadership assessment and top-team development and will be delivering two sessions on self-awareness and conflict resolution at the ARK Schools Summit.

"As a psychologist I have considerable technical expertise in people assessment and development in organisations," says Rob. "At Viewpoint, we support people in making the attitudinal and behavioural shifts required

**"We support people in making the attitudinal and behavioural shifts required to lead a new way of working"**

to lead a new way of working at individual, team and organisational level. We combine our psychological expertise and practical experience to develop programmes that enable people to leave at the end of the day with a clear understanding of how to implement their skills."■

**I am particularly looking forward to Rob Dominic's "excellence behind the scenes" session. We have a strong admin team that strives to provide the best support we can and I'm hoping to leave with some new ideas to bring back to the office. I am also fascinated by Lesley Everett's "impact and gravitas" session, though my colleagues tell me I have more than enough already, so look out St Alban's is my reply!**

Sue Smith, Senior Leadership Team Admin Manager, St Alban's Academy

# TEACH LIKE A CHAMPION



**Educationalist and author [Doug Lemov](#) will be joining us at the ARK Schools Summit to share his insight and expertise in a series of inspiring staff workshops. His ground-breaking book *Teach Like A Champion*, which details 49 techniques for transforming teaching, has become required reading for all those working in education. Here, ARK asks him about his methods, his inspiration and his own formative student years**



© Benjamin Norman for The New York Times

### Why did you become a teacher?

When I left college (university, as you'd call it) the most important and influential people I'd known were, I realised, my teachers. I'd had a pantheon of six or eight in particular who had shaped and changed my life: the way I thought and who I believed myself to be. I wanted to pay that forward. I was very keenly aware that my great teachers had changed my life through the content. It wasn't just that they had inspired me and helped me through difficult times, though they had, but it was their teaching that was so profound. I didn't, and in many ways still don't, like poetry, but I read William Wordsworth with Patricia O'Neill and I saw a vision of the world and the people in it that was like a lodestone. My mind was alive in a way I'd never experienced after her class. I wanted to try to do that.

### What makes a "champion teacher", and can any teacher become one?

To the second question: emphatically, yes. Great teachers come in every flavour, shape and variety. Some are introverts and some are extroverts; some are funny, some are serious, some are both; some are clever avatars of popular culture while others are odd

monuments to a bygone era: there's no "type".

Two key things make a champion teacher. First, they are always honest with themselves about the difference between "I taught it" and "they learned it". They do what works and get a little better every time because of that. Second, champion teachers recognise that schools, especially in poor neighbourhoods, are first and foremost cultures. They have to move students from behave, to believe, to achieve. They're unapologetic about the first step – behave – even while they know it's wholly insufficient.

### Who is the teacher you remember from your own schooling?

There are so many, but Joseph Kapusnick was the first teacher to see through the mess that I was to the student underneath. I'd never liked reading, and this was in fifth grade – very late to become a reader. He earned my trust, made me start to believe in my work, and then he gave me Hemingway's *The Old Man And The Sea*. He said: "This book is hard. It's a grown-up book. That's why I'm giving it to you." It felt so important to have been given this book. I still remember that night at the kitchen table. My parents were going out to dinner

and I told them I was going to stay home and read. The look on their faces must have been priceless but I didn't see it. I had my nose buried in that book.

### You were the founding Principal of a charter school in Boston – describe that school?

It had a terrible name: The Academy of the Pacific Rim. The idea was that we were going to borrow the best ideas of Asian public schools and meld them with the best ideas of American public schools. Maybe we did some of that. But we enrolled a population of high-poverty, overwhelmingly minority kids from the neighbourhoods of Boston. We realised very quickly that we had to throw out anything philosophical that didn't work really well, or we would lose the battle to change these kids' lives and expectations. Our results were, for the time, exceptionally good, but in retrospect I see all the things we did wrong and realise that we could have been so much better. It's very humbling to think back on it but it drives me to improve.

### Like the academies programme in the United Kingdom, charter schools in the

*continues over page →*

**United States have had mixed results. What are the outstanding charter schools doing that is really making a difference?**

They are obsessed with things that other schools think are too unimportant to discuss: efficiency, for example, which is a dirty word in education. But if you can run your class efficiently and cut suboptimal uses of time to the bone, you can double the results of what you're doing. Instead of talking philosophy they are talking pragmatics. Here's an example: a lot of schools have a "passing period" – six minutes, say – to move from class to class during the day. Well, the only thing that guarantees you is that you will never get from class to class in less time than six minutes, and the goal should be to do it in no time. So we have now stolen the idea of a passing time. It's 10:38 and we all meet in the hall then, and the goal is to reduce the seconds when we aren't learning to the minimum. If we save five minutes a day every day that's a thousand minutes of instruction over the year. Other schools don't think that kind of thing is worthy of their notice.

**You now work with a network of charter schools, Uncommon Schools. What are the benefits of schools working together and how do you realise this at Uncommon Schools?**

We constantly face "black-box problems" in reforming schools. Black-box problems are problems for which there is no known solution formula. You don't know what inputs will yield the outcome you want. At Uncommon Schools we have a strange mix of federalism. Obsessive agreement and focus on the goal, but autonomy to figure out similar solutions that are often different in important ways. So rather than pursuing one possible solution we pursue a range of permutations and therefore learn well. And it's interesting.

**Like ARK, Uncommon Schools serves communities in disadvantaged urban areas. What are the major barriers to learning that your children face?**

The biggest barrier to learning for poor and disadvantaged students is adults who are not sufficiently focused on student learning and achievement.

**You have identified 49 essential teaching techniques in your book *Teach Like A Champion*. What are your top five techniques and why do they make a difference?**

I love to see a teacher with great pacing (which isn't one of the 49, but has become a larger focus of my training since writing the book). I love it when the lesson bounds

**Champion teachers are always honest with themselves about the difference between "I taught it" and "they learned it". They do what works**

along and feels like an exciting adventure.

I also love Positive Framing. If nobody had ever read my book, I'd still be grateful to have had the chance to write it, because it taught me about being the best parent I can be. To watch a great teacher correct somebody and motivate them at the same time by framing positively is a gift of a magnitude that almost can't be exaggerated.

I like What To Do because it's so basic and so game changing. You tell kids what to do instead of what not to do and you're stunned to find that it changes your entire relationship with them. I love the message that tiny things, done differently, can be the tipping point. That should give every teacher hope and optimism.

I like Right is Right [never accepting a less than totally accurate answer from the students] because I believe very deeply that our schools are serious about what a quality answer looks like.

I also like Cold Call [in which teachers ask the students questions without waiting for volunteers to put up their hands] because it is the one technique that can have the most dramatic effect on a classroom's culture and productivity.

**The biggest barrier to learning for poor and disadvantaged students is adults who are not sufficiently focused on student learning and achievement**

**What is the most inspiring lesson you've witnessed in the past year?**

A reading lesson taught by my colleague Patrick Pastore on *The Catcher In The Rye*. He's so demanding and inspirational at once. One minute the kids are giggling at the silly parts and the next he's grilling them in the most demanding way: "Find me the evidence to prove he's lying. No, listen carefully, I didn't ask you why he's lying yet. I asked you to prove to me that he is. Read me the sentence that shows that." He is also relentless about details like answering in complete sentences and with correct grammar.

**Three of our schools are "all-through" – teaching children aged three-18. How far do your techniques apply to all age groups? Are there some that are more suited to particular year groups or that need adaptation?**

I think every technique needs to be adapted: to the age of the students, the style of the teacher and the particular context of that lesson. Using the techniques with older students requires more adaptation, and this has been a major focus of my work this year. But in watching lessons with 16 and 17 year olds, I do believe that much of the information in the book is applicable.

**How would you advise a teacher new to *Teach Like A Champion* to start putting some of your techniques into practice?**

- 1) Start small. Choose two things that you want to master at first. Focusing on everything is the same as focusing on nothing.
- 2) Start with something that you will win at; something simple and practical (for example, What to Do or No Opt Out), rather than one of the larger and complex ones (like Ratio).
- 3) Work on things you're good at, not just things you think you're weak at. When we look at champion teachers we find, happily, that they too have flaws. Often, what makes them great is that they are fantastically capable at three or four core things.

**What do you enjoy doing in your spare time?**

I love being a parent more than anything else I've ever done. Anything I am doing with my kids makes me happy, but I especially like playing soccer or catch with them, swimming and reading books together. We read aloud all the time, so I have an oddly keen interest in young people's literature.

**What would you have been in an alternative life?**

I always imagined I would become a travel writer, which is ironic because I have three wonderful kids now so I rarely travel beyond the corner market and the soccer pitch. ■

# “Every day at Evelyn Grace, I feel I’ve really made a difference to students’ lives”



**Alyson Ward is a learning support assistant at Evelyn Grace Academy, having worked there since it opened in September 2008. She plans to join the school’s graduate training programme next year**

**What lead you to Evelyn Grace Academy?**

While I was studying for my Photography BA at the University of the Arts, London, one of my friends had a holiday job as a teaching assistant. It sounded interesting, so I did some research and joined a teaching agency when I graduated. They told me EGA was opening, so I visited the website, read the mission statement and thought: yes please! It was fortuitous really, because I absolutely love it here and never want to leave.

**How does EGA differ from other schools?**

We’re open from 8am to 5pm, which enables the students to spend a lot more time on

English and maths. We also have very small classes, so the students get a lot of support. At EGA, the target for all students is to move up at least three sub-levels a year: that’s one whole National Curriculum level each year. I think most students go up one National Curriculum level over Years 7, 8 and 9, so we’re aiming for three times that.

**What do you think is the secret of EGA’s success?**

We insist on high levels of behaviour from the students: silence in the corridor, silent entry to classrooms. We have a strict behaviour policy that makes it clear what the limits are, so that means that the classrooms are calm. Also,

we run under the small schools model: Evelyn School and Grace School are separate, so there are never more than 270 students in any one school. That means the teachers know every student, so it’s very difficult for children to slip through the net.

**Is EGA very different from your own school experience?**

Very. I went to a private girls’ school in Newcastle. It was quite a good school, but we had really huge form groups of 25 to 30 students and I had absolutely no relationship with my form tutor. We were not expected to be silent entering classrooms and didn’t treat the building with the respect we insist on here.

**You wrote a poem about EGA’s 100 per cent ethos. How did that come about?**

Every summer we have a week of staff training days, and one of the activities was to write a poem about what 100% means

**100% by Alyson Ward**

100% isn’t about something crazy.  
It isn’t frantic, or rare,  
or impossible.  
It isn’t a fable, a fairy tale  
or a fiction.  
100% is calm, focused,  
persistent:  
100% is resilience.  
It’s a strong, steady rhythm  
that pushes and pushes and  
pushes,  
that keeps on going  
until it reaches its potential.

[see box]. To me, 100% means every single student reaching their potential.

**Who or what inspires you in your work?**

The students themselves and seeing the transformation in them. Every day at Evelyn Grace I feel I’ve really made a difference to some students’ lives. It’s incredibly satisfying to know that.

**What has been the most satisfying moment in your career so far?**

I had a student in Year 7 who didn’t know the alphabet. I worked with him one-to-one nine hours a week all through Years 7 and 8, teaching him to read. In class, I always wrote down his answers for him, but during one lesson in Year 8, he just took the pen and, for the first time, wrote the answer by himself. It felt amazing.

**How do you see your career developing?**

I’m studying part time for an MA in English Literature at the University of Westminster and I’m hoping to do the graduate training programme here next year. After that, I’d like to do some training in dyslexia and other literacy specialisms, because I want to teach literacy to the lower sets. In 10 years’ time, I’d like to be able to advise others on teaching literacy, but I’ll definitely still be teaching children – at EGA I hope! ■

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

PIN board



**Guy Rimmer,**  
Form tutor and English teacher,  
King Solomon Academy

## my Week

### Monday

It's the start of the fourth week of term at KSA and my fourth week back in teaching after a year working outside of the classroom. My body aches ever so slightly as readjusting to the pace of working in an outstanding secondary school starts to take its toll. My pupils arrive into our classroom at 7.45am and soon get to work handing in their weekend homework and quizzing each other on keywords ahead of a vocabulary test coming up in their science lesson later today.

### Tuesday

This evening I join another Year 7 form group as they host a "Getting to Know You Dinner". At these dinners, parents have a chance to meet teachers and one another while sharing

their amazing home-cooking with the community. The pupils love playing host – their first taste of events management! I make a note to speak with my form group about getting ready for our own "Getting to Know You Dinner", which will take place next Tuesday.

### Wednesday

My class begin writing-up their first formal essay in our English lesson. Brains are whirring and we are feeling very professional as we grapple with using quotations and other evidence to form a text to support our views. During the evening, I field several phone calls and text messages about how to make conclusions to essays 100% right. At the same time, I meet the young people who could be joining the school next year as open evening sees hundreds of families welcomed to the school.

### Thursday

With essay writing complete, we launch The Poetry Challenge in our English lesson today. Pupils are set the task of learning a poem and

being able to recite it from memory. They have one week until National Poetry Day, when the school will be buzzing to the sound of teachers and pupils asking each other to recite a poem in order to beat The Poetry Challenge. After school, I start to dedicate some serious time to learning my own favourite poem, determined not to be upstaged by the pupils next week.

### Friday

As part of The Poetry Challenge, our English lessons are dedicated to poetry for one week. At the start of our lesson today I plan to lead the class in a performance of *The Boneyard Rap*. I spend the Tube journey trying to work out the rhythm in my head, tapping my foot all the way up the Bakerloo line to Edgware Road. When our English lesson arrives, the pupils effortlessly find the beat to deliver a perfect rendition of the poem. A perfectly infectious and energetic way to draw our week together to a close.

## Network central

ARK headquarters are at 65 Kingsway, London WC2. Five minutes' walk from Holborn Tube station and close to Covent Garden, the ARK offices have plenty of meeting rooms and space for networking and social events. So if you are looking for a venue for a school or ARK event please let us know.

**Contact** Julie Foster;  
[julie.foster@arkonline.org](mailto:julie.foster@arkonline.org)

## Moves

**Rebecca Cramer,** Lead Humanities Teacher at King Solomon Academy, has become Deputy Small School Head at Evelyn Grace Academy.

**Tanya Constable,** interim Head of Science at Walworth Academy, is now Dean of Students at Globe Academy.

**Hannah Obertelli,** Recruitment & Talent Manager at ARK Schools, has become an English teacher at Walworth Academy.

**Jose Sinti,** ICT Technician at Walworth Academy, has moved to King Solomon Academy.

Thank you to all our academies for supporting their internal movers. We value dedication to our academies, and will look favourably on candidates who have made a real difference to their school before applying to move.

## Our world's a stage

Following on from ARK's inaugural festival at RADA last year, this year's Shakespeare Schools ARK Network Festival is coming back even bigger and better! With seven academies participating in a two-night run at the bright and contemporary Shaw Theatre in the heart of London, this year's event promises to be "such stuff as dreams are made on". Students will perform in 30-minute abridged versions of a variety of Shakespeare's plays. The programme for Thursday 18 November features Globe Academy students performing scenes from *Romeo And Juliet*; Burlington

Danes performing from *A Midsummer Night's Dream*; Evelyn Grace performing from *Macbeth*, and St Alban's with *A Winter's Tale*. On Friday 19 November, Walworth Academy will perform from *Romeo And Juliet*; King Solomon Academy will perform from *Macbeth*, and Charter will perform from

*A Midsummer Night's Dream*. Tickets to the Festival will be available either from participating academies or directly from ARK Schools. For further information please contact Sarah Gregory at [sarah.gregory@arkonline.org](mailto:sarah.gregory@arkonline.org).



## GET PHYSICAL

ARK employees are eligible for our cycle-to-work scheme, which enables you to take advantage of an interest-free loan to buy a bike and cycling accessories. Fitness freaks can also take advantage of our 20-25% discount off membership of any Fitness First gym. To arrange this, contact your academy Finance and Resources Director, or for general enquiries email [sarah.thomas@arkonline.org](mailto:sarah.thomas@arkonline.org).

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