



INSPIRING TEACHERS
CHANGING LIVES

Yearbook 2018



Action-based research
conducted in schools

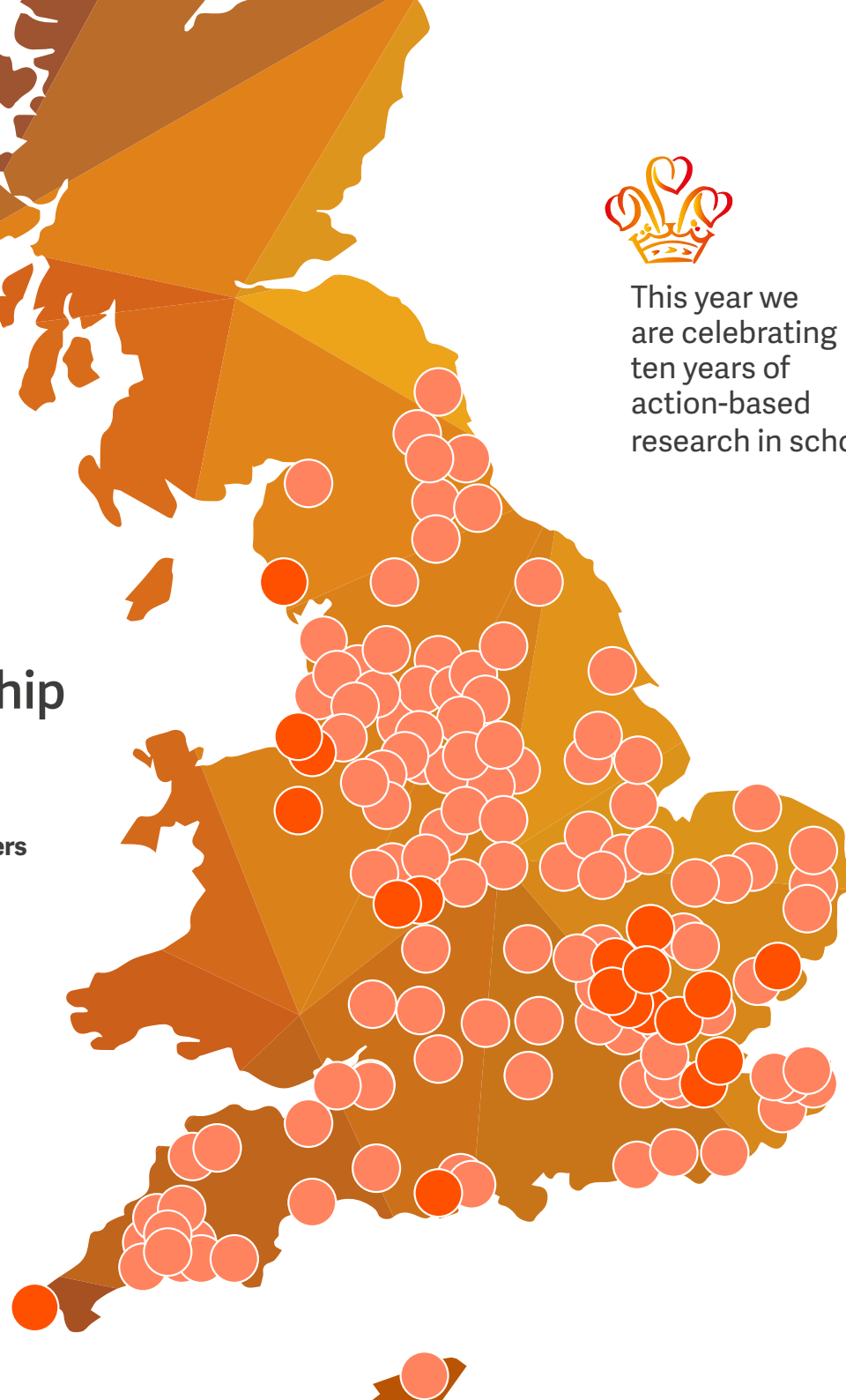
2018



This year we
are celebrating
ten years of
action-based
research in schools.

Our Growing Membership

-  **Members**
-  **10 Year Members**



Research

This year we are celebrating ten years of action-based research in schools. Our members' research focuses on:

- Improving teaching and learning
- Supporting collaboration
- Encouraging staff to develop their specialist subject knowledge
- Extending and enthusing pupils, within and beyond the curriculum

The projects featured in this Yearbook, while varied in their approach, share the common goal of ensuring challenge at every level.

To see summaries of all our completed research projects, visit www.ptieducation.org. Members can access full reports in our online Staffroom.

2018

The journey



Early Career

NEW TEACHER SUBJECT DAYS

Confidence boosting

- Learning from experienced teachers
- Creating and testing original teaching resources
- Sharing outcomes and resources with colleagues



Established Teacher

CPD SUBJECT DAYS

Subject inspiration

- Applying new subject knowledge in the classroom
- Swapping ideas and resources with peers
- Joining a national network

The PTI

A broad and rigorous curriculum
Wider learning opportunities for students
Teacher subject knowledge
Collaboration and partnerships



Middle Leader

SUBJECT LEADERSHIP PROGRAMME

Research and collaboration

- Ambition, challenge and depth for all
- Action based research
- Sharing progress with other members



Senior Leader and beyond

SCHOOL LEADERSHIP PROGRAMME

Whole-school focus

- Multi-year projects with whole-school focus
- Long-term strategic view
- Collaborative national network

New Teacher Subject Days

"I've really been lacking confidence in my subject knowledge and I wish I'd attended this course sooner!"



CPD Subject Days

"Up to date, relevant and highly interesting material. Has reinvigorated my sense of enquiry"



2017/18 Highlights of our year

Subject Leadership Programme

"This course has revitalised my enthusiasm for my subject and firmly highlighted its significance and continued relevance within education and for pupils from all ethnic, social and cultural backgrounds"



School Leadership Programme

"Time to talk, time to think and listen to ideas and concepts that challenge and reaffirm my thinking"





Marking 10 years as PTI members

Greensward Academy

History

Tom Pattison, Head of History writes: In 2016, I made the decision to leave my school of nearly ten years and lead a History department at a new school. Years of hard work had gone into raising the profile of History at my previous school and I steered myself for a similar slog at Greensward. What I encountered exceeded expectations; students were motivated and interested in the subject, teachers demonstrated a deep knowledge and affection for the content and History had a presence at the school which was tangible. A major reason for this positive environment was the school's membership of the PTI which had left an indelible mark on the impact of the subject at the school.

Subject Leadership Days in the summer have been by far the most valuable in terms of gaining ideas for good practice from colleagues and reflecting on delivery of the curriculum in light of the expert historical lectures. It is no exaggeration to say that Anna Whitelock's talk in 2017 completely transformed my own view of Mary Tudor and influenced my teaching accordingly. Membership really has opened doors for us as teachers and more importantly I believe this has led to our students receiving a richer diet in their historical studies.

Rainham Mark Grammar School

We are very proud to have been a member of the PTI for over 10 years. Working together, we have achieved remarkable progress in improving the skills of our teachers and the provision of subject-based activities beyond the curriculum.

Over the last 10 years the PTI has been instrumental in providing the structure and support for effective change. It has given teachers the resources and support to improve the provision and challenge within our curriculum and has been a facilitator for driving improvement. We are looking forward to future projects and the fun and experience they provide for students and teachers alike.



Upton Hall School

English "The PTI training has been professional, intellectual and inspiring. My long-term English project - promoting public speaking - is empowering students to become confident, articulate and informed young people."

Maths "Working with the PTI has given us the chance to share ideas with like-minded professionals. This has been invaluable in building a Maths curriculum that engages students and promotes a deeper understanding of the subject."

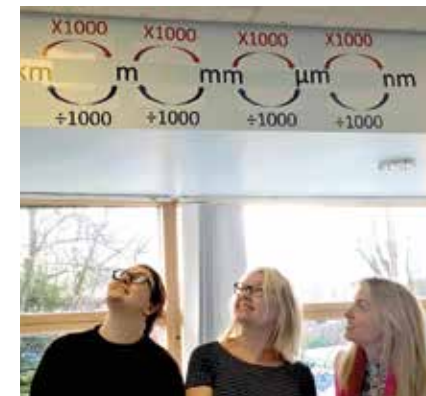
Science "One of the best aspects of being a member of the PTI is being able to share my passion for my subject. Whether it's via online resources or PTI events, I always come away with a fresh idea that I can incorporate into my teaching."

Robert Clack School

Over the past 10 years we have been afforded so many benefits from our work with the PTI. Our departments have been able to thrive and flourish with the confidence to focus on the staples of exemplary subject knowledge.

As a large comprehensive school in an area which has particularly low numbers of adults with further or higher education backgrounds, we have to reach far beyond subject teaching and educate the whole student.

The cornerstones of the PTI are incredibly important within our context. They have helped our departments to grow and thrive with a renewed focus on the subject being at the centre of all we do. There is a need for us to ensure that our lessons are challenging and engaging, drawing on interesting and nuanced subject matter, thinking about the students and what they will gain from each lesson. Being able to access PTI training and support has encouraged teachers to explore, develop and share their own specialist subject knowledge with their departments and beyond.



2018

Completed research projects

Leadership

- **Abbey Grange Church of England Academy** | Daniel Whieldon | Using one-to-one devices in the classroom to develop learners' autonomy and independence and to improve engagement
- **Aylesbury Grammar School** | Mark Sturgeon | Implementing learning and teaching strategies to develop students into confident, successful learners
- **Chelmsford County High School for Girls** | Maria French | Find your voice! Encouraging girls to speak out confidently and thus impact the learning dialogue
- **Highdown School and Sixth Form Centre** | Rachel Cave | Improving expectations and challenge in KS3 English teaching, leading to "Challenge for all"
- **Lancaster Girls' Grammar School** | Jen Pardoe | Increasing the resilience of girls to meet academic challenges with confidence
- **Sandbach School** | Sarah Burns | Developing Teaching and Learning through coaching and self reflection to embed ongoing professional development
- **St Angela's Ursuline School** | Mark Johnson/Fidelma Boyd | Developing Teaching and Learning through coaching and self reflection to embed ongoing professional development
- **Thomas Tallis School** | Ashley Tomlin | Focussing on powerful knowledge to improve the quality of learning and achievement

English

- **Holland Park School** | Elizabeth Hennah | Developing teachers to support accelerated high-level literacy at KS3-4
- **Nova Hreod Academy** | Nicholas Hetherington | Extending students' vocabulary through extending and widening their reading
- **Robert Clack School** | Isabel Eames | Developing a culture of reading for pleasure.
- **The Gryphon School** | Kim Collins | Exploring the impact of new technology on English teaching
- **The Heathland School** | Sean Purchase | Improving the provision of literacy for English

Mathematics

- **Hinchingbrooke School** | Matthew Woodfine | How technology can be used to influence learning both in and out of the classroom
- **Holyhead School** | Jaspal Sarrah/ Pascale Rollings | Offering an Additional Mathematics option to help improve GCSE Mathematics attainment
- **Nova Hreod Academy** | Toby Watkins | Using spaced retrieval practice drills to develop problem solving proficiency in Mathematics

Science

- **Gordon's School** | Ramla Ali | How teaching key scientific concepts early can affect achievement at Key Stage 3 and beyond
- **Hinchingbrooke School** | Matthew Woodfine | How technology can be used to influence learning both in and out of the classroom
- **Holyhead School** | Nicky Smith | Redesigning the Science curriculum to raise attainment
- **King Edward VI Five Ways School** | Dan Cottle | Using a School Observatory to enthuse students and build strong community and primary school links
- **Oakwood Park Grammar School** | Rachael Limer | Increasing stretch and challenge in Science lessons to raise attainment across Key Stage 4
- **South Wirral High School** | Using coaching and mentoring to build confidence and enthusiasm in Science lessons
- **St John Fisher Catholic Voluntary Academy** | David Fairclough | Developing Feedback and Reflection to Create a Culture of Learning
- **Stewards Academy** | Russell Perrin | Addressing under performance in Year 10 science through the use of STEM based activities
- **William Farr CofE Comprehensive School** | Lesley Newnham | Engaging and challenging students through developing Science homework

History

- **All Saints Catholic School** | Maria Whitfield | Encouraging students to read for pleasure about history to raise engagement and attainment
- **Hinchingbrooke School** | James Leigh | Raising engagement, independence and attainment at GCSE through personalised learning homework
- **Holland Park School** | Laura Eades | Developing strategies to stretch and support all students to access a more rigorous GCSE History exam
- **Oakwood Park Grammar School** | Anna Aldous | Beyond 'because': Developing boys' extended writing
- **Robert Clack School** | Katy Staten | Developing an academically rigorous History curriculum to improve attainment at Key Stage 5
- **Sir John Lawes School** | Sarah Gillen | Inspiring a thirst for learning beyond the Key Stage 3 curriculum to increase the take up of GCSE History
- **Tendring Technology College** | Ian Silvertown | Developing a High Learning Potential History programme to prepare students for the rigour of further education

Music

- **Durham Johnston Comprehensive School** | Jessica Holmes | Ensuring disadvantaged students are encouraged to continue instrumental or vocal lessons as they transition to KS3
- **Eastbury Community School** | Ian Cain | Using technology to improve Music students' access, reflection and self-motivation
- **Gordon's School** | Rachel Brazendale | Improving student participation by providing leadership opportunities
- **The Bushey Academy** | Heidi Anderson | Raising achievement in GCSE Music classes

Modern Languages

- **All Saints Catholic School** | Laure Mouaraki | How to increase access and use of authentic resources for students and MFL teachers in and outside the classroom?
- **Oakwood Park Grammar School** | Jody Hicks | Increasing motivation in MFL learning using target language culture

Geography

- **Tendring Technology College** | Valentina Burley | How can global connections be used to challenge pupil perceptions?

Art

- **Imberhorne School** | Anne Hayden | Developing an effective independent teaching and learning community

Primary

- **Holland Park Primary School** | Anthony Welch | Creative teaching strategies to improve artistic expression
- **Our Lady of Lourdes Catholic Primary** | Mary Bickerstaff | Focused development of core subject leadership
- **Wonersh and Shamley Green CofE Primary School** | Tess Trewinnard | Using RE to improve children's ability to reflect deeply on their learning

Project summaries can be found at
www.ptieducation.org

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Project highlights

Leadership

“Find your voice!”

| Chelmsford County High School for Girls, Essex |

The challenge | Teachers and parents frequently commented on how “quiet” students were. By encouraging them to speak out, could we transform their learning dialogue and develop their leadership skills?

The method | “Find your voice!” was launched, focusing on learning conversations in and outside the classroom and public speaking skills.

Initiatives included:

- Robust tutor time activities and peer-led learning
- Student researchers appointed to analyse impact
- A page in planners to log reflections and achievements
- Public speaking competitions, in English and German
- Links forged with students in other PTL schools with similar projects
- Involvement in Essex Youth Parliament
- Student-led assemblies and Leadership Awards to celebrate successes

Reflections | Personally, I have learnt a lot about driving a whole-school community with a vision and building a team of interested colleagues to lead. We understand that it will always be work in progress, as new students and staff arrive and the vision and challenge has to be kept alive.

THE IMPACT | The impact and opportunities that came from shining the spotlight on this area could not have been envisaged. Tutor time was transformed with formal speak out opportunities, outstanding competition success and an overall increase in student-led initiatives.

Contact | Maria French, Deputy Headteacher mfrench@cchs.essex.sch.uk

Powerful knowledge and habits of mind:

Improving the quality of learning | Thomas Tallis School, London |

The challenge | We were a school in transition when we first embarked on this project over five years ago. A previous temporary headship had focussed on learning for exams. While this served a necessary purpose at the time, there was a need to develop a new approach for long-term success and to ‘press reset’ on the whole-school approach to learning.

The method | A steering group was set up to research and identify the pedagogical approaches needed to develop ‘powerful knowledge’ and ‘habits of mind’. “Tallis habits” were developed with all stakeholders (inquisitive, collaborative, disciplined, persistent and imaginative).

- Tallis habits were celebrated and publicised across the school
- All staff were required to complete action research exploring Tallis habits of mind
- All programmes of study, schemes of work and assessment criteria were rewritten with the focus on powerful knowledge, threshold concepts and habits of mind
- New observation and lesson planning forms required observation of Tallis habits, with a focus on student effort and constructive comments rather than assessment grades
- A whole-school rewards and recognition system received positive feedback from students and parents
- The habits were supplemented with a focus on ‘Tallis character’; traits that improve the school community. These have since become a real focus pastorally
- Three ‘community days’ were introduced across the year focusing on broader learning goals, but also closely linked to developing the habits

THE IMPACT | The project was a powerful vehicle for reassessing our whole-school philosophy, and has provided a coherent strategy, firmly rooted in values, for managing change in a tempestuous time.

The Tallis habits wheel, which links specific pedagogical strategies to each habit, has been published in a number of books and taken up by other schools. The interest in the Tallis Habits from home and abroad exemplifies the desire from other schools to develop a clear vision for teaching and learning that goes far beyond the goal of learning for exams and happens to coincide with the more recent drive towards improving the quality of the curriculum and its outcomes.

Contact | Ashley Tomlin atomlin@thomastallis.org.uk



English

Developing a culture of reading for pleasure

| Robert Clack School, Dagenham |

The challenge | Not all students were reading regularly and there wasn't a visible culture of love and passion for reading.

The method | A range of ways to access reading beyond English lessons were introduced, including:

- A cross-curricular reading list was introduced including every subject
- Teachers were encouraged to set up a range of extracurricular reading groups and clubs
- Displays and videos encouraged students to vary their reading choices
- Students who needed extra support were paired with older students for guidance
- Schemes of work were adapted and reading lists promoted reading around topics
- Events to promote reading and celebrate students' successes
- A transition project promoted reading from the very start of pupils' school career

THE IMPACT | Students are found reading confidently all over the school and we are pleased to have empowered them to do this. The project has led our thinking and motivated us over three years; it is quite an intangible topic but it can make a real impact. We have realised the power of our voice as a staff body to influence students and make a real difference to their choices and habits.

Contact | Isabel Eames ieames@robertclack.co.uk

Expanding students' vocabulary through reading

| Nova Hreod Academy, Swindon |

The challenge | This mixed comprehensive school has a significant number of students with Polish or Brazilian heritage, and despite having high prior attainment up to 60% of students were not at their chronological reading age when they joined the school.

The method | High attainers were challenged and supported with complex texts and a rich range of reading material. Disadvantaged students were supported with access to cultural capital they might not have access to outside school.

The activities were designed to make reading a whole-school priority, not only the responsibility of the English department. They included:

- Daily 20 minute reading slot and tutor reading programme that appealed to a wide range of tastes
- Development of a 'Nova Canon' to introduce students to more challenging texts
- Teachers from the English and other faculties sharing their reading via a template and in assemblies

THE IMPACT | Every student has access to a broad range of texts that they have a regular opportunity to read and respond to. Students have a broader vocabulary and some have started to engage with the more challenging texts of the Nova Canon. The vast majority of teachers now participate in reading with students, though the biggest challenge has been to convince some colleagues and students that the level of challenge is both appropriate and necessary.

Contact | Nicholas Hetherington heatheringtonn@holyfamilycarlton.org

Mathematics

Offering Additional Mathematics to improve GCSE attainment

| Holyhead School, Birmingham |

The challenge | A*-C grades were above national average but A*-A grades were below the average.

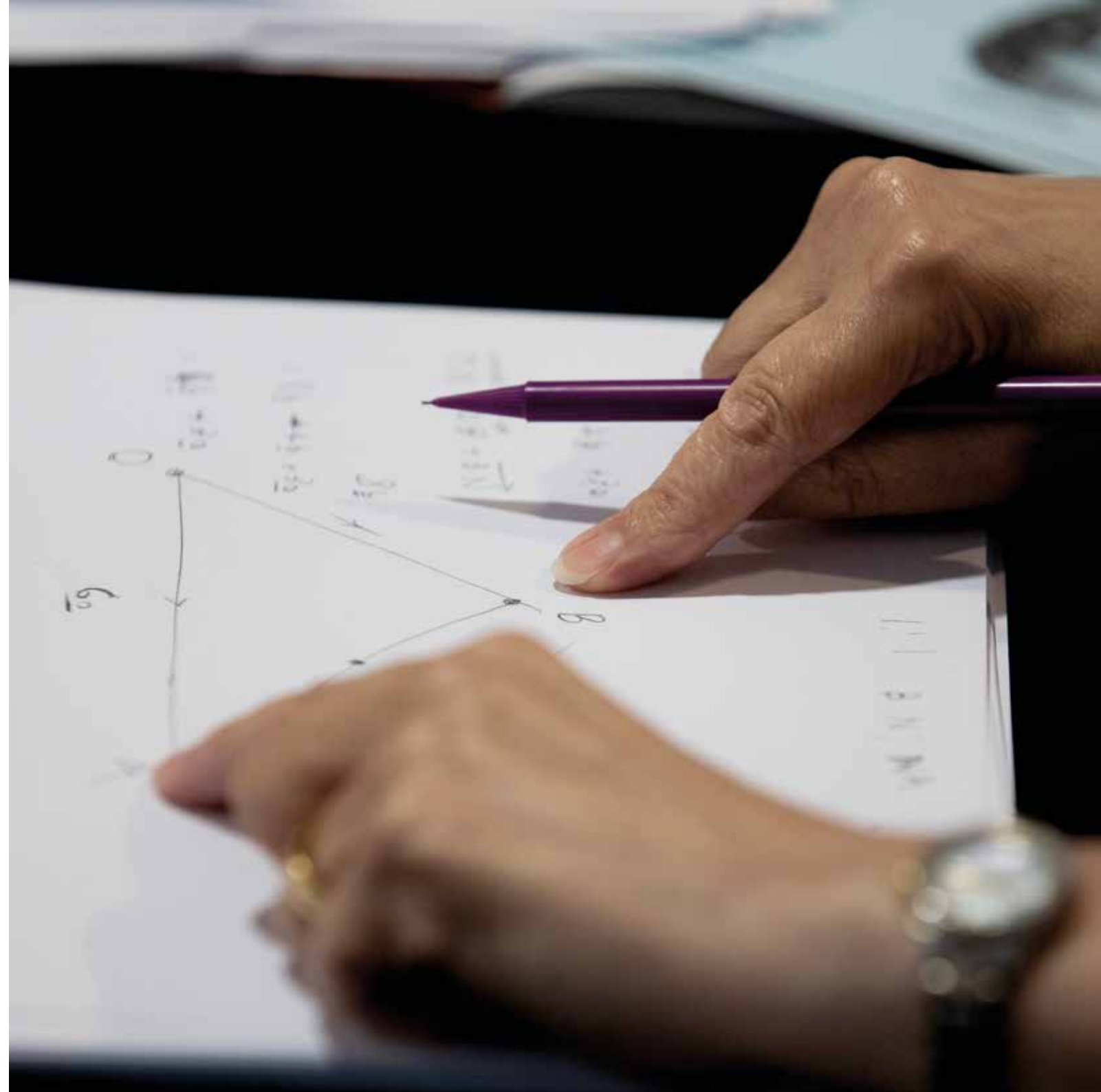
The method | Additional Mathematics was offered as an option for students going into Key Stage 4. Students who selected the option were split into two separate pathways: Orange for higher ability students and purple for middle ability. Both sets completed GCSE Statistics and in addition Edexcel Algebra Level 2 and 3 courses respectively.

THE IMPACT | 100% of students agreed that by studying Additional Mathematics they had become more confident in Mathematics. 94% agreed that it had had a positive impact on their regular Maths lessons.

Exam results showed significant improvements in solving challenging problems. For Orange pathway (higher ability) students, there was very little difference at grades 4+ (+0%) and 5+ (+3%), but a big change at grade 7+ (+31% difference in favour of Additional Mathematics students). For Purple pathway (middle ability) students, the biggest differences were at grades 4+ (+26%) and 5+ (+28%).

Reflections and recommendations | In the past many schools, including ours, often got higher ability students to complete an additional Mathematics qualification as an add-on within GCSE curriculum time. It is often not structured and students feel they are forced into doing it to the detriment of other subjects, or even their GCSE Maths qualification. By offering it as an option, students' response has been positive, as it is treated it as an entirely separate subject which they have opted into.

Contact | Jaspal Singh Sarrah/Pascale Rollings prollings@holyheadschool.org.uk



Science

Developing feedback and reflection to create a culture of learning

| St John Fisher Catholic Academy, Dewsbury |

The challenge | Feedback was an underperforming area for the department, so the aim was to raise the standards of scientific communication, and therefore progress, of all learners

The method | Student voice showed that the majority of students favoured verbal feedback from teachers and did not see the purpose of written feedback. Staff attended courses on marking and feedback, and used evidence-based research to agree a faculty-wide feedback strategy.

Moving to life without levels provided the opportunity to create new assessments that based progress on skill mastery rather than percentage attainment, which allowed feedback to become very specific. Assessment was developed further to trial removing grading at Year 10 and feeding back on skills only.

THE IMPACT | When the assessment policy was followed consistently, the attitude of students improved greatly; more students are now able to articulate the need for marking, especially written feedback and responses. Staff meetings highlight a wide variety of feedback strategies being used, and a good practice folder has been created.

Science assessment was highlighted as an area of good practice as the school re-evaluated its assessment model, and this has now become a whole-school strategy for marking. The project has also helped develop a different way for us to work, which is more evaluative and evidence-based, as well as drawing on networks with other schools for continual development.

Moving away from grading work is a big challenge, and it is difficult for students to know whether they are making progress. In contrast, staff now feel more able to judge progress.

Contact | David Fairclough d-fairclough@stjohnfisher.org.uk

Enthusing students and building community links with a school observatory

| King Edward VI Five Ways School, Birmingham |

The challenge | While there is a desire among students, fuelled by popular culture, to study space, there are few opportunities to do so in the curriculum. The aim was to capture the imagination of students and inspire them to achieve their very best in Science.

Building links with the local community and local primary schools was also a challenge, as many students come by bus from across the city rather than the local area.

The method | The school successfully raised funds to build an observatory, and the opening was celebrated with a ceremony, an assembly and an open day. GCSE Astronomy was offered and a student-led Astronomical Society founded. Monthly evening observing events were open to the school community and a primary school rocket day attracted 180 students from local schools.

THE IMPACT | GCSE Astronomy had excellent attendance at meetings and all 26 students were motivated to complete the course. The majority of these have chosen to continue studying Physics to A Level and their enthusiasm has made recruitment for the second cohort easy. A number of students have been engaged in leadership roles in the Astronomical Society, which has benefitted them in their UCAS applications.

The observatory has provided a focal point for engagement with local primary schools and more than 400 children have experienced the observatory and a range of other space activities in the last two years. This has helped to raise aspirations and awareness of Science as a positive activity, as well as improving the skills of primary teachers in Science.

Contact | Dan Cottle

History

Developing an academically rigorous KS5 History curriculum

| Robert Clack School, Dagenham |

The challenge | Students were encouraged to use an academic reading list, but these were not clearly embedded into schemes of work. Those who had used them had produced more sophisticated arguments, however literacy was an obstacle for many students, who felt overwhelmed and disheartened by the standards of reading.

The method | The new A Level required students to focus on the credibility of historians and the value of primary sources. These skills were embedded into schemes of work and teachers were explicit with their use of historians. A homework reading pack, including specific prompts to guide students' note taking and pull out arguments helped to bridge the literacy gap. A lecture series focusing on historical debates became a key component of the extracurricular programme and was widely attended.

THE IMPACT | Student voice showed that students found the extracurricular activities valuable to their learning, and culture of extracurricular History emerged, with several students asking "what is it today?" or "is there any preparatory reading for tomorrow?". Some students also sent direct emails to the historians they were evaluating in their coursework, illustrating their engagement with academic History.

The project has also benefitted staff; we have learnt that it is realistic and attainable to stretch and challenge A-Level students beyond exam specifications. Through pushing the students, we are also developing our substantive knowledge along with our delivery of A-Level teaching.

Contact | Kathrine Staten kstaten@robertclack.co.uk

Beyond 'because': Developing boys' extended writing

| Oakwood Park Grammar School, Maidstone |

The challenge | The school's reference library had recently been closed and boys were not often exposed to quality non-fiction writing, except in class. While students were enthusiastic about History, baseline tests in Year 7 showed a real gap between their verbal and written explanations.

The method | A 'connectives' sheet and posters gave students the linking words to help their written work flow better. While writing longer answers they would refer to the sheet and underline where they had used a connective word. A small library of reading resources was created and Year 7 and 8 students were tested on historical words in their literacy lessons, as well as words from the English department. Classroom displays celebrated written work and raised the profile of the literacy focus.

THE IMPACT | 85% of students found the connectives sheets useful and 50% of Year 8 students chose History as a GCSE option, a 5% increase on the previous year. The Year 8 class who used the connectives sheets most often had a higher average assessment score than most other classes.

Contact | Anna Aldous aaldous@opgs.org

Inspiring a thirst for learning beyond Key Stage 3

| Sir John Lawes School, Harpenden |

The challenge | Uptake of History GCSE was inconsistent and it was often considered by students to be "too hard". This project aimed to create a sense of excitement about History, to develop historical skills in an engaging way, and to build cross-curricular links to show students that skills are transferrable.

THE IMPACT: Participation in History activities and competitions increased. There were 200 entries for a national poetry competition and artwork from a battlefields tour was displayed around the school. Community links were established with a local library who showcased the school's History work. Take-up of GCSE History increased from 58 (2017) to 82 (2018) students.

Contact | Sarah Gillen sgillen@sjl.herts.sch.uk

Modern Languages

Increasing the use of authentic resources

| All Saints Catholic School, Barking and Dagenham |

The challenge | The influence of language on students' and teachers' lives was quite limited and students had no access to authentic resources in school outside the classroom. Teachers felt intimidated by the idea of teaching literary texts and only around 30% of students chose to study a language at GCSE (with French the only option).

The method | A student survey found that only 5% of students read in a different language and none of the students said they had any access to foreign reading resources at all.

Teachers created ready-to-use lessons based on authentic resources, and funding was found to help build up a bank of materials which were linked to the curriculum. These included magazines, newspapers, leaflets and novels which were added to a new 'French corner' of the library. A competition encouraged students to visit the French corner and a rota system allowed them to take a story book home regularly to read independently.

Spanish was introduced and funding found to purchase Spanish resources. Students said that they would enjoy doing fun activities in the 'Language corner' so board games were introduced.

THE IMPACT | Of the students involved, 50% of now said they read in a different language and 77% said they enjoyed reading literary texts in class. 77% rated their reading skills as excellent or good (only 1 student rated them as poor) and 100% of students now said they had access to language resources in and outside of school.

Literary texts are embedded in schemes of work and all teachers have access to the lesson plans for use in everyday practice.

Students are now asking for library opening hours to be extended so that they can have access to the authentic resources before and after school. We will need to regularly renew the collection so that students don't find themselves without material to read.

Contact | Laure Mouaraki | lmouaraki@allsaintsschool.co.uk

Geography

Challenging pupils' perceptions using global connections

| Tendring Technology College, Essex |

The challenge | To challenge pupils' perceptions of migration and other global issues by developing global links.

The method | eTwinning and Erasmus+ projects to develop transnational collaboration, especially around the theme of refugees and the effects being a refugee has on a child's education.

THE IMPACT | Students enjoyed the challenge of collaborative projects as it gave them different perspectives but also showed them that young people in other countries have very similar ideas and values. They developed skills in critical thinking, teamwork and cooperation, as well as building understanding of other cultures and raising awareness of global issues such as inequality, conflict and sustainable development.

Since the project started, the take-up of Geography has been steadily increasing. Although there was additional work in planning for international trips, the opportunities these gave to students were immense.

Four eTwinning projects have been awarded the Quality Label as well as European Quality Label, of which three have been voted best national projects.

Contact | Valentina Burley

Members can access full project reports at www.ptieducation.org/staffroom



Music

Ensuring disadvantaged students are encouraged to continue instrumental or vocal lessons as they transition to KS3

| Durham Johnston Comprehensive School, Durham |

The challenge | The council-supported music service (DMS) is freely available in primary schools and is taken up by pupils from incredibly diverse backgrounds. However, by the transition to KS4, those still learning an instrument or opting for GCSE Music are most commonly those from affluent homes with supportive, high achieving parents.

The method | Data was gathered and current provision evaluated to identify ways extra support was needed; rarely financial support, but usually nurturing and encouraging strategies. For example one very vulnerable pupil had individual violin lessons rather than group, and took an exam internally with the Head of Music, which still gave her a sense of achievement.

A parent/carer training evening showed how they could support their child's practice, and links with feeder primary schools helped musicians better integrate into KS3, encouraging a sense of community and allowing staff to identify any pupils who were at risk of giving up their instrument in the transition.

THE IMPACT | The number of pupils in Junior Orchestra seems to have increased as a direct consequence of the 'Music Transition Day' and, according to conversations with the pupils, this day made it easier for them to settle in and more likely to join the group, as they had played together and were familiar with the school routines. Only three pupils have given up lessons this year, and these did so before they even began at Durham Johnston. No pupils have given up since then, compared with three to five a term in previous years.

Reflections | It seems that finance and 'peer pressure' are rarely limiting factors for pupils to continue their Music lessons. The few pupils who have given up their lessons this year have cited increased workload and academic pressure, and our anecdotal evidence would suggest that willingness of the parents to support and encourage music making is vital.

Contact | Jessica Holmes j.holmes@durhamjohnston.org.uk

Art

Developing an effective teaching and learning community

| Imberhorne School, East Grinstead |

The challenge | To strengthen subject provision through CPD and develop the strong, shared ethos of celebration and effort. To increase collaborative working and draw from the expertise of other schools.

The method | A skills audit was carried out, enabling staff to re-plan the A Level course collaboratively, and staff became more confident with the new mark schemes. Resources were significantly developed, including an Art handbook.

CPD was a focus of weekly meetings and staff shared expertise in different disciplines such as clay, portrait painting, printing and analytical writing, which benefitted all. We hosted a West Sussex Art teaching meeting, bringing in work from around the county to share and mark in cross-school teams. A large number of resources were gained through collaboration with other schools.

Students were encouraged to attend after-school sessions which helped develop the ethos of the department as a supportive and challenging environment for all. Students also participated in various specialist workshops and created artwork for a local doctor's surgery and local exhibitions.

THE IMPACT | Teachers have all developed skills and confidence in teaching a range of techniques with different media and the profile of the department has been raised in the community, strengthening our strong ethos and pride in what our students have achieved and what we do.

A happy team works hard and is more open to change and new ideas. A collaborative ethos and more focused, enjoyable departmental meetings have inspired and motivated staff, and we have discussed at length strategies to improve students' skills.

Contact | Anne Hayden ahayden@imberhorne.co.uk

Primary

Focused development of core subject leadership

| Our Lady of Lourdes Catholic Primary School, London |

The challenge | Standards in Maths and Science were slipping and pupils were not choosing to read for pleasure. Teachers found some subjects difficult to teach at higher level. Subject leaders were losing enthusiasm to lead their subjects and consistently said that while they had some great ideas for improving their leadership, they were time poor.

The method | Keeping costs low, creative and strategic timetabling allowed subject leaders to take time out of the classroom to focus on subject leadership. One subject was the focus in each year of the project. In year 1, the Science Lead had a six-week block, in year 2, the Maths Lead had a term and in year 3 the Literacy Leader had two days per week.

Termly data was scrutinised and prior standards noted. Targets were set termly.

Initiatives included:

- Improving all teachers' Science subject knowledge
- Parent Maths workshops
- Maths quizzes and competitions
- Figure it out Fridays to develop reasoning skills
- Weekly literacy training for junior teachers and TAs
- Prizes for book reviews

THE IMPACT | The enthusiasm of subject leaders when given time to make a difference to the school community was evident through teacher voice. Subjects focused on in this way gained higher profile in the school immediately, and staff were keen to be involved due to the high level of support.

Results were exceptional across the school and pupil and staff surveys evidenced positive attitudes towards the core subjects. We were also invited by The Mayor of London, Sadiq Khan, to be members of the Schools for Success initiative.

Contact | Mary Bickerstaff mbickerstaff@lourdes.brent.sch.uk

Using RE to improve children's ability to reflect deeply on their learning

| Wonersh and Shamley Green C of E Primary School, Guildford |

The challenge | A SIAMS inspection had revealed that some teachers were controlling discussions rather than giving students thinking time. The aim was to improve the quality and quantity of pupils' questions, and to get teachers to understand the need for them to think for themselves to become reflective and curious learners.

THE IMPACT | Teachers attended training on Islam, Christianity, Hinduism and Judaism, increasing their confidence and leading to more reflective classrooms. Children have had the chance to explore RE more actively and in more detail, and visitors often comment on the reflective way our children ask and answer questions.

We have made good progress in incorporating questioning in other subjects, for example, teachers have begun to use more problem-solving activities in Maths. One of the exciting things has been the development of STEM within our curriculum as children have explored links between subjects and have had success in entering design competitions. Children are learning that there is never just one correct answer and that others may interpret things differently. We are helping children to become critical thinkers. This has improved the prospects and confidence of our less able children, and our results have been excellent despite a high proportion of children having significant special needs.

Contact | Tess Trewinnard head@wsgprimary.uk

Creative teaching strategies to improve linguistic expression

| Holland Park Primary School, Essex |

The challenge | To narrow the gap between high attainment in reading and comparatively lower outcome on writing. To increase children's ability to more effectively express themselves through language.

THE IMPACT | Writing initiatives had a positive impact; teachers' confidence and skills increased and pupils demonstrated a higher motivation and enjoyment of their writing. Following the project, children's standards in writing was in line with national averages in KS1 and 2, and above national average in the Early Years Foundation Stage.

Contact | Anthony Welch ceo@premierlearningtrust.org



“This school sets me up for the future with confidence and ambition. I know how important reading is so I can get a better job.”

Year 6 pupil

Teacher feature

Lea Valley Primary is a two form entry school in Haringey, London, serving a diverse community. The proportion of pupils who speak English as an additional language (EAL) is well above the national average. The proportion of disadvantaged pupils is significantly above the national average and the school is located in one of the highest areas of social deprivation in the country.

The school has been involved with the PTI since attending the Primary Leadership Residential in 2016, and has been awarded the PTI Mark for two years.

The PTI has given us the opportunity to develop our subject teaching by giving our staff national networks where they can draw on the experience of so many different kinds of schools. Inspired by the PTI's courses, our teachers bring enthusiasm straight into the classroom. The fact that the development is not centred on data, but focuses on inspirational teaching and passionate delivery, means that there is a direct, positive impact on our students.

Our PTI project, 'The Big Read', focusses specifically on reading in the classroom. Through it, we are improving standards and creating a lasting culture of enthusiasm and passion for reading amongst students, many of whom speak English as an additional language. This has been very successful and our Challenge Partners Quality Assurance Review confirmed that pupils across the school now have a love of reading, something we are incredibly proud of.



Before the project, we had a number of reluctant readers at school, and books would be taken home and brought back unread. Many students were struggling to decode and understand the vocabulary which was therefore limiting their understanding. Now they have discovered the joy of reading and are eager to visit the library, to talk about books and to read daily at home. This passion for reading has had a direct impact on student results, with a 6% increase in Year 6 reading results and an 8% increase for phonics. Our results are predicted to increase this year too and a pupil recently told a visitor 'this school sets me up for the future with confidence and ambition. I know how important reading is so I can get a better job.' Our most recent Ofsted report in 2017 picked up on this: 'Pupils read widely, both in school and at home, and develop a real love of reading'.

Maria Kokotsis, Headteacher

Looking forward to 2019

New Teacher Subject Days 2019/20 courses in

London | Birmingham | Manchester
Four Saturdays | Confidence boosting | Subject enrichment

CPD Subject Days

- Fresh teaching ideas
- Inspiring love of subject
- The latest academic thinking
- Rooted in classroom practice

Subject Enrichment Residential

- English | Geography | Art | Music
- Enthusiating and engaging students
 - Raising subject profile
 - Developing subject provision
 - Transforming teaching

Primary Leadership Residential

- Reflect on whole-school leadership
- Develop long-term strategies
- Collaborate with a national network

NEW this year....

Online courses

Where inspiration comes to you

Free for members

Find out more www.ptieducation.org/events

CPD Subject Days

Topics include:

Unseen poetry (online)

Medical developments
during WWI

Portraiture in the curriculum

Managing disasters across
the globe with Professor Iain
Stewart

Spanish traditions for talking:
Developing spontaneous
speaking

Environmental and Earth
chemistry

Primary: Bringing learning to
life in Geography and Science



PTI | Unlimited



- **The best value for money with whole-school membership**
- **Unlimited attendance at any PTI CPD event or online course**
- **Subject Leadership Programme membership for all heads of department (including free attendance at a Subject Leadership Residential)**
- **Access to thousands of online resources (from schemes of work to lesson starters and academic lectures) for all staff**

Programme Membership

Includes free affiliate membership for departmental staff / SLT

Subject Leadership Programme

A subject-based peer network for subject leaders to share their subject passion, develop a strong department and improve results

Raise the bar in your department

School Leadership Programme

A collaborative network for secondary heads, executive heads and SLT to focus on long-term strategies for school improvement

Whole-school leadership of T&L

Primary Leadership Programme

An inspirational, supportive community to discuss and explore ways to develop staff expertise and enrich teaching and learning

Develop staff and subject leadership

Affiliate Membership

**The PTI on your terms
Individual membership, open to all teachers**

- Free online courses and access to thousands of teaching resources
- Discounts on CPD Subject Days and New Teacher Subject Days to develop your subject knowledge
- Academic support and access to our action-based research conducted by Programme Members
- Subject-specific tips, news and updates

**PTI Unlimited - £3,000 + VAT p.a.
Affiliate membership - £40 p.a.**

Programme membership - please see website for pricing.
Bursaries now available.

www.ptieducation.org

Projects to watch

Over 350 PTI members are conducting action-based research in their schools. Here are two exciting projects currently underway.

Leadership | Egloskerry School, Launceston |

Emma Kerr, Principal



Making the ordinary come alive: A curriculum that helps pupils to make secure and deep connections

As a small, rural primary school, pupils at Egloskerry School are often limited in experience. As part of her PTI project Emma Kerr, Principal at Egloskerry, wants to build on their play-centred approach to ensure that pupils make secure and deep connections, unifying ideas to build 'conceptual' knowledge over time.

Over the next year they will be focusing on their staff; promoting the opportunity to reflect on their curriculum, experience curriculum approaches in other schools, and develop access to high-quality resource bases to inform their teaching. They will be empowered to 'think big' and debate best practice. Their pupil and parent voice activities will help them to understand their 'intended vs actual' curriculum and curriculum maps will clearly show knowledge and skills linking across the phase.

Their aim is to make the ordinary come alive for their children and thus improve pupil engagement, curiosity and experience of subjects.

To find out more, please contact Emma Kerr, head@egloskerry.net

Art | Aylward Academy, Enfield |

Elmaz Soyal, Head of the Creative Arts and Technology Faculty



Extra-curricular enrichment: Promoting uptake of the creative arts

Elmaz Soyal, Head of the Creative Art and Technology Faculty at Aylward Academy in Enfield, believes that arts and culture enrich our lives and student's aspirations in the Arts develop from opportunities including access to galleries, exposure to current affairs through blogs and research, and creative experiences with programmes such as the Saatchi resident artist's workshops. These opportunities can fire our imaginations, challenge, inspire, educate and entertain us.

In its first year, the project empowered students to pursue their interests through enquiry and research bringing about exemplary independent investigations and improving confidence and personal outcomes. Predicted results in Art & Photography A Level show a 100% A*-C expectation and uptake at A Level has nearly doubled for Art and more than doubled for Photography.

Year two will focus on supporting and developing staff skills and confidence with new practices to equip them with the means to continue to challenge their students. The project will continue to provide students with great arts and cultural enrichment experiences across all keystages, and work together with parents and stakeholders to develop a better understanding of the social impact of the arts and culture helping to foster an appreciation for the subject and promote further education and career aspirations within the Arts.

To find out more, please contact
Elmaz Soyal, esoyal@aylwardacademy.org



Ten years of action-based research

Leadership

Altrincham Girls’ Grammar School, Trafford Strengthening departmental leadership, initially within Modern Foreign Languages, and then across other subjects and other schools; improving classroom practice and pedagogy, subject knowledge and skills | Enhancing the quality of teaching and learning through lesson observation and coaching

Altrincham Grammar School for Boys, Trafford Promoting independent learning and broadening students’ interests through introducing a KS3 homework policy

Ark Academy, Brent Lesson Study: Improving the quality of Teaching and Learning through observation and sharing good practice

Avonbourne Academy Trust, Bournemouth Raising the level of teachers’ subject knowledge and pedagogy

Bethnal Green Academy, Tower Hamlets Raising achievement and improving life chances through widening access to arts, culture, sport, well-being and social action

Bury CE High School, Greater Manchester Deploying Classroom Learning Assistants effectively to enhance pupil learning

Caistor Yarborough Academy, Lincolnshire Improving outcomes in Humanities and Languages by accelerated professional development

Cardinal Newman Catholic School, Hove Reducing differentials between departments, with an emphasis on raising performance and attainment in Science |

Improving attainment and progress for disadvantaged students

Carre’s Grammar School, Lincolnshire Developing the Sixth Form from Good to Outstanding

Chelmsford County High School for Girls, Essex To what extent is the School’s ‘Learner Profile’ an integral part of the School’s curriculum and extracurricular opportunities?

Chiswick School, Hounslow Research, design and implementation of a new Key Stage 4 curriculum

Christleton High School, Chester Developing and testing a better way of assuring the quality of lessons and learning - the ‘Apple’ lesson

Davenant Foundation School, Loughton, Essex Enriching Languages and Humanities lessons at Key Stage 3

Durham Johnston Comprehensive School, Durham Encouraging teachers to further their academic subject-based knowledge

Eastbury Comprehensive School, Essex Recognising and rewarding talent in order to improve staff recruitment and retention

Gordon’s School, Surrey Reducing in-school variations across subject departments

Hinchingbrooke School, Cambridgeshire Sharpening accountabilities through leadership development

Holyhead School, Birmingham Developing teaching and learning across three schools

Ivybridge Community College, Devon Reducing in-school variation between subject departments

King Edward VI Camp Hill School for Girls, Birmingham Raising the profile of STEM subjects for girls

King Edward VI Handsworth School for Girls, Birmingham Improving classroom practice through professional learning communities

Launceston College, Cornwall Developing a new model of higher education (HE) in a rural setting remote from existing HE providers |

Raising the level of literacy to enable access to a broad, subject-based curriculum

Little Ilford School, Manor Park, Ilford Introducing a broader curriculum including Music, RE and Citizenship

Marsden Heights Community College, Lancashire Using self-evaluation to drive improvement and planning and enhance professionalism

Mounts Bay Academy, Cornwall Using iPads to promote independent learning

Newstead Wood School, Bromley The impact of enrichment and independent learning on achievement, attainment, confidence and resilience

Oakwood Park Grammar School, Kent Empowering Subject Leaders to provide inspirational teaching and learning in their subject

Plashet School, Newham Promoting and supporting literacy across the curriculum

Poole Grammar School, Poole Developing a new senior leadership team structure with teaching and learning at its core

Queen Elizabeth’s School, BarnetRevising department improvement planning to reduce in-school variance

Rainham Mark Grammar School, Kent Empowering subject leaders to transform school-based professional development

Robert Clack School, Barking and Dagenham Raising attainment in Geography at Key Stages 3 & 4

Sale Grammar School, Cheshire Providing extra challenge and depth at GCSE by developing an enrichment curriculum

Sandbach School, Cheshire Using leadership structures to improve the quality of teaching and learning

Sir Robert Pattinson Academy, Lincoln Improving the use of data to inform teaching and learning

South Wirral High School, Wirral Implementing effective leadership strategies to deliver more inspiring teaching and raise achievement

St Angela’s Ursuline School, Newham Developing independent learning and numeracy skills across the curriculum

Stewards Academy, Essex Encouraging reading for pleasure to deepen pupils’ thinking and improve their language skills and self confidence

Tendring Technology College, Essex Transition Pathway: Changing the curriculum to improve the progress of Year 7 pupils

The John Warner School, Hertfordshire Developing an outstanding lesson observation and faculty review programme to deliver

Upton Hall School FCJ, Wirral Implementing an Excellence Framework for all subjects

Westcliff High School for Boys, Essex Redesigning the Key Stage 3 curriculum around a school Learner Profile

Westcliff High School for Girls, Essex The impact on teachers of undertaking classroom-based enquiries

Whitefield School, Barnet Strengthening middle leadership

William Farr C.E. Comprehensive School, Lincolnshire Developing a coherent cycle of continuous professional development linked to performance management

Writhlington School, Somerset Developing Assessment for Learning (AfL) to improve literacy

Ysgol Rhiwabon, Wrexham Developing subject-centred leadership to improve teaching quality and raise standards

English

Ark Academy, Brent Using the new curriculum to maximise rigour and enjoyment of English at GCSE

Bexley Grammar School, Bexley Increasing English uptake through extracurricular provision

East Norfolk Sixth Form College, Norfolk Encouraging students to apply for higher education English Literature courses

Fearns Community Sports College, Lancashire Improving literacy through extension

Gordon’s School, Surrey Encouraging students to be more ambitious in their reading, writing and use of the English language

Gumley House School, Hounslow Sharing best practice at A Level

Holland Park School, Kensington and Chelsea Enthusiasm and progress in Key Stage 3 English

Hyde Clarendon Sixth Form College, Tameside Analysing and encouraging the take-up of higher education English courses

King Edward VI Five Ways School, Birmingham Using strategies beyond the curriculum to increase interest in English at Key Stage 5

Loxford School, Ilford Fostering enthusiasm and independence in students’ approaches to literary texts

Maidstone Grammar School for Girls, Kent Can reading for pleasure help to create better scholars?

Mounts Bay Academy, Cornwall Using iPads to impact teaching and measure pupil progress

Newlands Girls’ School, Windsor and Maidenhead Improving literacy using creative writing

Palmer’s College, Essex Improving and strengthening the transition to higher education

Passmores Academy, Essex How can we make poetry more engaging and relevant in the curriculum?

Pimlico Academy, Westminster The relationship between extracurricular provision and retention at A Level and beyond |

Encouraging and supporting more students to feel enthused about English

Queen Elizabeth’s School, Barnet Increasing subject enjoyment by focusing on ‘the writer’s voice’

Robert Clack School, Barking and Dagenham How can we best support our A Level English Literature students through transitions?

Saint George’s C of E School, Kent Developing opportunities for oracy to increase student confidence and improve written and verbal expression

St Angela’s Ursuline School, Newham Encouraging extracurricular reading amongst Key Stage 4 students

Stewards Academy, Essex Improving literacy by developing primary/secondary links. Inspirational teaching and aspirational learning of English literature |

Studying great literature to enthuse students and improve the quality of their writing

Tendring Technology College, Essex Developing enthusiastic and self reflective writers through the study of Literature at Key Stages 3, 4 and 5

The Heathland School, Hounslow To what extent does extracurricular provision improve the retention, challenge and enjoyment of KS5 students?

The Henrietta Barnett School, Barnet Ensuring greater uptake through challenge and variety

Upton Hall School FCJ, Wirral Developing and nurturing a debating culture within school

Westcliff High School for Girls, Essex Inspiring pupils to read widely and independently to improve literacy

William Farr C.E. Comprehensive School, Lincolnshire Inspiring boys in creative writing

Geography

Altrincham Girls’ Grammar School, Trafford Using social media to extend and enthuse students at Key Stage 5

Cardinal Newman Catholic School, Hove Using new technologies and ICT to deliver more rigorous and engaging Geography lessons |

Supporting local primary schools with the new Geography national curriculum

Hinchingbrooke School, Cambridgeshire Raising GCSE Geography uptake through an improved Key Stage 3 curriculum

King Edward VI Five Ways School, Birmingham Developing a centre for excellence in Geospatial learning

Queen Elizabeth’s School, Barnet Challenging and developing perceptions of key global issues

Stewards Academy, Essex Promoting greater pupil independence and improving marks in controlled assessments

Upton Hall School FCJ, Wirral Improving independent learning in Geography at Key Stage 5

History

All Saints Catholic School, Dagenham Evaluating the impact of an extracurricular History society
Altrincham Girls' Grammar School, Trafford The impact of extracurricular trips and activities on students' passion for History
Bexley Grammar School, Bexley Enhancing the links between the study of History in the Sixth Form and the requirements of undergraduate study | Establishing IB Global Politics as a post-16 option
Bury St Edmunds County Upper School, Suffolk Embedding ICT into learning
Cardinal Newman Catholic School, Hove Encouraging gifted and talented students to study History at university
Charlton School, Shropshire The impact and effectiveness of a subject-specific website
Devonport High School for Boys, Devon The challenges of developing regional subject links
Gordon's School, Surrey Developing students' awareness of the importance of international relations and communication | Using primary sources to lead enquiry-based learning
Greensward Academy, Essex Nurturing research through the extracurricular History Society
Haybridge High School and Sixth Form, Worcestershire Is History bunk? Student perceptions of History in Key Stage 3
Hinchingbrooke School, Cambridgeshire Transition History causation project
Holland Park School, Kensington and Chelsea Personalising history: How is history connected to me?
King Edward VI Five Ways School, Birmingham Does collaborative teaching improve historical understanding?
Oakwood Park Grammar School, Kent Using enrichment activities to raise the profile of History
Poole Grammar School, Poole The value of experiential history
Robert Clack School, Barking and Dagenham Providing pupils with an understanding of how the wider world landscape and its themes relate to their locality
Small Heath School and Sixth Form Centre, Birmingham Increasing GCSE uptake through reviewing the KS3 History Curriculum
Stewards Academy, Essex Bridging the gap between KS2 and KS3 History | Do exam-style homework booklets improve attainment in History at Key Stage 3?
Tendring Technology College, Essex Raising expectations and broadening horizons post-16
The Crypt School, Gloucestershire Using language for learning effectively within the History curriculum
The Sweyne Park School, Essex Embedding enquiry skills at Key Stage 3-5
Ulverston Victoria High School, Cumbria A cross-curricular approach to the Great War to improve understanding and attainment
Upton Hall School FCJ, Wirral Promoting cooperative learning through debate
Wade Deacon High School, Cheshire Improving independent learning skills and historical argument
Wednesfield High School, Wolverhampton Transforming A Level History teaching
Westcliff High School for Girls, Essex Enthusing non-natural historians in a high achieving school
Ysgol Rhiwabon, Wrexham The impact of extracurricular activities on enjoyment of History | Incorporating literacy skills in History lessons to strengthen understanding and performance

Mathematics

Ark Academy, Brent Maximising the uptake of A Level Mathematics through the KS4 curriculum
Colyton Grammar School, Devon Promoting independent learning
Gordon's School, Surrey Improving mathematical skills across and beyond the curriculum
Launceston College, Cornwall Effective approaches for teachers to develop connections within the Mathematics classroom
Mounts Bay Academy, Cornwall Investigating the effect of flipped learning and other video learning strategies on mathematical understanding
Oakwood Park Grammar School, Kent Helping students develop a strong foundation in algebra and mathematical techniques
Pimlico Academy, Westminster Improving pupils' confidence in Mathematics by using more IT-based resources
Ravens Wood School, Bromley The impact of Sixth Form coaching and mentoring
Robert Clack School, Barking and Dagenham The impact of lesson study
Sawtry Village Academy, Cambridgeshire Using a class blog to support the transition from GCSE to AS Level Mathematics
South Wirral High School, Wirral Raising achievement in Mathematics through high standards of teaching and learning and
St Angela's Ursuline School, Newham Extending students beyond the Mathematics curriculum
Stewards Academy, Essex Improving pupils' mastery of Mathematics to increase confidence and improve progress

Modern Languages

Altrincham Girls' Grammar School, Trafford Investigating approaches to teaching grammatical structures effectively
Bexley Grammar School, Bexley Routinely spontaneous: Increasing students' target language use and grammatical accuracy
Chelmsford County High School for Girls, Essex Investigating links between language learning and other subjects
Gordon's School, Surrey Increasing enjoyment and uptake through extracurricular provision
Lancaster Royal Grammar School, Lancashire Investigating the extent to which Modern Languages teaching strategies can be employed in other subjects
Sir John Thursby Community College, Burnley, Lancashire Using MFL teaching to improve literacy
South Wirral High School, Wirral Improving MFL teaching and learning by developing consistent feedback, home learning and positive attitudes to learning
Stewards Academy, Essex Promoting the study of Languages and increasing uptake beyond Key Stage 3
The Gryphon School, Dorset Using authentic literary resources to improve engagement with MFL at KS3
The Henrietta Barnett School, Barnet Using foreign language film to extend and inspire

Science

Altrincham Girls' Grammar School, Trafford Engaging students in enquiry-based team projects (CREST awards) to inspire a love of science
Bexley Grammar School, Bexley Encouraging extracurricular science in the Sixth Form | Using external competitions to develop higher order Science skills
Harrogate Grammar School, North Yorkshire Using new forms of ICT to enhance teaching and learning in Science
Holland Park School, Kensington and Chelsea Addressing misconceptions in Science at KS2 to aid progress
Isambard Community School (becoming Abbey Park), Swindon Investigating the impact of GCSE Astronomy on GCSE Triple Science and further study
Ivybridge Community College, Devon Assessing the effect of Marine Studies on further education choices
King Edward VI Five Ways School, Birmingham Improving Science provision at Key Stages 1 & 2 by developing extensive outreach activities
Kingsford Community School, Newham Using strategies to stretch, challenge and engage pupils and improve uptake of Triple Science
Mounts Bay Academy, Cornwall Raising literacy through astronomy
Oakwood Park Grammar School, Kent Improving student confidence and curiosity in Science
Queen Elizabeth's School, Barnet Developing oral and written communication skills using SOLO assessment at Key Stage 3
Robert Clack School, Barking and Dagenham Raising the profile of science within school and the local community
St Angela's Ursuline School, Newham Encouraging girls to study Physics in the Sixth Form and beyond
Tendring Technology College, Essex Developing teachers' subject knowledge within and beyond the curriculum
The Crypt School, Gloucestershire Bridging the gap between GCSE and A Level Sciences
The Henrietta Barnett School, Barnet Establishing a research community within the Science Department
The Thomas Hardy School, Dorset Encouraging extra-curricular Physics
The Wycombe Grange Pupil Referral Unit (PRU), Buckinghamshire Using CREST awards to enrich Science teaching
William Farr C.E. Comprehensive School, Lincolnshire Developing effective feedback within Science teaching

“The PTI has made me feel even more passionate about teaching”



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