

2013 YEARBOOK 2014



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The Prince's Teaching Institute Yearbook

This Yearbook summarises the outcomes of projects completed by teachers and headteachers in 2013/14 as part of our Schools Leadership Programme and Associate Department Scheme. These projects focus on teaching and learning, support collaboration, encourage staff to develop their specialist subject knowledge, and extend and enthuse pupils within and beyond the curriculum.

We hope you will find these of interest and that you may take inspiration from the ideas presented.

The Yearbook also outlines the many events organised by The Prince's Teaching Institute (PTI) in 2013/14 and looks ahead to some of our plans for the coming 2014/15 academic year.

Full project reports are available to members and can be found in our online Staffroom at www.princes-ti.org.uk/staffroom. Information about the PTI and our upcoming events can be found at www.princes-ti.org.uk.

PTI Activities

Our unique, rigorous, subject-based activities are designed and delivered by teachers, for teachers across England and Wales



THE PRINCE'S
TEACHING
INSTITUTE

We are

A community of teachers, departments and schools focused on:

- Promoting subject rigour and depth
- Enhancing teachers' subject knowledge
- Developing extra-curricular activities
- Establishing links between and outside schools

For new teachers

New Teacher Subject Days

- Guidance on teaching strategies and a wealth of subject-based resources
- Combining subject lectures in the latest academic thinking with teacher-led workshops
- Annual course of six Saturdays held in three regional centres

For all teachers

One day Professional Development courses

- To provide in-depth knowledge on a topic and guidance on teaching strategies
- Featuring sessions with eminent academics, writers and scientists
- Topics and content of the day are chosen by teachers

For pupils

The PTI Annual Lecture

A talk designed to encourage pupils to develop an enthusiasm for their subject

For headteachers

Schools Leadership Programme and Headteachers' Residential

- Headteachers convene to share best practice on whole-school improvement in:
 - school curriculum design
 - effective recruitment and development of teachers
 - promoting leadership that focuses on teaching and learning
- Headteachers undertake action-based research projects to explore what works in schools, and meet annually to share outcomes

For all our members

Online Staffroom

The members' area of our website contains:

- podcasts of our lectures and workshops
- directory of members
- creative teaching resources developed by our members
- access to action-based research projects conducted by our members

For subject leaders

Residential Summer Schools, Schools Programme and Associate Department Scheme

- Schools Programme: a community of school departments committed to:
 - improving their subject provision
 - developing their staff's subject knowledge
- Induction to our Schools Programme is via a three-day Residential Summer School
- After three years, departments 'graduate' to Associate Department status and undertake more ambitious projects, designed to benefit all our members

...by teachers, for teachers

2013/14

Highlights of our year

SCHOOLS LEADERSHIP PROGRAMME



SCHOOLS PROGRAMME

ASSOCIATE DEPARTMENT SCHEME



*"I have gained so
many ideas to develop our
provision and inspire
our students"*

10% of
state secondary schools
in England and Wales
are affiliated to our
programmes

HEADTEACHERS' RESIDENTIAL

35 headteachers attended,
100% joined the Schools
Leadership Programme



Baroness Helene Hayman

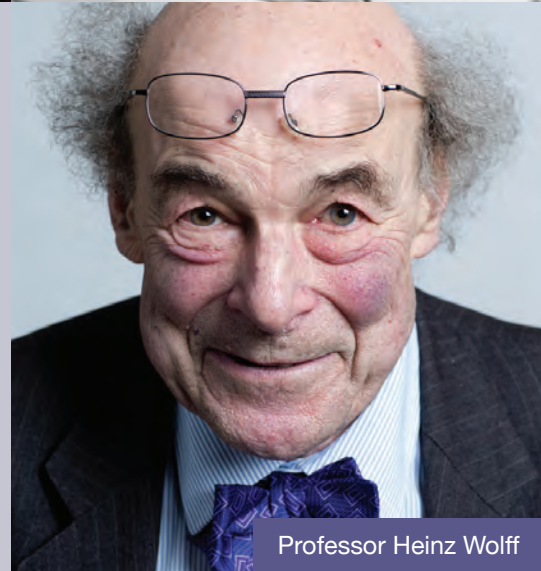


MATHS AND SCIENCE RESIDENTIAL



"I am in a stronger position to bring up to date and cutting edge ideas into my teaching"

110 subject leaders attended, **99%** joined the Schools Programme.



Professor Heinz Wolff

150 subject leaders attended, **100%** joined the Schools Programme

Kazuo Ishiguro



"Being around other inspirational leaders has encouraged and motivated me to inspire my own department and make my own vision for the department more aspirational"

ART, ENGLISH, HISTORY AND MUSIC SUMMER SCHOOL



Jeremy Irons

2013/14

Highlights of our year

Published a Blueprint
for a new member-driven
College of Teaching,
February 2014

COLLEGE OF TEACHING

THE PRINCE'S
TEACHING
INSTITUTE
A new member-driven
College of Teaching
A Blueprint
February 2014



Ben Garrod

ONE-DAY COURSES

*"Hugely valuable
to have a teacher
chair the day as
the level of pitch
was excellent"*

300 teachers attended
18 events, bringing expert
knowledge into their
classrooms



Professor Iain Stewart

"I came away from every session with loads of ideas, refreshed and invigorated, and (almost) wanting to be in the classroom straight away on a Saturday afternoon so I could try them out!"



NEW TEACHER SUBJECT DAYS



500 new teachers were inspired to introduce their pupils to more challenging material



"The most elemental, obvious things are often the most extraordinary"

Bill Bryson



ANNUAL LECTURE

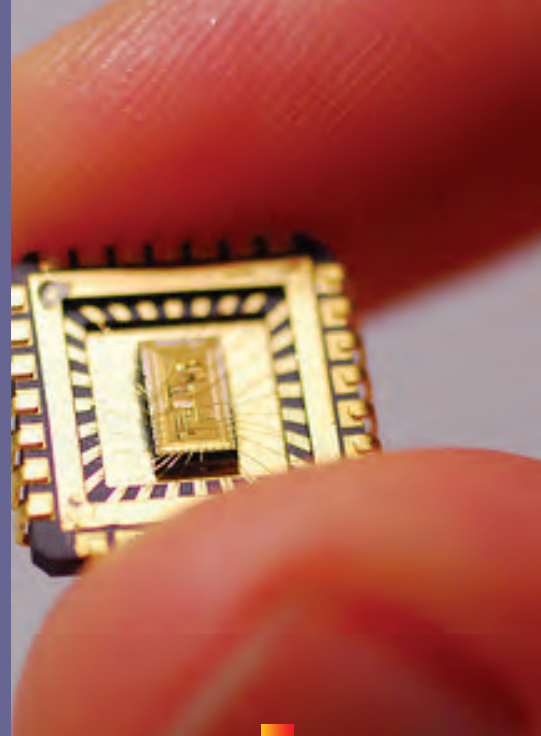


Bill Bryson

2014/15

A look ahead One-day Courses

For up to date information see www.princes-ti.org.uk/events



MODERN FOREIGN LANGUAGES

Autumn 2014

Picturing France:
Bringing art to life in the
French classroom

Spring 2015

Using French film at KS3 and 4

Film and fairy tales: Exploring
German culture in the classroom

Franco vs Frida
20th century faces of the Hispanic world

Summer 2015

French poetry and fables

SCIENCE

Autumn 2014

From molecular soup
to humans: Building
an evolutionary timeline

Nanotechnology:
The science of the small

Spring 2015

Nuclear power:
Is this the physics of the future?

Cunning Chemistry

Summer 2015

Energy, photosynthesis
and respiration

HISTORY

Autumn 2014

The rise and fall of
the Mughal Empire

Spring 2015

The Tudors

Medieval England for A Level

Summer 2015

The French Revolution
and the Napoleonic Wars



ENGLISH

Autumn 2014

The American novel
in the classroom

The Romantics

Spring 2015

Romeo and Juliet and the RSC

Creative writing

Summer 2015

Loss and death in
contemporary poetry

MATHEMATICS

Autumn 2014

Secrets to succeeding
in mechanics

Spring 2015

Numerical analysis

$$\frac{\partial}{\partial a} \ln f_{a, \sigma^2}(\xi_1) = \frac{(\xi_1 - a)}{\sigma^2} f_{a, \sigma^2}(\xi_1) = \frac{1}{\sqrt{2\pi\sigma}} \exp\left\{-\frac{(\xi_1 - a)^2}{2\sigma^2}\right\}$$
$$\int_{\mathbb{R}_n} T(x) \cdot \frac{\partial}{\partial \theta} f(x, \theta) dx = M\left(T(\xi) \cdot \frac{\partial}{\partial \theta} \ln L(\xi, \theta)\right)$$
$$\int_{\mathbb{R}_n} T(x) \cdot \left(\frac{\partial}{\partial \theta} \ln L(x, \theta)\right) \cdot f(x, \theta) dx = \int_{\mathbb{R}_n} T(x) \cdot \left(\frac{\frac{\partial}{\partial \theta} f(x, \theta)}{f(x, \theta)}\right) \cdot f(x, \theta) dx$$
$$\frac{\partial}{\partial \theta} \ln T(\xi) = \frac{\partial}{\partial \theta} \int_{\mathbb{R}_n} T(x) f(x, \theta) dx = \int_{\mathbb{R}_n} \frac{\partial}{\partial \theta} T(x) f(x, \theta) dx$$

GEOGRAPHY

Autumn 2014

Teaching the real China

Spring 2015

Teaching about ice

Summer 2015

From cotton to culture:
Salford Quays fieldwork



MUSIC

Autumn 2014

Vocal music in the classroom

Spring 2015

Conducting

Summer 2015

Composing for film



2014/15

A look ahead Residential courses

FOR HEADTEACHERS AND SUBJECT LEADERS

15th-17th November 2014, Oxford
Autumn Residential for MFL subject leaders

26th-27th January 2015, Cambridge
Headteachers' Residential

22nd-24th June 2015, Cambridge
Residential Summer School for Mathematics,
Science and Geography subject leaders

www.princes-ti.org.uk/summerschool





New Teacher Subject Days

This course of six Saturdays, spaced throughout the year, gives new teachers guidance on teaching strategies, access to a wealth of subject-based resources, and opportunities to bring the latest academic thinking into their classrooms.

The days are run by experienced practising teachers, who are joined by speakers from institutions including top universities, The Wellcome Trust, The Goethe Institute and The Royal Shakespeare Company.

Subjects covered: Maths, English, Biology, Chemistry, Physics, History, Geography and MFL (French, German and Spanish).

Locations

London, Birmingham, Manchester, Cambridge, Yorkshire (Harrogate) and Devon (Ivybridge)

Eligibility

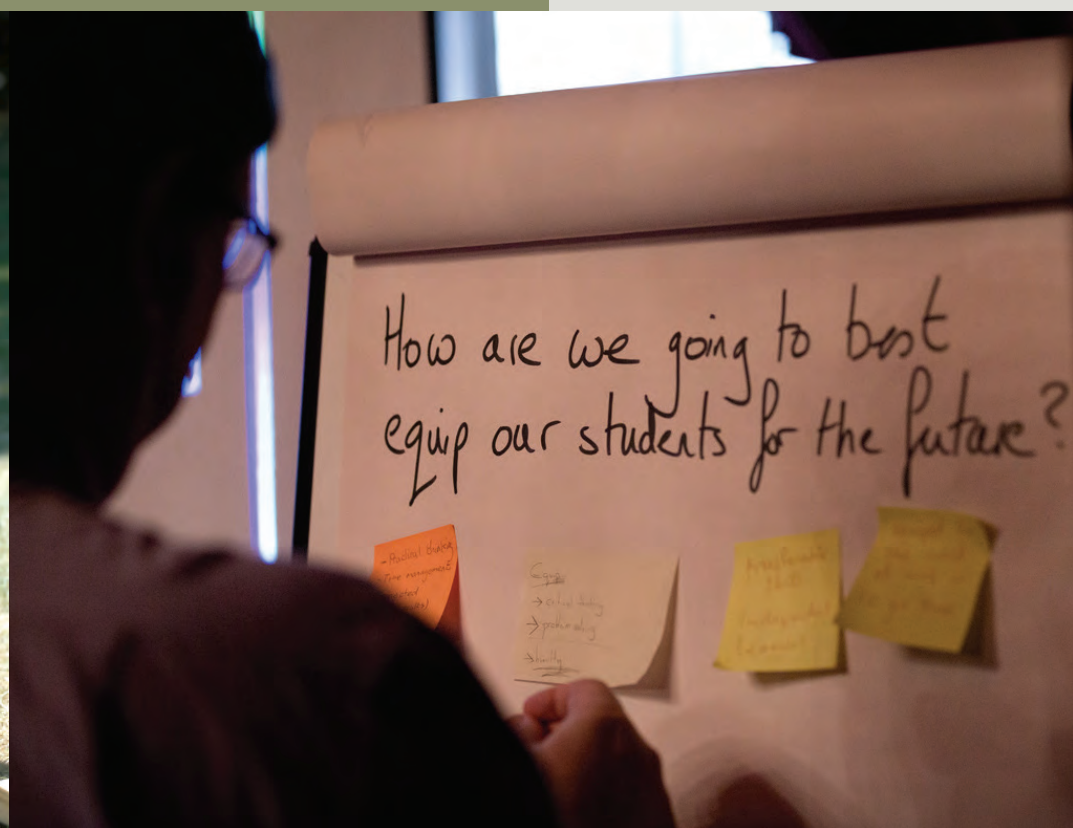
School-based teacher trainees, NQTs, second and third year teachers

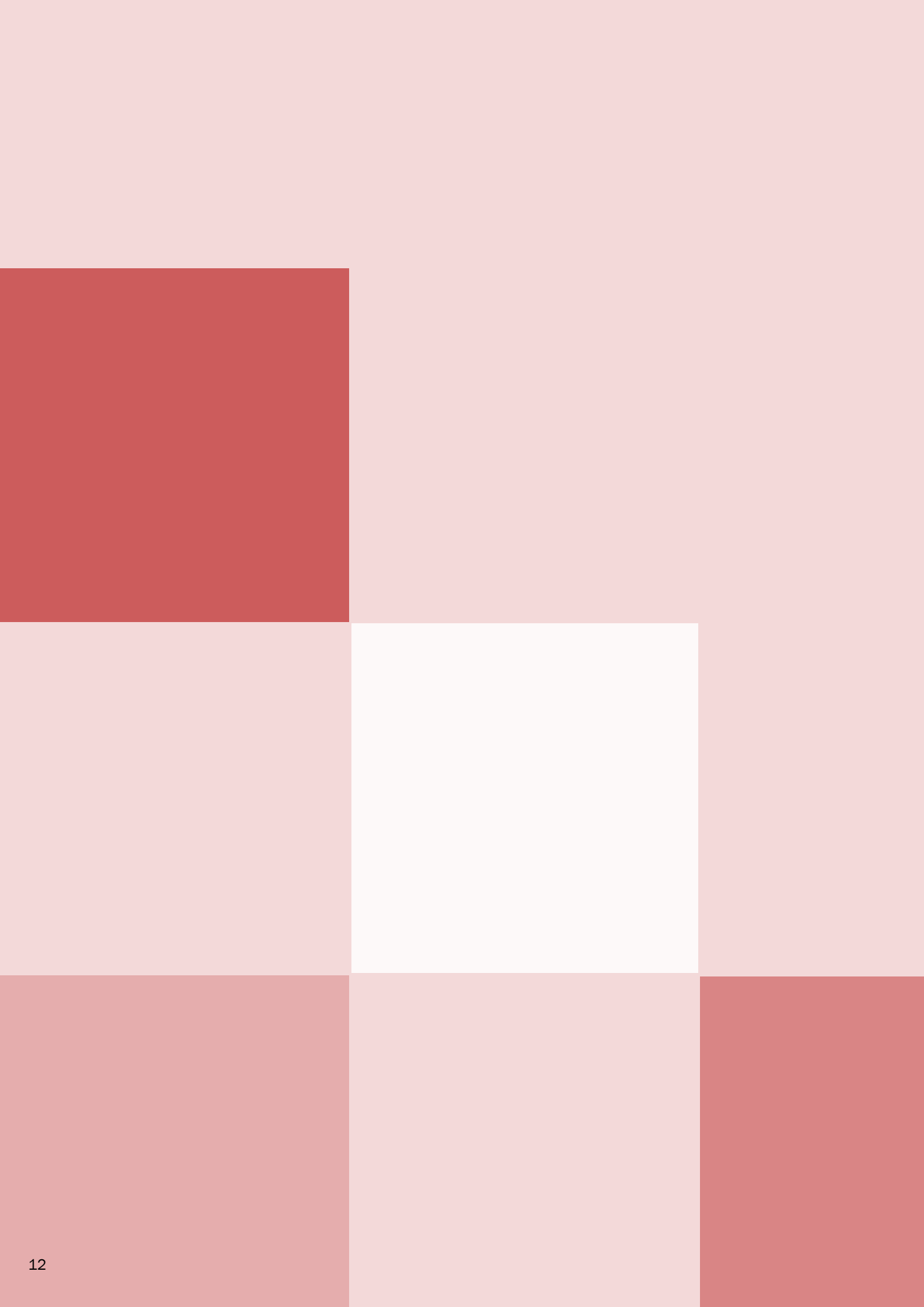
Travel bursaries are available to all participants.

Price

£200 for the full course of six Saturdays

www.princes-ti.org.uk/subjectdays





Schools Leadership Programme project summaries

Leadership

- 14.....**The impact on teachers of undertaking classroom-based enquiries**
Westcliff High School for Girls
- 15.....**Using leadership structures to improve the quality of teaching and learning**
Sandbach School
- 16.....**Developing a new senior leadership team structure with teaching and learning at its core**
Poole Grammar School
- 17.....**Developing teaching and learning across three schools**
Holyhead School
- 18.....**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**
Altrincham Grammar School for Girls
- 19.....**Raising achievement and improving life chances through widening access to arts, culture, sport, well-being and social action**
Bethnal Green Academy
- 20.....**Developing independent learning and numeracy skills across the curriculum**
St Angela's Ursuline School
- 21.....**Using iPads to promote independent learning**
Mounts Bay Academy
- 22.....**Reducing differentials between departments, with an emphasis on raising performance and attainment in Science**
Cardinal Newman Catholic School
- 23.....**Developing a new model of higher education (HE) in a rural setting remote from existing HE providers**
Launceston College
- 24.....**Promoting independent learning and broadening students' interests through introducing a KS3 homework policy**
Altrincham Grammar School for Boys
- 25.....**The impact of enrichment and independent learning on achievement, attainment, confidence and resilience**
Newstead Wood School



The impact on teachers of undertaking classroom-based enquiries

Westcliff High School for Girls (WHSG), Essex

An 11-18 girls' grammar school with a co-educational Sixth Form

Aim: To develop teachers as evaluators of their own practice as part of their continuing professional development (CPD) and performance management review.

*It is clear
that there
has been a
cultural
shift*

Background: The quality of teaching and learning improved in the school from Satisfactory (Ofsted, February 2008) to Outstanding (Ofsted, October 2010). The introduction of the research projects was inspired by John Hattie: *'The biggest effects on students' levels of achievement occur when teachers become learners about their own teaching, and when students become their own teachers'*, John Hattie (2009), *Visible Learning*.

Method: The project involved teachers:

- modelling themselves as learners
- strengthening their professional practice
- testing recent CPD investment in assessment for learning and Claxton's 'Building Learning Power' programme
- asking students to be 'observers' of practice (student voice link)

All teachers at WHSG were required to complete a piece of classroom-based research, choosing and planning their own enquiry and engaging students in the process. Teachers were coached by their teaching and learning community leader and middle leaders throughout the process. The school gave the teachers time to prepare presentations and all teachers presented their research findings to the rest of their teaching and learning community. They then completed a questionnaire on the successes and barriers of their projects. The research findings were published and made available on the school's online teaching and learning forum.

Evidence: Published teacher research reports, student surveys, staff surveys.

Impact: 100% of full time qualified teachers completed their projects and 99% fed back on the success of their projects in 2012.

A School Based Research Journal was published in September 2012. 61% of teachers presented their projects for inclusion in the journal. There was a sense of pride in staff about their work being published.

A staff questionnaire completed in July 2012 found that:

- 75% of teachers had made use of their research since carrying it out
- 81% felt that this was a worthwhile experience
- 65% stated that their teaching has improved as a result of their research
- 43% stated that their research had a direct impact on attainment

Reflections: It is clear that there has been a cultural shift and that teachers are more open to classroom-based enquiry, with some now volunteering to undertake this for their own satisfaction. As a Teaching School, WHSG formed a Research and Development Group which is made up of a number of teachers from the South Essex Teaching School Alliance (SETSA). They are now engaged in joint professional development through various projects.

Contact: Kathy Herlock, Deputy Headteacher: st-kathy.herlock@whsg.info
Website: <http://www.whsg.info>

Using leadership structures to improve the quality of teaching and learning

Sandbach School, Cheshire

An 11-18 boys' comprehensive free school/academy



Aim: To reduce in-school variation between different subject areas in terms of both outcomes for students and pedagogical practice. To ensure that the investment of time and resources into line management and performance management are effective in terms of supporting the development of teachers and enhancing the student experience in all subjects.

Background: The first Ofsted inspection as a free school judged the school to Require Improvement; one of the main reasons was the inconsistency of outcomes for students in one of the core subjects. For a school that had previously been rated as Outstanding under the independent schools framework, this was a huge shock. Departments and many staff had historically worked in isolation, and a cultural shift to examine pedagogical and departmental effectiveness was resisted in some quarters. However, within the school there were outstanding practitioners and it was necessary to share their ideas more effectively throughout the organisation.

60% of staff have presented T&L ideas within departmental meetings

Method: A survey by middle leaders confirmed the disparity of practice between departments. A working group of three middle leaders was convened to design a set of expectations and protocols which would govern the work of the leadership group in support of middle leaders and their departments.

Fortnightly line management meetings monitored progress and enabled swift response to departmental needs. Sharing departmental responses and issues promoted cross-departmental discussion about effective pedagogy and best practice.

Evidence: Exam results, departmental meeting minutes, lesson observations.

Impact: The outcomes from the summer 2013 examination series, which showed consistency of outcomes across all subject areas and for all groups, were the confirmation that was needed to establish this *modus operandi*. Comparative data confirmed the progress that was made; 53% of subjects were graded as being 'well above normal expectations' and all others were close to that grading.

The principle of ongoing professional development for all was established; there are 14 Raising Attainment projects underway and 30% of staff have either delivered training on an aspect of teaching and learning (T&L), or presented ideas that they have tried out at staff meetings or during the regular Friday briefing slot which is now allocated to T&L. 60% of staff have presented T&L ideas within departmental meetings.

The line management system was developed to see 'like' departments line managed by the same member of the leadership team to allow for further cross fertilisation of ideas. A working group consisting of members of staff from every stage of the pay spine drafted a 'minimum set of expectations' document for teachers at each career stage.

Reflections: Having a written set of expectations can be very helpful, and matching up the right line manager with the right department can be an important factor in terms of establishing a positive working relationship. Capturing the student voice is an important indicator, and this will be a focus for next year.



Developing a new senior leadership team structure with teaching and learning at its core

Poole Grammar School, Dorset

An 11-18 boys' grammar school (12-18 prior to September 2013)

Aim: To enable three new deputy heads to successfully take on their roles in a new academic group structure with a focus on teaching and learning, along with their pastoral and whole school responsibilities, while maintaining the school ethos and preparing them for potential headship.

This has been particularly successful in integrating new staff

Background: As part of the change of age of transfer in Poole (September 2013) the previous head sought to change the structure of school leadership, away from the existing 'curriculum and pastoral' separation, so that all senior leaders shared responsibility for student welfare and progress. Poole Grammar was very stable in terms of staffing, and the change of age of transfer provided a once in a generation opportunity to refresh the staff – seven additional teachers added to three retirements provided the opportunity to reshape working practice, particularly within the school's Senior Leadership Team (SLT).

Method: The new structure involved a senior deputy head with responsibility for the day to day operation of the school and curriculum oversight. Three new deputy head posts were created, each leading a 'mini school' (Years 7-8, 9-11, and 12-13). Each deputy had in addition a whole-school responsibility (transition, data and progress, teaching and learning and innovation), and line management responsibility for a group of departments.

A key driver in making the new structure effective was to arrange effective induction. The colleague taking on the data/progress post was able to spend time in school helping to plan and establish a new tracking system. Both new deputy heads were able to attend an SLT planning day and meet with their year head teams.

Evidence: Senior leadership team meetings.

Impact: Within six months, leadership team meetings were becoming much more focused on progress and intervention, both with individual students and with departments. The fact that each deputy had a mix of responsibilities meant all were fully involved in discussions about all issues. All brought their understanding of the pastoral system to discussions about student progress, and their knowledge of work going on in the curriculum informed their work on pastoral systems.

The new structure also stimulated reviews of a number of school systems and procedures. The new leadership team shared responsibility for consultation, and this benefited from the contribution of new staff and reiterated a commitment to genuine consultation. In most cases change was modest, but the process helped renew the school's positive ethos.

While it is too early to point to any significant improvements in exam results, indications from the new tracking system suggest students are progressing well towards challenging targets, and other indicators suggest that students are benefiting from the renewed collegiate ethos.

Reflections: Bringing new and existing staff together in teams to look at particular issues, e.g. Continuing Professional Development for teachers and enrichment and extension work for students, has stimulated the pooling of resources and ideas. This has been particularly successful in integrating new staff, whose experience has been fed into a variety of discussions.

Developing teaching and learning across three schools

Holyhead School, Birmingham

An 11-18 coeducational comprehensive school

Aim: To appoint a team of teaching and learning coaches to develop subject knowledge, to facilitate teacher development programmes and to participate in and improve the monitoring of teaching and learning.

Background: The school had joined two teaching school alliances and this project was planned to cement these relationships and share good practice. Traditionally external Continuing Professional Development (CPD) had been used but the school wanted to be more proactive and better able to measure the impact of training.

Method: The number of staff going through the Olevi training programme, endorsed by the National College for Teaching and Leadership, was built up. One member of staff trained as a facilitator with a colleague from a partner school and then two other members of staff completed the Middle Leaders Programme.

An Improving Teacher Programme for staff from three schools, and six other teachers from within the alliance, was facilitated. Over the next two years, programmes were run every term and sessions were hosted in two schools to enable delegates to forge strong relationships and see practice in another school. To maintain momentum, every delegate had a coach back in school to share ideas and help with post session work.

A programme of masterclasses for Year 10/11 was put in place to increase uptake and achievement in A Level Maths. A Level Science students gained access to STEM and links with higher education providers were made; internal monitoring was improved through book scrutiny, student feedback and lesson observations.

Through the Transition Programme 40 students were identified and subsequently received support with literacy. All staff received CPD on strategies to support literacy through the curriculum.

Evidence: Learning walks, Ofsted report, exam results.

Impact: The quality of teaching improved from Good (Ofsted 2009) to Outstanding (2013). Since 2012, 80 members of staff have been provided with personalised training through Olevi programmes and over 30 internal training sessions have been offered. Themed learning walks for all staff were established and a general open door policy accepted.

Take up of Maths and Science at A Level improved, as did exam results – 100% pass rate in Biology and Chemistry with one A* in Chemistry and two A* in Biology. The Maths pass rate increased from 90% in 2012 to 100% in 2013.

Reflections: Changing the way CPD is used was invaluable; it was more cost effective and allowed quicker response to needs of staff. The literacy curriculum was a real unknown but the results have made a big difference to the students involved. One of the three schools dropped out and, with hindsight, a two-way partnership would have been easier to manage. The logistics of organising training on two sites was challenging, and after a year someone was appointed to manage the administration. Not everything happens overnight; preparation and open communication are the best ways of changing perceptions.

Contact: Lorna Owen, Vice Principal for Teaching and Learning: lowen@holyheadschool.org.uk
Website: www.holyheadschool.com

*Changing
the way
CPD is
used was
invaluable*



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

Altrincham Grammar School for Girls (AGGS), Cheshire

An 11-18 girls' grammar school

*all
GCSE
French
pupils
achieved
A**

Aim: To share the good practice developed within the Modern Foreign Languages (MFL) department across other subjects; to deliver a subject-specific training programme to MFL teachers within Greater Manchester.

Background: AGGS is a lead school for languages through its teaching school status; the MFL department is an MFL Challenge Partners Hub and the French Department has been involved with the PTI's New Teacher Subject Days for many years.

Method: Prompted by the introduction of the EBacc, the project was initially targeted at KS4. AGGS staff worked with staff in another language college to devise training sessions on key areas which had been identified by staff: motivation, lesson structure and content, controlled assessment and questioning. These training programmes were also offered as bespoke packages to other schools. In response to a pupil survey a 'writing' programme was also developed and delivered both in-house and to a trust partner school.

Evidence: Staff surveys, pupil surveys, examination results, lesson observations.

Impact: Teachers rated the training sessions and the subsequent impact as at least good. Three members of staff involved in delivering the courses either gained promotion or gained the confidence to deliver other programmes. One became acting Head of MFL and her department has been asked to evaluate the teaching and learning of Spanish in two of the Academy's feeder primary schools.

- Excellent relationships have been built with other schools.
- A wider range of teaching strategies were used in the MFL classroom.
- Students' confidence improved in key areas they had identified.
- In 2013 all GCSE French pupils achieved A* with improvement in their controlled assessments; 50% of students achieved full marks, which was a marked increase, especially in the writing sections.
- The number of pupils taking a second MFL increased.

Reflections: When working with other schools, it is advisable to involve a wider number of staff, because some are promoted which makes it difficult for future participation!

Contact: Mr S Harrison, Head of MFL: harrison@aggs.trafford.sch.uk
Website: www.aggs.trafford.sch.uk



Raising achievement and improving life chances through widening access to arts, culture, sport, well-being and social action

Bethnal Green Academy, London

An 11-19 coeducational comprehensive school

Aim: To close the achievement gap by ensuring that all students have access to experiences, skills and opportunities focusing on arts, culture, sports and social action.

Background: Bethnal Green Academy serves the London boroughs of Tower Hamlets and Hackney. It is located in one of the most socially deprived areas of the country and over 70% of the students at the academy are eligible for free school meals. There are few opportunities for students to play an active role in their community. Opportunities to travel beyond the local area, including international trips, are scarce.

In 2005 Ofsted placed Bethnal Green Technology College in Special Measures. Since that date the school has made significant progress. In 2007 26% of students achieved 5 or more GCSEs at A*-C grades including English and Maths. In 2013 that figure had risen to 74%. In December 2012 Bethnal Green Academy was judged by Ofsted to be Outstanding in all areas.

A need to match this increase in academic attainment with an increase in students' cultural capital and community involvement was identified.

Method: All faculty areas audited the opportunities they were offering in arts, culture, sports and social action and identified areas for further development. All staff were involved in delivering these experiences with a member of the Academy's leadership team responsible for each area. The Academy sought opportunities for students to be involved in community service as well as planning and running fundraising events for causes of the students' choice.

Evidence: Central record of all opportunities and involvement. University offers.

Impact: There was a marked increase in the number of trips to theatres, art galleries, music and dance performances. Trips included a KS5 art and photography trip to Paris and a football/languages trip to Berlin.

- Students raised £4,000 for charity through selling products they had made, sponsored cycle rides and producing a Christmas DVD.
- Networking by staff raised funds from large corporations to ensure trips could take place without placing a financial burden on parents and carers or the Academy.
- Student confidence has grown due to increased exposure to experiences beyond the norm, and many have received offers from Russell Group universities.

Reflections: The whole staff engaged enthusiastically with this project, giving up free time to ensure that student entitlement was a major part of school life; this is now firmly embedded in the Academy's ethos. Not only have the attainment outcomes continued to rise but the enthusiasm and pride the students and staff take in their Academy is even higher than before.

Further research will review attainment data to measure the impact the project is having, particularly in Art, Languages, Drama, Music and Sports, compared to previous cohorts.

Student confidence has grown due to increased exposure to experiences beyond the norm



Developing independent learning and numeracy skills across the curriculum

St Angela's Ursuline School, London

An 11-18 girls' comprehensive school, with a mixed Sixth Form

Aim: To build on previous initiatives and embed a culture of independent learning across the whole staff and student body.

Background: Staff were already aware of 'lazy teacher' skills (as in the book of the same name by Jim Smith). 15-20 lessons per week were already being observed (largely individual teacher request-driven) and it was decided to use this as the vehicle to drive the improvement.

Method: Another very successful 'lazy teacher' week was held, where evidence of both innovative strategies and more embedded tried and tested approaches were seen. Two members of staff won a day off (during gained time in the summer term).

Following training on lesson observation which was cascaded from the school's leadership team (SLT) to the middle managers to the whole staff, lesson observation sheets were amended to include a target for the next lesson observation. This was followed by customized 'Bitesize Teaching and Learning' training sessions run by the school's lead practitioners and SLT (every half term, with all staff involved).

The lesson observation rota was published for the entire term.

As a result of a Sixth Form pilot, the departmental review rota was formalized; all staff were included in lesson observation, the heads of department had an interview with the Head and their line manager, the student voice was consulted and a formal report written.

Following the very successful literacy training day –a similarly structured, very practical training day on numeracy was held (the whole staff took a mental maths test in the examination hall).

Evidence: Lesson observations, student voice.

Impact: A substantial percentage of feedback from lesson observations noted the use of 'lazy teacher' skills and student independence. Both 'independent learning' and 'literacy' featured much less in the school lesson observation target data.

Students were engaged in and had the vocabulary to talk about and make informed decisions on, what constituted good teaching.

Teaching in all ten departmental reviews was rated Good or Outstanding.

There was a very successful launch and foray into numeracy for the entire staff, in some cases highlighting a skills issue.

Reflections: It is imperative to 'make it real and make it practical'; this is the cornerstone of sustainable improvement.

Ensure that strategies are in place to fatten the pig and not merely weigh it; no observing or monitoring system of itself brings improvement.

Contact: Mark Johnson, Headteacher: Mark.johnson@stangelas-ursuline.co.uk
Website: <http://www.stangelas-ursuline.co.uk>

Students were engaged in and had the vocabulary to talk about what constituted good teaching



Using iPads to promote independent learning

Mounts Bay Academy, Cornwall

An 11-16 coeducational comprehensive school

Aim: To develop staff expertise and pedagogy in digital applications to promote personalised, independent learning for students.

Background: The project began in November 2011, making the Academy one of the first in the country to give all teaching and learning staff and students an iPad2.

Method: Staff were trained in a range of ways, including presentations and information sheets devised by two members of staff who were Apple Distinguished Educators. In addition external expertise was sought to provide personalised support to all departments so that they had bespoke documents detailing the many ways iPads could be used in their subject area. Follow-up training sessions were then put in place for staff to share good practice.

Students were given an iPad2 with their parent(s) in a series of evening training events; all parents were asked to sign a legal agreement for a well-developed Acceptable Usage Policy. This successful launch was followed by training for students to install the essential apps that were provided by the Academy. All students were also given a Gmail address to use for communication and were given time to explore the different functions. Assemblies and displays in school communicated the very many uses of the iPad beyond a normal PC.

Evidence: External report from consultants (February 2012), Ofsted report (June 2012), lesson observations and parental survey.

Impact: Successes of the project in 2012 were the inventive and creative uses made of the iPads in lessons by staff and students. Filming and voice recording were popular uses as well as the research function and access to word processing, presentation software and spreadsheets.

More teachers used concepts from the 'flipped' classroom - sending work home prior to the lesson - and communication both within school and with parents was transformed.

Teaching improved as a result of all classrooms having Apple TVs. Remote projection from staff and student iPads improved peer assessment and feedback. Wireless projection ensured teacher mobility whilst teaching, encouraging a range of teaching positions in the classroom.

Administration for tutors and subject teachers became easier. This included mobile electronic registration, especially useful for assemblies and use of data (SISRA) to monitor progress and record assessments.

Literacy was developed by helping the administration of programmes, such as Accelerated Reader and numeracy, which were improved by providing interactive activities such as MyMaths at home and school.

Reflections: The project was even more successful than anticipated in developing independent learning and brought additional benefits, including improved communication between students, staff, parents and governors which has made teaching and learning quicker and more professional as well as reducing levels of stress.

*Communication
both within
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with parents
was
transformed*



Reducing differentials between departments, with an emphasis on raising performance and attainment in Science

Cardinal Newman Catholic School (CNCS), Hove

An 11-18 coeducational Catholic comprehensive school

CNCS was recognised as one of the top 100 most improved UK schools

Aim: To ensure that all students are given access to quality Science education and to reduce the differentials between students' experiences in Science and other subjects. To share good practice from other departments, PTI schools, local universities and national organisations.

Background: The Science Department had been underperforming over 3 years as identified by results, lesson observations, parental complaints and an internal subject review. Although a 2012 Ofsted report said CNCS was a Good school with many Outstanding features, the Science Department was highlighted as Requiring Improvement.

Method: An assistant head teacher took over the line management of the Science Department and poor performance was highlighted, shared and challenged. Support was given from other departments to share good practice, outside support bought in to 'undertake the basics well' and wider curriculum options were explored through research with other schools.

Science was put continually under the spotlight; small achievements were celebrated and a positive picture presented, for example through the website and newsletters. A leadership review and advice from other PTI schools resulted in a restructuring of the large, complex department. Appropriate training and mentoring was given to all new subject leaders and there was closer monitoring of staff performance. Buddying with other departments and teaching and learning triads all helped to share good practice. Fortnightly departmental meetings focused on teaching and learning with half termly feedback given to the school's leadership team and the Governors' Achievement and Standards Committee.

Evidence: Lesson observation, learning walks, examination results, student interviews.

Impact:

- Significant improvement in KS3 Science results (best in Brighton & Hove) and an 18% rise in GCSE Core and Additional results (2013).
- CNCS was recognised as one of the top 100 most improved UK schools.
- The quality of teaching and learning in Science improved.
- More collaborative lesson planning, tighter schemes of work.
- A culture of "high challenge, high support" established. The ethos and tempo of the department was more upbeat.
- A network with other Science departments at local and national level was established. Links were made with University of Brighton and University of Sussex.
- Reduced concern from parents/carers and students.

Reflections: Challenging underperformance can be difficult and hard conversations are necessary; however, people must be treated with dignity and respect. Capability measures need not be punitive and should be used as a method of support for staff. A major learning point for me was that while we did look for a leader from outside the department, in the end we found leaders inside the department. Sometimes poor leadership and management can obscure existing talent. The best leaders have the skills to turn performance around and whole school vision is important. It is important to remain positive and take small steps; don't be afraid to start again, reflect on things and keep an open mind.

Contact: Mr Graham Goldup, Assistant Headteacher: g.goldup@cncs.co.uk; Dr James Kilmartin, Headteacher: j.kilmartin@cncs.co.uk Website: <http://cardinalnewman.fluencycms.co.uk>



Developing a new model of higher education (HE) in a rural setting remote from existing HE providers

Launceston College, Cornwall

An 11-18 coeducational school with academy status

Aim: To provide part-time study opportunities for the local community to study for degrees in partnership with the Combined University of Cornwall, and to develop subject specific Master's-level courses for Launceston College staff.

Background: The project was in two distinct phases: The first involved building partnerships, raising funding and creating the facility. The second focused on recruiting students/clients/customers and providing learning opportunities.

Method: Funding was secured from a variety of sources and almost £3m was spent on refurbishing the original early Victorian school to create a facility that provides vocational training for the hospitality and catering industry, higher education, a state of the art study space for post 16 students and modern office accommodation for a range of children's services. March 2013 saw the formal opening of Dunheved House.

The second phase of the project focused on delivery and can be divided into three strands: business and community learning, undergraduate study for 19 year olds, and higher degree study for teachers.

Impact: Business and local community learning: A partnership with Cornwall College Business and Combined Universities in Cornwall was established to work with the College on HE provision. Initially much of the work was promotional. Launch events were catered for by Launceston College students who were studying the Professional Cookery course in Dunheved House. They were successful in recruiting learners to the following degree-level Short Courses: Project Management, Web Design and Authoring, and Event Management.

Degree-level academic courses for 19 year old learners: Recruitment to these courses was more problematic. The two target groups for recruitment were current Sixth Form students at Launceston College and other schools. Neither of these proved easy; the *stay at home and achieve a degree* model was less attractive than the broader experience of going to university.

Higher degree study for teachers: This area of the project was successful and partnerships were established with local colleges. A number of Launceston College staff who held higher degrees were trained to be 'Master's Mentors' and first markers. This provided support for any member of the teaching staff who wished to study for a higher degree. It was also of great benefit to enable staff to support their colleagues in this level of action research.

Evidence: Master's degrees completed by staff, fully funded by the College. Degree-level modules were delivered, and the Professional Cookery course has a growing reputation, with young people securing employment in this important sector. An historic local building has been refurbished and brought back into use. Visiting tutors have been accommodated in Dunheved House and looked after by students as part of their catering and hospitality training.

Reflections: It was important to have the flexibility to evolve as the journey happened. The destination arrived at was not the one that was originally planned but proved to be better than anticipated. In dealing with funding agencies and large collaborations with many partners, resilience and persistence are crucial.

Degree-level modules were delivered and the Professional Cookery course has a growing reputation



Promoting independent learning and broadening students' interests through introducing a KS3 homework policy

Altrincham Grammar School for Boys, Cheshire

An 11-18 boys' grammar school

Aim: To develop a homework policy in KS3 which would ensure that, across all subjects, pupils were regularly set challenging homework which promoted independent learning and broadened students' interests.

Background: There was a view that homework at KS3 had become mechanistic, there was lack of uniformity across subjects, and parents had expressed concerns about the volume, lack of consistency and rationale for many of the homework tasks.

Method: Pupils in Years 7–9 discussed homework in their forms and filled in a pro-forma to identify how much homework they believed they were set and their opinions about the nature of effective and less effective homework. In discussion with the Curriculum Committee, staff proposed two different models of homework setting:

Model 1 involved more rigid monitoring of homework to ensure the standard was high and that it was set when timetabled.

Model 2 allowed each department to write their own homework timetable and policy, and publish it on the school website in the place of a formal timetable. This would therefore allow for more diversity and creativity.

After many consultations with heads of department and staff it was decided that a combination of the two models would be introduced. This involved allowing departments to write their own homework policies. However, it was decided that a homework timetable would continue to be set, using the policies as a guideline, so that staff could ensure homework was set frequently and fairly. A final homework policy was written for all departments and published on the School Engine for parents and pupils to see.

Evidence: Student homework diaries, lesson observations, work scrutiny, departmental reviews and parental surveys.

Impact

- There has been an improvement in the number of pupils achieving two levels of progress in both English and Maths. Improvements have been seen both in departments which adopted Model 1 and Model 2.
- All departments have written new homework policies which are published for pupils and parents to see. There has been a significant improvement in homework setting, e.g. in Technology – which used the opportunity to completely rethink their homework policy.
- Parents have become more satisfied with the setting and nature of homework tasks and there have been fewer parent complaints with respect to homework.

Reflections: It might have been better to work with a few departments at first, using this as a pilot and feeding back the good ideas to help other departments. A few departments did not engage very well with the project. With a 'phased in' approach it might have been easier to manage.

Contact: Mr Timothy Gartside, Headmaster: tgartside@agsb.co.uk
Website: www.agsb.co.uk

Parents
have
become more
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with the
nature and
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tasks



The impact of enrichment and independent learning on achievement, attainment, confidence and resilience

Newstead Wood School, Bromley

An 11-18 girls' selective school with a coeducational Sixth Form

Aim: To draw together qualitative and quantitative evidence of the impact of enrichment, co-curricular and deeper learning curriculum activities on student progress. To assess this impact both academically, in terms of grades, and also in terms of 'learner qualities', within and beyond secondary education.

Background: Several additional strands and elements exist alongside 'traditional' academic programmes. It was important to evaluate the contributions that enrichment, independent learning, student-led learning and a new KS3 'deep learning' curriculum make towards pupil progress in KS4 and 5.

Method: An analysis was conducted of the difference participation in enrichment activities made in terms of student achievement in their GCSE, AS and A2 Level results and/or in their transition to university study.

Evidence: Feedback from university interviews, feedback from current and former students, Level 3 project scores, exam results.

Outcomes: Enrichment: There was increasingly powerful feedback from universities and from KS5 students themselves on the positive impact of the Level 3 extended project in supporting undergraduate transition from Sixth Form. A key outcome of a full KS5 curriculum review was that a full programme of enrichment and leadership opportunities would be extended to all, including external candidates, and structured in such a way that all students would participate. The average GCSE grade of students participating in the Level 2 project was slightly higher than the whole year, as was their overall average points tally at GCSE. These KS4 students felt the enrichment option relieved some of the pressure of their more traditional GCSE programmes.

Student-led learning: In some distinct GCSE units student outcomes are better than when previously taught and delivered by staff(!) and it has been a significant factor in uptake at KS5. However, it has proved very labour intensive, so units to be delivered in this way must be carefully selected to ensure maximum impact for students receiving and delivering them.

Key Stage 3 deep learning curriculum: This was challenging; students enjoyed the activities (or not) but this was not transferred to their usual lessons, either by them or by colleagues. Colleagues resented the time students were out of lessons. There are other activities which deliver these qualities – e.g. Harvest Festival; Performing Arts. However the Year 9 project worked because there was a clear process and set of assessment objectives in place at the end.

Reflections: Enrichment needs to be integral and structured within the existing entitlement and with clear linkage to 'normal timetabled lessons' rather than as a 'bolt on' after school.

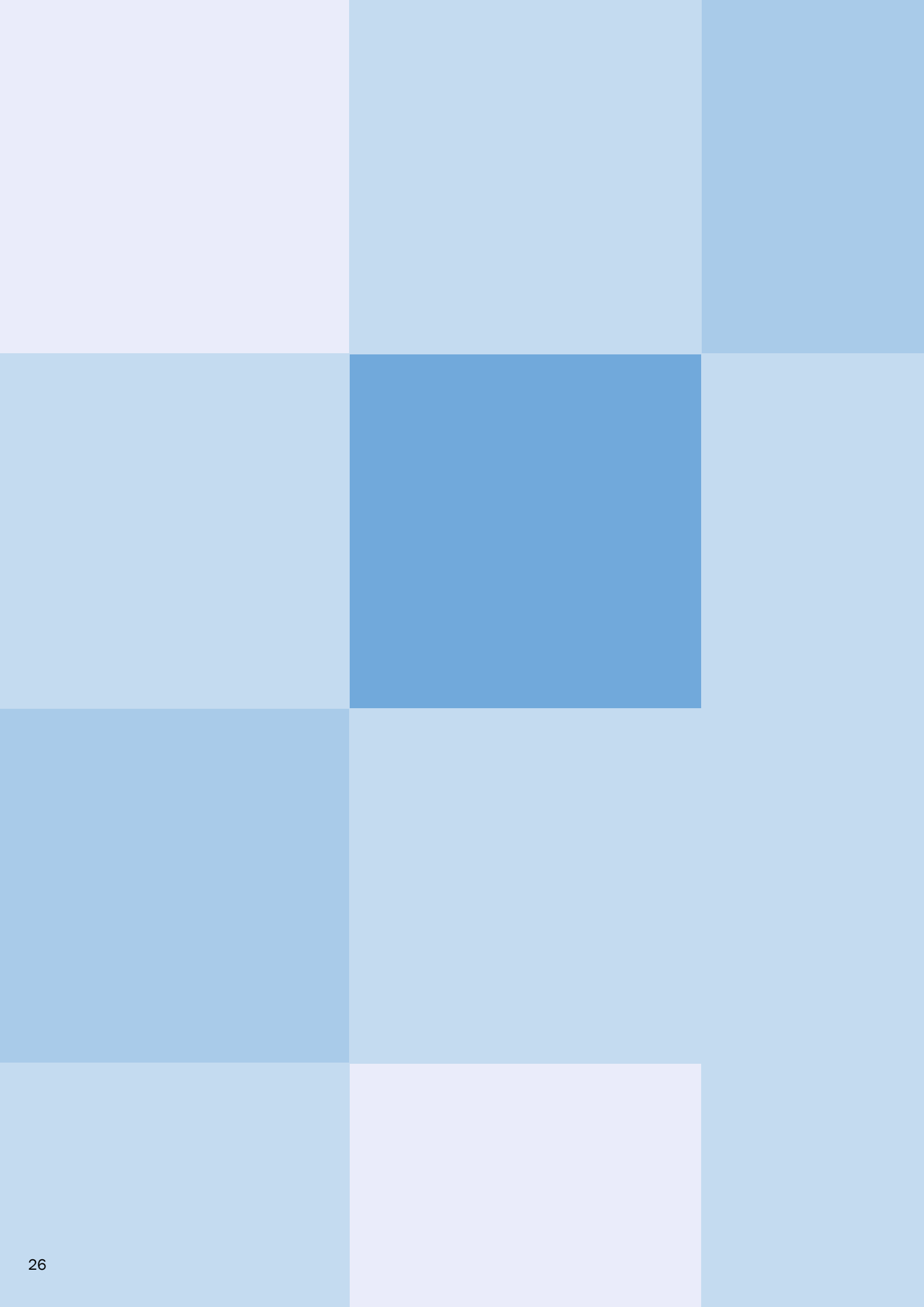
Student-led learning had benefits for both the students being taught and the students as teachers. When choosing units, pick something that the older students will benefit from revisiting.

The Key Stage 3 deep learning curriculum did not map with what was being taught in academic lessons so did not have the desired effect. It must be intrinsic to something, and we should explore articulating the learning qualities we wish to secure in this respect through other elements of our enrichment programme.

Contact: Mr Ben Greene, Deputy Headteacher: bgreene@newsteadwood.bromley.sch.uk

Website: <http://www.newsteadwood.bromley.sch.uk>

There was increasingly powerful feedback on the positive impact of the Level 3 extended project



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Improving literacy by developing primary/secondary links

Stewards Academy, Essex

An 11-16 coeducational comprehensive academy (converter)

*Pupils
gained
resilience
and
confidence
in both
reading and
writing*

Aim: To forge strong links with the school's (ten main) primary feeder schools in order to improve literacy provision.

Background: Pupils join Stewards Academy with lower than nationally expected standards of literacy and over two thirds of pupils are on the Statement of Educational Needs and Disabilities register. Deficits in basic literacy were hindering pupils' access to the KS3 curriculum and making the expected progress to achieve externally set targets challenging and at times unrealistic.

Method:

- Developing subject expertise by sharing best practice
- Enhancing academic transition by the better understanding of where pupils had come from educationally and, for primary colleagues, where these pupils would be heading beyond KS2

Meetings with primary schools showed that Year 6 teaching focused on composition and effect of writing, with spelling a lesser concern. By KS4, a clear correlation was found between pupils who did not see themselves as 'good spellers' who also believed they were not 'good writers'. They wrote much less than their peers and with a reduced vocabulary. These were the pupils who attained D grades for English GCSE. This was an epiphany moment for all concerned and subsequently a programme of shared training on spelling was set up. Primary colleagues buddied up with Stewards' staff to research, plan and deliver.

Among other activities, a series of joint cross-phase observations ensued, from Reception to Year 9. This was followed up through rigorous discussion. A Reading Manager was employed to monitor and track pupils' reading. By the third year, there was a core of six primary teachers who regularly joined the department for CPD, and primary headteachers and literacy coordinators also opted in to standardising meetings.

Evidence: Pupil surveys.

Impact: The department now has a thorough understanding of how and what pupils learn before they join the school and how best to enhance and develop this. Professional relationships have been forged through mutual trust, respect and a shared vision for raising the aspirations of pupils for their lives beyond school.

Pupil results have continued to improve for all year groups. In particular, the rates of pupil progress have now risen to levels above national averages. Pupils gained resilience and confidence in both reading and writing and were very proud of the progress they made in English. This was clearly evident in the pupil survey, whereby the percentage of pupils strongly agreeing they knew how to improve in the subject rose in every year group.

Reflections: Embracing the concept: 'developmental not judgemental' to promote professional relationships was a key success, which enabled us to establish our cross-phase network. We did set up an online system for sharing materials, although this was not as successful as we had hoped. It seems the real value and impact has been found through face to face collaboration.

Contact: Joe Greenway, Subject Leader for English: jgreenway@stewardsacademy.org
Website: www.stewardsacademy.org

The relationship between extracurricular provision and retention at A Level and beyond

Pimlico Academy, London

An 11-18 coeducational comprehensive school

Aim: To investigate the extent to which extracurricular provision increases uptake and retention at A Level, and encourages students to study English Literature beyond school.

Background: The number of students who were advanced bilingual learners or in the early stages of acquiring English as an additional language was high. One third of students had moderate learning difficulties. Pimlico School was placed in Special Measures in 2005. The last Ofsted inspection in 2010 highlighted the writing ability of sixth form students as an issue and it was noted that many students found the KS4-KS5 transition difficult. For these reasons, the AD project's aims were structured to help this transition and improve writing ability.

Method: To provide extracurricular lectures, delivered by different teachers, with the aim of improving coursework grades and expose students to alternative interpretations of texts. It was hoped that greater success at AS Level would encourage more to continue the course to A2.

In year 1: Six different lectures were delivered generally on topics that were outside the curriculum.

In year 2: The profile of lectures was raised which resulted in increased attendance. It was discovered that only 52% of students felt they had enough information to make a decision about English A Level. However, after a Q&A session with Year 12s, 100% confirmed they had answers to their questions and could make an informed decision.

In year 3: The number of lectures increased to 13 and Year 11 pupils were also encouraged to attend. Six of the lectures incorporated a focus on coursework, e.g. essay writing skills and techniques or text specific topics.

For underachieving Year 12 students, 'buddies', were identified and supported by 'tutors' who were doing well. Tutors were required to help buddies with any essay difficulties or issues.

Evidence: Lecture list, attendance registers, lecturer feedback, student feedback.

Impact: 126 students and 65 teachers attended the lecture series. Students felt they were getting a privileged insight into undergraduate topics, so the challenge beyond the curriculum certainly had a place. Although there was no clear impact on recruitment into Year 12, retention to A2 improved and there was a slight increase in those studying Literature in higher education. As a result of the buddying system, all six students identified saw their coursework go up by one grade and their comments were positive.

This project was also a relevant and valuable resource for staff who were able to express and extend their knowledge through delivering lectures on their specialism and attending lectures by other teachers.

Reflections: Challenges included encouraging sixth formers to attend during examination periods and clashes with other subject days and events. We found that organising speakers to come in from outside of school was much harder than expected due to clashes between university dates and school dates.

Students felt they were getting a privileged insight into undergraduate topics



Improving literacy through extension

Fearn's Community Sports College, Lancashire

An 11-16 coeducational comprehensive school

Aim: To improve literacy through extension and enthusiasm beyond the curriculum.

Background: The school had a falling roll and the recruitment of more primary pupils was vital. In the past the school had had some negative perceptions of education and English. It was felt necessary to combat these attitudes and win pupils' and the public's hearts and minds.

Method: A literacy festival for primaries, Year 7 and the wider community was held, together with literacy trips for Years 7-9. A planned literacy trip in conjunction with feeder primaries did not go ahead due to clashes with primary commitments.

Year 10s took part in a Literacy Leaders scheme and visited primary schools to support young readers, but due to commitments to GCSE courses, KS4 pupils had to retire.

10 Year 6 pupils were interviewed about their literacy skills in an attitudinal questionnaire, along with the administration of a writing MOT. They were tracked through Years 7 and 8.

Meetings were held at primary schools to discuss Fearn's Community staff teaching there. Fearn's staff observed at primaries and a reciprocal invitation was made.

Evidence: Staff and pupil questionnaires, attendance at events.

Impact: Attitudinal questionnaires of pupils and staff indicated improved attitudes to and perceptions of English. The Literacy Leaders role grew in popularity and by 2013/14 was oversubscribed. Literacy Leaders helped Teaching Assistants to run a weekly reading club, *Reading Rocks*, which was well attended, and pupils who were not targeted were keen to join to read for pleasure.

Improved comprehension skills – the percentage of pupils with comprehension ages below chronological age has now dropped:

- Year 7 – 39%
- Year 8 – 43%
- Year 9 – 56%

The profile of literacy events was raised by local press, and the literacy picnic, now a staple of the school calendar, saw its highest attendance in 2013 with over 200 Year 5 pupils attending. The provisional Year 7 intake was raised – it was 42% higher in 2014 than in 2013.

Reflections: As Literacy Co-Ordinator, I have learned that engagement and enthusiasm have clear links to academic success and attainment: pupils who are motivated and enjoy learning are far more likely to succeed.

We faced challenges such as pupil and parental apathy. This is why I decided to focus on engagement of the community as well as of pupils. The main challenge we faced in terms of Literacy Leaders was getting them involved in primary school activities, because logistically organising visits is problematic. Additionally the pressure upon our pupils meant that it would be better to choose Literacy Leaders who are in Year 9 so that they are mature and responsible but not studying for GCSEs.

Contact: Rebecca Roach, Literacy Co-Ordinator: rroach@fearns.lancs.sch.uk
Website: <http://www.fearns.lancs.sch.uk>

Pupils who were not targeted were keen to join to read for pleasure

Analysing and encouraging the take-up of higher education English courses

Hyde Clarendon Sixth Form College (HC), Cheshire

A coeducational Sixth Form college



Aim: To seek ways to enthuse A Level English students to pursue further study of English-related courses at higher education (HE) level.

Background: It had been noted that the study of English at university by HC College leavers had declined. There seemed to be a need to clarify the aims and outcomes of an English degree course, and also describe the possible professions open to those who have an English degree, which therefore made it worth the tuition fees. According to HC College UCAS statistics, it was noted that students were less likely to try for a 'red brick' or Sutton Trust university unless it was local; so a second consideration was to encourage students to consider a more diverse range of universities.

Method: Meeting the English staff at a number of local universities such as the Universities of Huddersfield and Sheffield during conferences for A Level English staff allowed an understanding of the varied range of English courses that are available to students and what was expected from first year undergraduates in terms of academic study. The link with universities also highlighted conferences concerning the possibilities of an A Level in Linguistics. This alternative study may be of particular interest to students who enjoy the 'scientific' aspect of Linguistics.

Sixth Form students who were studying English A Level at Hyde Clarendon were interviewed. The English A Level choices were mainly based on liking the subject and/or the achievement of higher GCSE score (literature or language). For those students who had already seen English study as a possible choice at HE level, most thought of becoming teachers as they saw no other possible career paths. Most seemed to assume English was a 'softer' subject yet many of these students struggled to achieve high grades in their work. When further probed students said that they viewed the sciences as 'hard' A Levels.

Evidence: Student questionnaires, focus groups, UCAS information.

Impact: Students' responses and attitudes towards the area of English study were surprising and showed, perhaps, cultural and social contexts that need to be taken into account when trying to 'enthuse' students about what and where to study.

Number of students going on to study English-related courses at university:

- 2010: 1
- 2011: 7
- 2012: 1
- 2013: 3

A bursary system for students who have high GCSE grades in a number of traditional subjects, including English, is available for all students. By way of ongoing and very supportive pastoral tutoring and guidance available at the College, and the fact that universities now have a number of varied English courses, the hope is that more English students may now wish to apply to prestigious universities.

Reflections: The time constraints were the main challenges that were difficult to overcome in a busy day-to-day educational environment.

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Encouraging students to apply for higher education English Literature courses

East Norfolk Sixth Form College

A Sixth Form college with approximately 1,700 students

Aim: For students to understand the merit in studying an academically challenging subject at a good university without there necessarily being a direct link to a career at the end.

Background: The English department offers AS/A2 English Literature, AS/A2 English Language, GCSE English and Functional Skills. Despite being a very successful department (borderline Outstanding in the last Ofsted inspection), the number of students going on to study literature in higher education was relatively low (12%). Student satisfaction on English courses was always high. However, there was a slant towards Maths and Science courses or degrees that clearly led to a career, e.g. Law.

Method: In the first year a seminar programme was put in place to give a preview of university-style study, and to enable teaching staff to make use of their specialist knowledge in areas beyond the usual A-Level curriculum. An essay competition was introduced. Staff visited schools where recruitment had dipped to enthuse students about English. These initiatives continued in the second year and received positive feedback from students.

In the third year more visits to universities including Oxbridge were organised. Funding for a literary visit to Copenhagen was secured, and students were taken to the British Library and to conferences in London and Norwich. Switching to WJEC Literature dramatically improved results and student enjoyment of the course, leading to a resurgence in numbers continuing to A2. The college entered students for the Poetry by Heart competition. Students who had been involved in the seminar programme organised their own lunchtime revision club.

Evidence: Number of applications, exam results, student surveys.

Impact: By the second year recruitment to the A-level Literature course had improved significantly. Applications for Literature degrees also increased to 18, representing 21% of the A Level completers. By the third year there were 13 applications for Literature degrees, representing 20% of the cohort, and 6 for other related subjects.

Participation in the seminar programme and essay competition has continued to grow and the students involved demonstrated a more independent approach to their studies; in the weeks building up to the AS Level exams the students formed their own revision club at lunchtimes which had grown from 8 to 35 by the end.

The Poetry by Heart competition was well attended and the winner went on to the county stage. This will be extended next year as the successful students will be organising the internal heat. Putting the onus on the students and giving them ownership of the competition should allow this to grow further.

Reflections: The project has encouraged staff to spend time focusing on why they are passionate about their subject and this has been positive. Students have, in general, been receptive, and feedback has shown that they have enjoyed their experience. It would be interesting to explore the impact of the change to linear A Levels, in terms of recruitment, retention, achievement, enjoyment and progression.

Contact: Ellie Dodgson, Curriculum Manager: edodgson@eastnorfolk.ac.uk
Website: <https://www.eastnorfolk.ac.uk>

*the students
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approach to
their studies*



Inspirational teaching and aspirational learning of English literature

Stewards Academy, Essex

An 11-16 coeducational comprehensive academy (converter)

Aim: 'Shakespeare on Love' aimed to help pupils gain confidence and interest in literature, and to help teachers to fully exploit their creativity and resourcefulness, indulge in collaborative planning and team teaching, and for all involved to feel invigorated and enthused.

Background: Historically, approximately a quarter of pupils join the school with literacy levels below national expectation for reading, writing or both, and many achieving the national standard by one or two marks. Three times the national average of pupils have significant learning difficulties and approximately 25% are eligible for free school meals.

Method: The project began as a 6 week unit of work to be delivered to all of Year 9. The unit was created by the department and gave pupils the opportunity to explore a range of Shakespearean texts and the world in which Shakespeare lived, providing them with a comprehensive understanding of context, themes and language. National Curriculum levels and rates of progress recorded through school systems (Internal Progress Report - IPR) were used to set a benchmark as was a pupil perception survey. These were checked post unit of work and progress measured. Teachers were also asked for feedback. In the second year cross curricular links were established with Drama, Music, Art, History and Maths.

Evidence: Lesson observations, pupil perception survey, staff feedback, projected KS4 grades.

Impact: Teachers were stretched by the aspirational content (six plays in six weeks!) and were often asked to step outside of their own comfort zones in terms of teaching styles. They completely rose to the challenge and enjoyed an alternate form of Continuing Professional Development (CPD), similar to that of lesson study. Pupils enjoyed studying the breadth of texts and noticing similarities. The enriching nature of the work broadened the frame of reference pupils had within literature and art, and this was evident in IPRs and in end of KS4 projected grades. The A*-C target for the first cohort through the project was significantly the school's best.

A significant goal for the third year was to look at how the increased passion and intrinsic sense of achievement associated with deep learning could be replicated in other subjects. CPD through cross departmental teaching and learning communities facilitated sharing the good practice of deep learning approaches.

The percentage of pupils strongly agreeing they enjoyed English rose in every year group. Pupil results continued to improve for all year groups and have risen to levels above national averages. Teacher confidence has grown and teaching practice is recognised as consistently good or better across the department. The KS3 English curriculum has been completely revised and a thematic focus is prominent.

Reflections: Raising aspirations of staff and pupils and providing enriching opportunities to develop subject knowledge have been the key successes. A more collaborative approach has allowed room for risk taking, and pupils and staff have enjoyed the challenges presented. By placing strict limits on the project from the outset – a six week unit of work for Year 9 – participants were able to spend focused time and energy on perfecting the scheme.

enriching opportunities to develop subject knowledge have been the key successes



Improving literacy using creative writing

Newlands Girls' School, Berkshire

An 11-18 girls' comprehensive school

Aim: To improve students' awareness of the importance of literacy and help them develop their understanding of punctuation, spelling, grammar and syntax; to train teachers in effective use of literacy.

Background: The project was inspired by the changes to the KS3 and KS4 curricula and the introduction of an emphasis on spelling, punctuation and grammar. It was also aimed at addressing the differences between the students coming from different primary schools and narrowing the gap between GCSE requirements and the current levels of students. The increased weight of the Language paper made the research particularly relevant.

Method: The project was divided into three stages – in the first year students were made aware of the relevant terminology and looked at individual word classes and single sentences. The fact that all the students were familiar with the terminology facilitated detailed analysis and made it easier to deconstruct and discuss sentences and short extracts. In the second year the project focused on punctuation and sentence structures, and students had an opportunity to explore various sentence structures and the impact of punctuation. The third year of the project focused on the practical application of knowledge and the internal cohesion of texts, with the use of linking phrases, appropriate paragraphing and manipulation of register as key issues. During the first year of the project the schemes of work were introduced to all Year 7 classes. Their achievements were then compared to the previous cohort.

Evidence: Assessment data.

Impact: The analysis of Year 7 termly assessments, end-of-year tests and students' reports demonstrated a measurable improvement in their attainment level.

Whilst the majority of Year 9 pupils made excellent progress with regards to sentence structuring and punctuation, the vast majority needed to improve their structuring of whole texts. Their progress was then measured throughout the year focusing specifically on paragraphing and cohesion. It was found that 80% of students made significant progress and all bar 2% had made good progress. Compared to previous cohorts their work overall was cohesive with good spelling and a variety of accurate punctuation.

The programme has been very successful in terms of embedding key skills and preparing students for the rigours of KS4.

Reflections: It has been decided that this practice should continue as the benefits are clearly discernible. The programme has given pupils confidence in their work and has steered them away from developing bad habits. This cohort showed a significant absence of texting language in their written work and they were used to using a range of punctuation. Their work appears markedly more sophisticated than their predecessors'.

*Their work
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than their
predecessors'*



Using new technologies and ICT to deliver more rigorous and engaging Geography lessons

Cardinal Newman Catholic School (CNCS), Hove

An 11-18 coeducational Catholic comprehensive school

Aim: The ambition was that by 2014 all Geography departments in schools across Brighton and Hove would feel suitably skilled and more competent in the delivery of rigorous, engaging and exciting Geography lessons through the use of ICT and new technologies.

Background: Following the Joint Practice Geography Development Day across Brighton and Hove secondary schools in February 2012, led by Cardinal Newman, there was an expressed desire by teachers in all Geography departments to extend their knowledge and practice of Geographic Information System (GIS) and other new technologies in their classrooms to support the rigorous learning and teaching of Geography.

Method: It was necessary to develop and invest in new technologies, draw on Geography/ICT expertise and local partnerships to deliver appropriate training, apply for relevant funding and share best practice both inside and outside the classroom. Cardinal Newman worked in conjunction with other Brighton and Hove schools, the University of Sussex, Apple Solutions Inc. and other geography professionals.

The project was refreshing and exciting, further increasing collaboration

A departmental set of iPads for Geography was purchased at Cardinal Newman for use both in the classroom and outside in the three newly created outdoor learning classrooms and on fieldwork as from summer term 2012. Appropriate training was given to staff and appropriate geographical apps were identified. Joint fieldwork was developed using iPads and Sony Bloggie cameras linked to Google Earth with the University of Brighton PGCE Secondary Geography students.

More ICT was used in Geography lessons across Brighton and Hove and all departments had Geography/ICT ambassadors to promote and support staff expertise. An article was written and contributions made to a national project (Digital Education) for the Geographical Association and Royal Geographical Society about the use of new technologies and fieldwork in the new Key Stage 3 and 4 Geography curriculum.

Evidence: Staff and student feedback.

Impact: There was excellent attendance and excellent feedback at the training sessions planned and led in 2012/13 by various providers at the University of Sussex as a result of a £2,000 grant secured by Cardinal Newman. The joint Year 8 fieldtrip was very successful and an article was produced for *Teaching Geography* in spring 2013.

Feedback from staff and students showed that there was better usage of ICT in Geography lessons across the city. However, feedback also showed that there is still more need for GIS with the implementation of the National Curriculum and GCSEs. The project was refreshing and exciting, further increasing collaboration between school Geography departments in Brighton and Hove and beyond.

Reflections: Supportive and equally driven partners are the key, who can plan at least a year in advance. The greatest challenge with the training provision was, as ever, ensuring that all/most schools participated; the hard to reach are often the ones that need the greatest change. Where possible this was overcome by mailshotting and telephone contacts.



Transforming A Level History teaching

Wednesfield High School, Wolverhampton

An 11-18 coeducational comprehensive school

Aim: To reinvigorate History teaching at A Level by making the lessons more interesting, thus increasing student engagement and attainment and also making History a more popular option.

Background: The introduction of the EBacc meant that there was greater option uptake for GCSE History. As a consequence, Advanced Level History option groups were growing to such an extent that it was no longer being taught as part of a consortium with our partner school, and all four modules were now being taught at Wednesfield High.

Method: The project involved research by the Head of Department on active learning strategies, engagement and reflective questioning. Networks were formed with local schools, professional associations and universities. Schemes of work were revised with more active learning strategies and a focus on exam content and skills. This was particularly successful in teaching the Tudor period at AS Level. Academic tracking was introduced throughout the two year Sixth Form course in order to raise attainment and personalise students' progress.

Continuing Professional Development was targeted and concentrated on developing teachers' specialist subject knowledge.

An extracurricular day was introduced in 2011 and from 2013 onwards a masterclass was held in the Easter holidays. In 2012 two visits were arranged, one to Sulgrave Manor and the other a Holocaust Education trip to Poland. These were repeated the following year together with a visit to a Birmingham University Masterclass.

Ambassadors for A Level History disseminated information to KS4 students and marketed History at option events in a positive light.

Evidence: Student feedback, option uptake at AS Level, destinations of Y13 leavers, exam results.

Impact: Option uptake at AS Level increased from 7 students in 2010 to 23 students in 2011.

Retention rates AS–A2 also improved:

- 2011 - 40%
- 2012 - 56%
- 2013 - 60%

Destinations of Year 13 students:

2011 - 80% of students went into employment or higher education

2012 & 2013 - 100% of students went into employment or higher education

Reflections: The challenge was to effectively manage the increased numbers of students opting for History! The importance of History as a facilitating subject for Russell Group universities was a significant factor in student choice.

Contact: Joanne Bissell, Head of History: j.bissell@whschool.co.uk
Website: <http://www.wednesfieldhigh.co.uk>

The challenge was to effectively manage the increased numbers of students opting for History!



The value of experiential history

Poole Grammar School, Dorset

An 11-18 boys' grammar school (12-18 prior to September 2013)

Aim: To determine whether experiential history, trips, visits, etc. actually benefit students in their understanding of the past in any identifiable way.

Background: Local re-organisation of schools in Poole brought about the removal of 8-12 Middle Schools, which meant that for the first time in nearly 40 years Poole Grammar would have 11-12 year-olds. This allowed a one-off opportunity to test whether new entrants to the school would be positively affected by a residential and experiential visit with a comparable year group as the 'control'. Both would arrive at the same time but one would then have a residential Viking Trip and one would not.

Method: This project was aimed at allowing students not only to study History but to engage with it in physical ways, through handling artefactual evidence, archaeological exploration, reconstructive experience and participation.

Handling collections for Year 7 and Year 12 were firmly established, having initially been used by gifted and talented groups, but the intervening years proved much harder. In the second year, all Year 7 students experienced a Viking residential – to use, build and handle reconstructive archaeology. The use of source material within lessons to encourage engagement was embedded in the new Year 7 curriculum.

Practical reconstructive archaeology courses were given to all students in Year 8, using AS Level Archaeology students to help out, and a limited amount of training for staff was arranged. This proved hugely successful. The sixth formers were very useful in this and all future elements of this project, especially the 'subject ambassadors'.

A building project on the school site was undertaken. Original plans to build an Iron Age roundhouse were changed to constructing trebuchets – fun, dangerous and £2,000 cheaper!

Evidence: Pupil surveys.

Impact: Discounting the possible effect of the disparity of pupils' experience in their previous schools; it was clear from the survey that attitudes can be perceptibly altered by a really rather brief period of 'walking a mile in another's shoes'.

Students can increase the sophistication of their historical understanding through experience rather than by reading or watching in definite and definable ways. The professional instinct that visits are educationally valuable can be demonstrated, and thus curriculum time, parental payment and school subsidies can be legitimately sought on the basis of evidence rather than a hunch.

Almost all staff signed up to repeat the experience, many with effusive praise for the event.

Reflections: This is a worthwhile exercise but without adequate support from senior management in terms of financial subsidy, cover and conviction it can be hard. You also need to prepare the parents well.

*attitudes can
be perceptibly
altered by a
really rather
brief period of
'walking a
mile in
another's
shoes'*



Nurturing research through the extracurricular History Society

Greensward Academy, Essex

An 11-19 coeducational comprehensive school

Aim: To excite and enthuse the students, to raise the profile of History within the school and to help students develop their subject knowledge and prepare for university.

Background: There was no school club or organisation that was completely based on History, and by creating one it was hoped the uptake at GCSE and A Level would improve together with the quality of students' work in the Sixth Form.

Method: Year 1:

- The History Society was set up in 2010
- In 2011, in need of a clear structure and vision, the society was re-established to be led by five key student leaders in order to nurture their independence and 'ownership' of their learning
- Students completed regular presentations based on personal research

Year 2:

- Student membership expanded to include younger students following a recruitment surge by the society leaders. This worked well insofar as nurturing expectations and improving the quality of discussion from the younger members
- Students helped to organise three trips to places of historical interest: The British Museum, the National Army Museum and the Natural History Museum
- Hooded jumpers were printed and sold to members which raised the profile of the subject and the society
- Guest speakers were invited to talk about their experiences of both the British Army and the Royal Navy

Year 3:

- Students aged 11-16 carried out debates and presentations every week and included 'starter' activities and reading materials as part of their work
- Students discussed historical novels, debated historical issues and planned a trip
- Students debated key historical issues, in costume, on 'Open Evening' in order to raise the subject profile and showcase their passion for the subject
- History Society students were invited to join the GCSE trip to Berlin (Weimar and Nazi Germany)

Evidence: Governor feedback, student surveys.

Impact:

- Members expressed their increased confidence in the subject and in presenting to others
- Students noted that their learning had been considerable and that they enjoyed learning beyond the classroom
- Increased contact with universities and external (and internal) speakers added diversity to the work of the group
- Uptake figures for GCSE and A Level remain high: History is the most popular option subject
- Of the five History Society founders and 'leaders' who left the academy in 2013, three are studying History at university, one is set to begin a teaching course in 2014 and one continues to support the society

Reflections: The breadth of passion for the subject – this never fails to please and inspire me!

Contact: Philippa Edwards, History teacher: Pedwards@greenswardacademy.org

Website: www.greenswardacademy.org

*they
enjoyed
learning
beyond the
classroom*



Developing students' awareness of the importance of international relations and communication

Gordon's School, Surrey

An 11-18 coeducational, non-selective, state boarding school

Aim: To broaden our students' cultural understanding by introducing an element of world history and tying it in across the whole school through a number of different activities, within which the History Department would take the lead.

Background: Gordon's school has a limited ethnic mix of students. This project also allowed Gordon's School to explore and promote an element of the school's history, as General Gordon played a significant part in 19th century Chinese history.

Method: A group of Year 9 students were selected to be the school's 'International Relations' group. They assisted on 'China Week', during which Chinese history was taught across KS3. Some other departments, e.g. Food Technology and Geography, joined in with China Week and a Chinese themed lunch was held in the dining hall. The International Relations group were offered a trip to China in 2016 as an incentive and began Mandarin lessons in January 2014.

students became engaged and had a broader cultural experience than previously

Chinese History was not written into Schemes of Work as planned due to difficult staffing circumstances within the department. However, a discrete lesson on Chinese History was delivered across KS3 and a group of Year 9 students were taken to a local primary school to teach Chinese History based around a Victorian theme to link in with their curriculum.

Links with the Surrey Chinese Partnership and Woking Chinese Association were established and the International Relations students, along with others, were involved in the Surrey Festival of Chinese Arts – students had learned the necessary skills (Chinese instruments, art, calligraphy, language and cooking!).

A partnership was established with Caoyang High School in Shanghai with a visit by the Head of Department. Departments from across the school sought to embed an activity within their curriculum that has a link with Caoyang High school, e.g. a Chinese/English comparative weather patterns study in Science, Maths and Geography. Geography also introduced a 'China' project into their Year 9 curriculum.

The school's application for the 'Foundation' award for the International Schools Award from the British Council was successful, and an 'Intermediate' application has been completed.

Evidence: Student feedback, reports to governors, additions to school website.

Impact: As a result of all these initiatives, students became engaged and had a broader cultural experience than previously. Staff and students enjoyed Chinese themed activities and numerous different departments became involved.

Reflections: I have realised that the focus of our curriculum is narrow, and yet there are difficulties involved in changing that, in terms of both time commitment and the appropriate selection of historical time periods and topic focus. Another challenge has been engaging other departments and persuading them to undertake the additional planning and development of activities on top of already extremely busy schedules. Overall, however, this has been an extremely successful and rewarding project that continues to inspire both our staff and students and which we will continue to develop in the coming years.



Increasing GCSE uptake through reviewing the KS3 History Curriculum

Small Heath School and Sixth Form Centre, Birmingham

An 11-18 coeducational comprehensive school

Aim: Following a combined Humanities curriculum in Year 7, to introduce a Year 8 and 9 History curriculum which develops skills whilst delivering exciting lessons in order to increase uptake at GCSE.

Background: The majority of the pupils at the school are from an Islamic background and it was felt important to modify the curriculum in order to enable pupils to find out more about their own heritage and history. With the changes to Key Stage 4 in History there will be a necessity to build in skills that will be advantageous for later years. For example, the planning, preparation and notes for controlled assessment need to be built into the Key Stage 3 curriculum.

Method: Each historian in the department had an interest in a particular period of history and therefore the Year 8 and 9 curricula were built around the team; each had responsibility for a particular half term's scheme of work, and lessons and resources were shared via the school's Virtual Learning Environment.

Evidence: Pupil voice, KS3 & KS4 results.

Impact: This project not only enthused the pupils in the subject, but also enthused the staff. As a consequence even better relationships were built between pupils and teachers and also between members of the History team.

The consistency of approach resulted in more pupils in Year 9 reaching their target level by the end of Key Stage 3 – 67.5% of pupils either equalled or bettered their target. These pupils were the first year group to experience both the new Year 8 and Year 9 curricula.

There was a slightly greater uptake in GCSE History.

In the May 2013 Ofsted report, 100% of History lessons were rated Good or Outstanding, with 75% of lessons judged Outstanding.

Reflections: A split site school means one-to-one communication is a challenge. It was difficult for the less ICT-literate members of the department to produce resources which were easily accessible to all.

This project not only enthused the pupils, but also enthused the staff

The impact of extracurricular activities on enjoyment of History



Ysgol Rhiwabon, North Wales

An 11-18 coeducational comprehensive school

Aim: To determine the extent to which extracurricular activities impact on student enjoyment of History, KS3 results and uptake at GCSE.

Background: History was popular in the option choices (2 classes in Year 10 and 2 in Year 11) and we wanted to maintain and improve upon our uptake. There was only a limited extracurricular programme in place.

Method: The reasons for students opting for GCSE History in Year 9 were investigated through questionnaires, particularly focusing on gender issues since 34% more boys than girls were opting for History. Throughout the project, progress was measured annually each May.

The findings from the questionnaires were used to modify schemes of work, for example a new unit on slavery was introduced at KS3. New extracurricular activities were also introduced, such as a visit for Year 10 to the Cold War Exhibition at RAF Cosford and a visit to the school from a Holocaust survivor for Year 9 pupils. In the second year, in response to questionnaires, the scheme of work for Year 9 was modified to include a more detailed study of the Suffragettes and a greater emphasis on weapons in the First World War. In the third year, Year 9 schemes of work were modified slightly to include more focus on women during WW1.

Evidence: Pupil questionnaires.

Impact: 54 Year 9 students opted for History in 2014, 45% of the year group. This is an increase from 44% in 2013 and 39% in 2012. History continues to attract more students than any other option subject offered at Ysgol Rhiwabon. Students clearly enjoy the topics being taught, with high percentages of both boys and girls enjoying the subject.

Students felt trips did affect their enjoyment of History. In Year 7, 75% of girls and 66% of boys felt visits affected their enjoyment. In Year 8, 89% of girls and 72% of boys agreed that trips affected their enjoyment of History, while in Year 9 the figures were 78% for girls and 81% for boys.

KS3 results were analysed again in 2014. 81% of year 9 boys achieved a L5+ compared to 93% of Year 9 girls. 22% of Year 9 boys achieved a L6+ compared to 54% of Year 9 girls. There appears to be more of a gender divide at L6+ than at L5+, with girls outperforming boys.

Questionnaires showed that students, in the main, did not feel that History appeals to boys more than girls. There are now more girls opting for History than boys!

Reflections: Performance and uptake have increased, despite the extracurricular programme of events remaining limited. Enjoyment of lessons and topics being studied has had a far greater impact. The main challenge was in finding extracurricular activities that were in the price range of our students, and gaining permission from the Senior Leadership Team to run such visits.

History continues to attract more students than any other option subject



Enhancing the links between the study of History in the Sixth Form and the requirements of undergraduate study

Bexley Grammar School, Kent

An 11-18 coeducational grammar school with academy status

Opportunities were created for students to have access to specialised source materials

Aim: To prepare Sixth Form History students with the learning skills required for the study of History at undergraduate level by developing links with higher education History departments and thus enriching History teaching in the classroom.

Background: Large numbers of students continued studying History either for AS/A2 or the International Baccalaureate (30-40 each year) and a further 25-30 studied the related discipline of Government and Politics for AS/A2. There were many students who continued with History or a history-related subject (such as International Relations) at undergraduate level, although links with specific higher education History departments were limited before the project.

A2 History students completed an extended piece of research of up to 4,000 words based on the use of secondary source materials and it was felt that this would provide the History Department with the opportunity to develop closer links with higher education.

Method: The project began with participation in the 'History Forum' with other schools and the History Department at Queen Mary, University of London. Former students who had studied Sixth Form History were invited back into school to talk to those individuals who were interested in continuing with History at university.

Some admissions tutors from higher education institutions met with Sixth Form History students as part of the Sixth Form enrichment programme.

Every year the History Department kept records of the sources being used by students in the completion of their coursework component for A2 and IB History, together with data on the numbers continuing with the subject at undergraduate level, so as to monitor change and progress.

Evidence: Data analysis, current and former student feedback, schemes of work, lesson plans.

Impact: Staff and students gained a greater awareness of the requirements for the study of History at undergraduate level.

Opportunities were created for students to have access to specialised source materials as a result of developing links between the History department and institutions of higher education. Schemes of work now provide students with opportunities to develop higher order learning skills and to use these in the classroom as part of the preparatory work for their coursework. Current and former students reported that the delivery of the Sixth Form courses was valuable in preparing them for the learning experience at university.

Reflections: This has been a successful initiative on the part of the History Department especially in terms of making time available to network with different higher education institutions for the benefit of students so as to develop the appropriate learning skills for undergraduate study.

Contact: Robert Goodall, Head of History and Politics: Goodall_r@bexleygs.co.uk
Website: <http://www.bexleygs.co.uk>



Bridging the gap between KS2 and KS3 History

Stewards Academy, Essex

An 11-16 coeducational comprehensive academy (converter)

Aim:

- To provide accurate data for KS3 targets
- To bridge the gap between expectations and targets between KS2 and KS3
- To use local history and independent study to challenge and motivate students

Background: There was frustration with the KS2 data which the department was receiving. This often led to some pupils feeling demoralised with their end of KS3 targets and teachers feeling instantly defensive about their ability to catch-up pupils to national average.

Method: Several members of staff liaised with Harlow Museum to arrange a series of workshops timetabled for the summer holidays. Resources from an old KS3 programme of study on the Romans were then used to devise a student workbook. The workbook was graduated, with Level 3 tasks at the beginning, moving on to an essay at the end to test extended writing and analysis.

The project was introduced to local feeder schools at a primary heads' meeting; the idea was to start the project within the last few weeks of the summer term with pupils in Year 6 to get them motivated. The taster days for Year 6 pupils were used to introduce the project.

Progress was measured firstly through the qualitative data of teacher voice. The History Department found the projects invaluable for setting challenging targets in order to know from the outset which pupils needed help with literacy, handwriting and basic comprehension. The projects were shared with the rest of the school and were also very useful for tutors to see which pupils needed extra assistance in the mornings with different aspect of literacy. Progress was also measured by completing detailed data analysis of Year 7 pupils to see how many avoided a dip at the start of Year 7.

Photographs of prize-winning projects were taken for the school newsletter and all pupils who completed a project received a certificate. This proved an excellent early opportunity to celebrate pupils' success.

Evidence: Pupil and staff surveys, assessment data.

Impact: The data showed that far fewer pupils dipped in the autumn term. The projects allowed staff to show pupils why expectations were realistic by making a direct comparison to the work completed prior to starting secondary school. Pupils were always very proud of their work and keen to discuss their project with other pupils, parents and teachers.

The percentage of pupils who met their end of Year 7 History targets increased over 3 years.

Reflections: A personal success has been to incorporate an extra assessment into our scheme of work so smoothly. All teachers have happily taken on the extra marking and given detailed feedback to pupils. There is still a big gap between projects, with some booklets demonstrating a lack of effort. This is difficult to manage as some pupils will inevitably be away on holiday and have less opportunity and support to complete the workbooks. It is important for pupils to see the work of their peers so that they can reflect on their own effort and think about the first impressions they wish to set upon starting at secondary school.

The History Department found the projects invaluable for setting challenging targets



Raising the profile of science within school and the local community

Robert Clack School, Dagenham

An 11-18 coeducational comprehensive school

Aim: To raise the awareness of science and its associated subject areas (such as medicine and engineering) as a potential route for higher education and/or employment and thus to increase the number of students going on to study Science in higher education or undertaking scientific employment.

Background: The Becontree Estate in the London Borough of Barking and Dagenham, in which the school is located, is one of the largest estates in England and the wards around the school are among the poorest in London. The Science Department was achieving consistently high results at both KS4 and KS5. However, the number of students that progressed from KS4 to study Science A Levels (approximately 3% of the cohort of year 11 students) was considerably smaller than desired.

Method:

- An Astronomy Club was started with the idea of engaging some of the younger students in Years 7 and 8 in an area of science that is relatively small on the curriculum.
- Likewise an Electronics Club was started to engage some of the more practically-minded students looking to combine the areas of technology and science.
- Outside speakers were intended to be part of the process but logistically this failed to become part of the project.
- External, out of school hours trips were conducted to various scientific places of interest where staff would discuss the aspects on display, e.g. the Science Museum.
- Sixth formers were invited to join the Year 6 science outreach programme and help teach Year 6 students from local primary schools about science.
- There was an increase in discussion/teaching/displays with respect to the careers available to scientists.

Evidence: Student attitudinal surveys, club attendance registers.

Impact: The number of students studying the Level 3 Applied Science BTEC expanded significantly, to the point where approximately 40 students started either the single or the double award course. All areas increased considerably in comparison to the cohorts in 2010/11 and 2011/12, with the greatest increase in Physics (where numbers more than doubled) and the smallest in Chemistry where the increase was still 28%. The predicted numbers for 2014/15 showed another increase in Biology.

2010/11 saw 12 students leave Robert Clack Sixth Form to study a science-related course at university (in the year prior to that the number was just 8). Both of the following academic years (2011/12 and 2012/13) saw this figure reach 24 students for each year.

The increased links with local primary schools with the assistance of Sixth Form students was a real success and hopefully inspired some students to consider a teaching career.

Reflections: One of the major challenges was the completion of attitudinal surveys. The nature of trying to get 1,500 pupils to complete the surveys was very difficult because of the constraints of exam pressures and deadlines. The research would indicate some trends are possible. However, it is difficult to claim definite conclusions.



Establishing a research community within the Science Department

The Henrietta Barnett School (HBS), London

An 11-18 girls' selective school

Aim: To establish, with both students and staff, a culture of understanding and using research to ask and answer questions.

Background: Although HBS students are very able and achieve highly in examinations, it was felt sometimes that they lacked an understanding of how scientific research is carried out and how to evaluate claims they read in the media and even in textbooks. With the staff we wanted to develop an ethos of continuing pedagogical research and development within the department.

Method: An audit of current opportunities for students relating to scientific research was conducted and additional events and projects added. These included a Year 8 forensics day, science photography competition, Year 7 inventions competition and an HBS Scientist Magazine written by students. There were weekly Biochemistry and Physics Societies for Sixth Form students with an increase in the quantity and quality of visiting speakers. More high quality trips to lectures, universities and research facilities were provided.

*it has
created
a real
buzz and
enjoyment
about
scientific
research*

For staff, in the first year the whole-department area of focus was 'improving higher order thinking'. Groups of three designed new activities, carried out peer observations and fed back to the department. In the second year, staff were encouraged to take a more proactive role in their own development and a mini research questions initiative was launched.

In the third year staff worked with other departments and schools where possible, focusing on:

- What methods of planning for and feeding back from a presentation lead to improved quality
- What teaching strategies best facilitate higher order thinking and are inclusive of all students
- How feedback can be used effectively to improve student performance in assessment activities

Evidence: Staff questionnaire, departmental minutes and policy, observation of student activities and student feedback.

Impact: Students developed a stronger understanding of the importance of research and improved their confidence and enjoyment in carrying it out. They were able to critically evaluate the research of others in the media or classroom.

Teachers had a more proactive approach to their own continuing professional development and were more reflective and creative. Teachers improved their practice in various areas which impacted on pupils. Findings were implemented within the department leading to a more coherent and tailored approach.

Reflections: We would recommend that all Science departments develop research community activities with their students. As well as the aforementioned benefits to the students it has created a real buzz and enjoyment about scientific research. We found it difficult to expand our projects to work with other schools as fully as we would have liked. Arranging time for students and staff to visit other schools is very restricted in most schools because of curriculum constraints.



Encouraging extracurricular science in the Sixth Form

Bexley Grammar School (BGS), Kent

An 11-18 coeducational grammar school with academy status

Aim: To excite and enthuse students, raise the profile of Science within the school and make use of the expertise of staff in the department to advertise the applications of science.

Background: Academic results had not been a concern. However, the Science Department wanted to help students to become scientifically literate, curious, and aware, and thus hopefully to increase the uptake of sciences among the middle band of students at KS5. KS5 leaders of Chemistry, Biology and Physics had just been appointed (in a change from having just one person responsible for KS5 Science), and they introduced a range of enrichment activities.

Method: New enrichment activities included:

KS4: Year 10 students' 'middle ability' science trips to Science Live and The Royal Society Summer Science Exhibition. Sport science themed lessons were delivered to coincide with the London Olympics. A Physics club featured extracurricular talks by staff (although KS4 was not the main focus it was included to increase participation with the sciences at KS5 and to create a culture of participating in enrichment activities).

KS5: External speakers gave talks at the school, which students from two other local schools also attended. Links were made with universities.

Trips were arranged to lectures and events, BGS students entered competitions, with one student winning the Society of Biology Photography Prize. Fronter (Virtual Learning Environment) was developed to advertise upcoming Science events and as a tool for independent learning, a Senior Science Society was re-established for students to discuss current affairs and articles in science and Science involvement in the School's new Enrichment Week included activities which were all beyond the KS5 syllabuses.

Staff were encouraged to attend courses that increased their personal engagement.

Evidence: Student questionnaires and informal feedback, subject take up at KS5.

Impact: KS4: Students' response to the extra activities was mostly positive. Overall there was not a significant increase in the uptake of sciences at KS5, although Physics uptake did see a positive increase.

KS5: There was an increase in the percentage of Year 13 students opting to take science subjects at university from 17% in 2012 to 29% in 2014. The use of Fronter as a tool appeared to be a particular success.

Reflections: The broad scope of the project made focused evaluation difficult. We found developing reciprocal arrangements with neighbouring schools for attending lectures tricky to organise. Although, in theory, other schools were willing, their different priorities and the variation in the structures of the school year were barriers to such arrangements.

In future we would like to develop our training for Olympiad competitions.

Contact: Claire Shaughnessy, Lead Teacher of Biology: Shaughnessy_c@bexleygs.co.uk
Website: <http://www.bexleygs.co.uk>

Enrichment
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