



SSAT Journal 04

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ssat the schools, students
and teachers network

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Mental health: how to stop schools worrying about it

Rachel Nash,
Maltby Academy

Mental health is in the public eye like never before – and not before time. The former Coalition’s *No health without mental health* report (2011) cited evidence showing that half of those with lifetime mental health problems first experience symptoms by the time they are age 14, while 75% of those with lifetime mental health problems experience symptoms before their mid-20s. The report aimed to put mental health on an equal footing with physical health.

Mental health is no longer seen as a problem falling exclusively to health services to understand and deal with; it is now increasingly recommended that schools implement their own services. With the ONS Survey (2004) reporting that 1 in 10 children aged 5-16 had a clinically diagnosed mental disorder, the DoH’s *Future in mind* report (2015), and reports by the DfE, *Counselling in schools and Mental health & behaviour in schools* (2015), the government is clearly seeking to place schools at the heart of mental health delivery. Mental well-being is in fact referenced in the new Ofsted Framework (2015) among the descriptors for personal development, behaviour and welfare.

Increasing pressure on schools

Indeed, many would agree that in the early 21st century, schools have become even more the hubs of communities. Greenberg (2010) states, ‘By virtue of their central role in lives children and families and their broad reach, schools are the primary setting in which many initial concerns arise and can be effectively remediated’ (p28).



In addition, schools often represent one of the biggest local employers. Like all responsible employers they have not only to be accountable to their stakeholders and service users, but also a duty of care for the well-being of their staff, particularly at a time when mental illness is being cited as the biggest cause of sickness absence in the UK (Davies, Chief Medical Officer, 2013). With a recent BBC investigation claiming that 83% of teachers surveyed had reported workplace stress, Weare (2013) talks about stress-related illness and burnout of teachers, and states, ‘in promoting mental health in schools, we have to start with the mental health and well-being of teachers themselves’ (p129-130).

Concurrently, Casey’s work for DCLG (2012) on the Troubled Families Programme shed light on the growing issue of multi-systemic, cross-generational issues facing families including antisocial behaviour, domestic violence and, again, problematic mental health.

The challenge

The challenge for schools and academies is how to implement a service which is all-encompassing, given that their primary role is as educators, not mental health professionals, with limited funding.





The case for sustainability is even more problematic: externally funded services are often vulnerable to cuts in funding, whereas directly employing staff means that schools take on the related HR risks as well as having to work out what expertise and related support is necessary. Yet the reality is that with stretched resources and high caseloads, statutory social care and CAMHS services are currently only reaching those on the verge of clinical mental disorder and care proceedings.

Case study: A learning trust approach

The Maltby Learning Trust (MLT) has taken the proverbial bull by the horns. It is a multi-academy trust of five local schools (one secondary and four primary) in an area of Rotherham with some districts among the most 5-10% deprived nationally. It has a long tradition of working proactively with the wider school community, including procuring mental health services to support the community. In the context of shrinking public resources, the trust took the bold step of investing in and creating an in-house service, Rotherham Multi-Agency Support Team (MAST), to take a borough-wide approach to whole-school mental health interventions. The initial aim was to work with schools to create dedicated teams within school communities which employed and co-ordinated specialist, multi-disciplinary staff to work with

children, young people and families as well as school staff. Its vision was to draw together practitioners employed directly by Rotherham MAST, other schools and external agencies to oversee bespoke packages of support and evidence-based interventions which would improve mental health sustainably.

Rotherham MAST is actively working to create mental health support which students, staff and families can rely on, as part of a cultural norm within the schools. Since its inception in March 2014, the team has acted as an agent for over 20 primary and secondary schools across Rotherham, and with the local authority, to recruit multi-disciplinary mental health practitioners and to support the mental health needs of school communities. While these practitioners spend most of their time working on an outreach basis in schools and family homes, they all meet once a week to share learning and good practice and to receive necessary peer support; also supervision on a monthly basis. Rotherham MAST is also considering how it can network other practitioners in schools who are working in isolation, to benefit from this shared learning.

The service is led by a strategic leader with a background in counselling, multi-agency/cross-sector collaborations and service development,



management, training and business. The leader works as part of the extended senior leadership team and is managed by MLT's chief executive. This gives schools the confidence to develop a package of support appropriate for their school community, with a leader who can supervise mental health practitioners across a range of roles and who will liaise with borough-wide initiatives.

With a history of working closely with schools, the leader is familiar with the realities of daily school

life, and can facilitate links between pastoral staff in schools and Rotherham MAST practitioners at Tier 2 (CAMHS Strategic Framework) or Wave 3 (SEND) level. This is a vital factor: in reflecting on counselling in schools Luxmoore (2014) states, 'It'll make its special contribution but that contribution will only ever be as part of what goes on in school. The counsellor will be one of many people offering support - never the only person.' (P49)

Rotherham MAST will potentially play a key role in creating better pathways between different levels of support to ensure that children and young people get the right level of support at the right time.

Evaluation and funding processes

While Rotherham MAST remains a not-for-profit arm of MLT, and absorbs some full-cost recovery expenditure, it is aware that the packages of support schools are purchasing is predominantly funded through pupil premium. Rotherham MAST therefore collects a raft of outcome measures, utilising both evidence based and bespoke evaluation systems, to evidence both quantitative and qualitative data, and produces reports for its stakeholders to demonstrate impact.

Services being offered and developed by Rotherham MAST include:

Students: counselling, group work, PSHE material and peer mentoring

Staff: counselling, training including SLT and governors and supervision

Families: home-based individual support, parenting groups and workshops

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What do we need to do next? The marginal gains approach in school

*Mark Emmerson,
The City Academy*

A high expectation culture is at the heart of any successful organisation. This is not a new concept; indeed, it has been the cornerstone of every research finding across the globe into what delivers excellent educational outcomes. In schools and academies up and down this country we hear slogans about ‘fulfilling potential’ and ‘being the best you can be’. But who defines that potential? And what sets the limit on ‘the best you can be’?

What about being the best? The best in your locality, the best in the borough, the best in the country...the best in the world? Clearly there can only ever be one school that is the best in any particular context. But what is also true is that only school leaders who have ambitions for their school to be the best will lead their school to that level of achievement.

I read an article in 2009 that made me re-examine my own expectations and approach to leadership. I had been the headteacher of an Ofsted rated ‘outstanding’ school for eight



years and was now principal designate of The City Academy, Hackney; a school that was yet to open. With the luxury of a moment on the Tube to read the free magazine Sport, I saw an article on the British cycling team, who, fresh from their success at the 2008 Beijing Olympics, were preparing to swipe more golds at the 2009 World Championship.

I was not a keen follower of cycling but was struck by the impact the team had at the Olympics and particularly interested in the leadership of Dave Brailsford. His expectations were and are unrelenting. In the article, he was quoted as saying: ‘We want to win. Everything. When we started out, it wasn’t cool to state outright that we were going to do everything we

could to win and really mean it.’ Subsequently, as director of Team Sky, he set them the goal of winning the Tour de France within two years.

For Brailsford, setting out a clear unequivocal vision of being the best forced an agenda: an analysis of every aspect of the team’s recruitment, training, technology and management. Three core principles were woven into the culture of the team: firstly, the bottom line was about winning and every action the team took needed to be with that in mind. This ‘action alignment’ also stretched to the interactions of everyone in the team. He established a set of ‘winning behaviours’ which became semi-contractual for all his staff. If they committed to the approach, they could expect



total support; if they didn't, they were out.

Secondly, they adopted a philosophy of 'compassionate ruthlessness'. He wanted his team to be very, very supportive. He would not tolerate bullying management, leadership or coaching as he rightly said that, in any organisation, this inhibits performance in the long run. However, if he noticed performances dropping or an athlete losing desire, then it would be time for them to move on. He said, 'We're not friends. I respect every single rider and they are fantastic people, but I don't go for a pint with them.'

Finally, the concept of 'aggregation of marginal gains'; a term he coined to explain the search for continuous, incremental improvements in order to gain an advantage, any advantage, over other teams. All the top teams have great riders, first-rate bikes and excellent training programmes so Dave figured that, with those things in place, you can compete and maybe get a lucky win or two. But to systematise and normalise

being the best, he believed that each one of the essential components of a top cycling team had to be just a little bit better than the competition.

In this vision of elite sporting performance, I saw great parallels with school leadership which is and, probably always has been, competitive and performance driven. The difference now is that results are public, transparent and much more accurate, to the extent that reputations, which were once difficult to shift, can now be shaped, built and destroyed annually. Right or wrong, it is the landscape we operate in and the comparisons, through the Pisa tests, are now global.

The approach we have used in our academy has mirrored many aspects of the approach adopted by the British Cycling Team's elite performance groups. We set out our vision early: we wanted to break the mould, to be a 'world class' educational establishment. That forced some very important discussions about what success looked like and how it could be achieved.

Fear turned to drive

When you have set out not just to be outstanding in Ofsted terms but to be exceptional, to be world class, the bald ambition of the statement is very scary. In many respects, such brash ambitions run counter to our intrinsic desire to manage expectations and to achieve the targets we set ourselves. I had a number of sleepless nights thinking about how we could deliver anything close to the stated vision but, apparently, I was not alone. Brailsford delivered a presentation to our students where he disclosed that his self-doubt had him waking up in a cold sweat asking himself why he'd ever said they would win the Tour in two years when no British rider had ever won it before! 'In the dead of the night I thought we were going to be a laughing stock', he said. From somewhere, the next morning, this fear turned to drive.

There were good reasons for us to try and establish the highest expectations. Nearby we have some excellent local schools, in the top 10% of added value





nationally; indeed, one of the highest performing inner-city secondary schools is barely a stone's throw away. Perhaps setting out a world-class vision for our academy was presumptuous, perhaps it was too ambitious...or perhaps it was not ambitious enough; after all the cycling team was aiming to be the best in the world and we stopped short of that aim. It certainly did focus our minds though and we knew that we had to replicate all the best practice we knew of in schools ...and then improve on it.

Winning behaviours

In a large secondary school, managing the complex nature of human interactions relies on a common set of behavioural expectations, defined around acceptable boundaries and driven by a common goal. If positive behaviour, common courtesy and mutual trust can become routine then teaching and learning become much more effective. We are extremely consistent in our high expectations of behaviour with both staff and students, having codes of behaviour which are simple, effective and very important to the culture of the school. I was surprised to hear that one of the Sky team's 'winning behaviours' is that all individuals in the team are open and honest with each other face to face. We independently had a

similar principle; we expect our staff and students to address any issue directly face to face with their colleagues. Staff should never send negative emails and are expected to be as up-beat and positive with students as possible.

Compassionate ruthlessness

In our academy, we place enormous emphasis on integrity, compassion and support for the students – but this never means accepting excuses.

If we are to help them succeed, then we need to enable them to perform well in their examinations. Winning behaviours mean equipping students with the character traits necessary for academic achievement as well as the softer skills which give them the tools to carve out successful, happy lives for themselves in the future.

A good set of exam results is very often the springboard for students; so we are unapologetic about our rigorous focus on academic excellence. One simple example of this, in practice, is the absolute requirement that students do the best work they can and if that has not happened, they will re-do it, with support if required. This very simple strategy has enabled previously underperforming groups, such as disadvantaged students, to achieve much better in-class progress.

Aggregating marginal gains

Many leaders are concerned only with the strategic and leave the detail to others. Indeed, it is not possible to drive every element of practice in a school with over 120 staff and over 1000 students. It is, however, possible to establish continuous improvement as a driving strategy for the school, setting parameters around what improvement looks like. For example, we insist that any improvement should simplify or reduce workload and have more impact on learning outcomes than our current practice.

We do this because we believe the most precious commodity in any school is teacher energy and the continuous erosion of energy will only lead to a reduction in performance.

The systems that support teaching, assessment, behaviour, intervention and parental engagement have all been drawn from where we have seen excellent practice. We have refined and improved them and left to one side those that are complicated, onerous and therefore unsustainable.

Some of the more interesting (and indeed more mundane) marginal improvements we have instituted at The City Academy, Hackney are identified in the table.

Marginal Improvement	What it achieves
4 levels of progress target for all	Simple common high level expectations for all
Common target sheet	Same in all books so students better understand expectations
4 levels of progress target for performance management	All staff expected to achieve 90% 4LOPs average. Aligns targets with student expectations
All staff are personal advisers	Teachers and other staff engaged in common endeavour
All policies on one side of A4	Key policies easily accessed, remembered and implemented
Data team of 4	Data collation & presentation done for teachers, who analyse and act
Behaviour code	Clear rewards and sanctions, applied in and outside school
Behaviour team of 6	Support staff who mentor and run detentions, freeing up teachers
Staff code	Promoting positive and professional relationships
All students use exercise books	Notes are in one place and easy to revise from
Students line up in Y7-10	Students are settled on entry and lesson starts without interruption
Academy 6-point lesson plan	Common RPT structure. Rigour, Precision and Thoroughness
Report cards in planners	Students don't have to remember separate report cards
Targets in planners	Students don't have separate written target sheets
Detention grid in planners	To avoid double-booking detentions
Detentions centralised	Heads of subject and house can share and rotate
SLT all teach	Expectation modelling, and understanding demands on teachers
Silent corridors	A library atmosphere and no unnecessary disturbance to learning
Tutor time once a week	No excessive movement each day, no lost teaching time
Simple 3-point literacy policy	Key strategy - full sentence answers and standard English oracy
3-point numeracy policy	Key strategy - never use a calculator first
Boarding school	Residential for vulnerable students for one week during GCSEs
1 to 1 Maths/Eng Intervention	Tutoring using pupil premium money
No mobile phones in school	Distractions, cyber bullying, videoing in school etc.
Family dining	Students eat in tutor and house groups
Colour coded dining	Dining zoned by colours of trays to avoid congestion clearing up
Parent days	Parent days instead of evenings to allow more time for discussion
Parent surgery	No appointment drop-in to meet senior staff
Self-evaluation reports	Act as principal's report to governors; updated termly

Outcomes

Are we realising our vision? Well, yes and no. In 2014, we achieved an added value score of 1081.3. This was the second highest progress score nationally and the best of any mixed school in the country. However, it's about continuous improvement, and the 2015 results were less impressive with an unvalidated Progress 8 figure of approximately +1.0. That is still very good but falls short of our ambition to be 'the best'. So we have forensically analysed our strategies and in the era of comparable outcomes, we realise that although our students' UMS

(uniform mark scale) scores were better this year, their grades were lower.

The process begins again, looking for those small improvements that will move a few more students from A to A* and ensure that every child achieves their target grade. We know that progress is not always linear and we all have to learn from our past experiences. One great year followed by one very good year is, in our terms, disappointing. We will only truly realise our vision when we have a school that consistently achieves world-class

outcomes and where success is wholly sustainable.

As Dave or any elite sports coach would agree, the first win is actually the easiest. Sustaining that level of performance and continuing to improve when everyone else is trying to catch up is the hardest thing.

The question for every striving leader in every organisation is 'have we done all we can?' The answer in schools will always be 'no' – so the next question inevitably is: 'what do we need to do next?'



Developing and embedding a culture of teaching and learning

*Rebecca Poole,
Teddington School*

Teddington School is a large, heavily oversubscribed comprehensive in the London borough of Richmond. The school expanded from 11-16 to 11-19 in September 2014.

The school is a 'good' school. So why the need to change? In Ofsted's report of February 2014 there was an action point which signalled the need for change in teaching and learning to ensure that students did not engage in fidgeting or off-task chat.

This one line set the agenda for a fundamental shift in culture within the school. If students were showing disengagement, what was happening in the classroom which was failing to ignite and sustain the imagination and passion for learning of all the students?

Under the leadership of a newly appointed headteacher, Teddington examined every system and routine in the school, refining them to ensure they met the needs of all students.

A key component in this whole-school reform was to make teaching and learning central to the school's improvement. At the heart of the changes was the understanding that the middle leadership of the school would need to be the change agents – culture setting could not rest with the senior leadership team alone.

Year-long programme to develop middle leaders

The first step was to implement a year-long programme of middle leader development. This was facilitated by an external consultant, adhering closely to the priorities of the school's development plan. All these leaders had to understand how

to observe a lesson and evaluate what they were seeing within the context of the Ofsted framework for teaching and learning. This also necessitated quality assurance and consistency. To this end, the senior leadership team regularly paired up in lesson observations.

A new performance management system was rooted in the principles of high trust and high accountability. The training programme also aimed to ensure that all middle leaders could accurately evaluate their own performances and then create appropriate action plans.

Development of a shared understanding and language of teaching and learning helped to develop pedagogic strategies. The CPD programme formalised collaborative practice. Learning walks gave opportunities to identify good and great practice and to then promote these strategies through TeachMeets. Staff were very eager to share their practice through this forum, in which they could share expertise about the school's own children in its own context.

Assessment for learning and differentiation gave structure to many of the pedagogic strategies. Bloom's taxonomy provided a useful framework for setting challenging lesson outcomes and enabling practitioners to think more daringly about what to cover in the course of a lesson.

We began to see a change in culture. Where once doors had remained closed, classroom practitioners started to share and both literally and figuratively open the doors on their practice.



At the heart of this change lie some key principles:

Teaching principles

Teaching should be innovative and engaging, with a principle of 'every second counts'

Developing questioning strategies helps ensure student engagement and reduce teacher talk.

Framing lesson plans and outcomes within the context of Bloom's taxonomy leads to higher order thinking skills.

Lesson planning should contain milestones to check student progress, often through the employment of assessment for learning strategies such as think/pair/share, random questioning and think time.

Directed improvement task (DIT) marking can identify strengths and areas of development for

the student to improve the work, thereby helping them become familiar with assessment criteria and tools for improvement.

Systemic principles

Structures need to be put in place to ensure that good practice is systematically identified (learning walks, regular walk throughs by senior and middle leaders).

Staff should be given a platform to showcase successful strategies to colleagues.

Lesson observations and feedback should be configured around two key points: the teaching principles and strategies which lie at the heart of school improvement; and the Ofsted criteria for making 'outstanding' informed judgements about the quality of teaching and learning.

Dialogue around effective teaching and learning should be actively promoted and facilitated through a variety of forums – this acts as the glue of change and professional development.

Staff need to be given regular opportunities to collaborate and develop shared and innovative pedagogies, both within and beyond departments.

The expertise of external consultants is often needed to ensure the maintenance of standards and that the teaching and learning dialogue stays abreast of national changes. These consultants also help in standardisation and external validation.





Where next?

As the school sets out on the second year of its transformation, the CPD offer has become increasingly differentiated.

Staff can pursue different avenues of interest and developing expertise:

- » the Masters qualification, in partnership with St Mary's, Twickenham;
- » the implementation of an NQT+1 programme to ensure that colleagues in their second year of teaching continue to be supported and developed;
- » an innovation group of teachers working on collaboratively developing new pedagogies in the classroom.

The leadership of these groups has been distributed across a team of practitioners keen to develop a whole-school approach to teaching and learning practice.

Strong leadership with a shared moral purpose is crucial to redefining the school culture. Middle leader training now also includes deputy middle leaders to ensure succession planning and consistency, with leading on teaching and learning as the overarching theme.

Two members of the middle leadership team are also on one-year secondment onto the senior leadership team, with a structured development programme and responsibility for driving a particular whole-school initiative.

The school is increasingly becoming more outward looking, keen to collaborate and network with other schools in the area to develop expertise and support the needs of all children in the locality.

In conclusion, the school is set on a course to instil a love of learning, resilience and mastery of skills and talents in students, which will equip them for happy and successful adulthood.

Effective Maths: working with colleagues from Shanghai

Matt Britt,

*Harris Primary Academy Chafford Hundred
and Harris Primary Academy Mayflower*

When Harris Federation took over what is now Harris Primary Academy Chafford Hundred in January 2014, as executive principal I inherited an academy which had been graded as Requires Improvement and where achievement and attainment in mathematics had been weak for some time. Teaching and learning were inconsistent and teachers unsure of their methodology, or how to plan for an effective sequence of mathematics teaching.

Harris Primary Academy's newly appointed principal, Tracey Boanas, had been with me in a previous school where she had led on mathematics. We both worked hard in the first year to raise attainment in maths to the point where our Level 4 results were 10% above the national figure by the end of key stage 2, although our data for pupils attaining Level 5 was stubbornly fixed at the national standard. To achieve rapid improvement, we introduced effective marking, using Greg Wallace's marking for improvement approach (<http://www.effectivemarking.co.uk/>).



We worked alongside teachers to get them to agree and understand their data and assessments and to use this understanding to shape more effective and focused teaching and learning. Tracey put in hours of Inset and team and 1-1 support in planning; together, we supported interventions targeted at vulnerable groups across the academy.

While this achieved an initial impact, with an uplift in the outcomes at KS1 and KS2 in maths in 2014 as well as an overall 'Good' grading in every category from Ofsted by May 2014, this pace of support was not sustainable in the long term. We also wanted an approach where no child was left behind and where every professional

felt confident in teaching maths. In July 2014 Ann Berger, ex-HMI and newly appointed primary director for the Harris Federation, invited us to become involved in the DfE-backed London Thames Maths Hub.

Learning from Shanghai

This project began with two of our staff members, Tracey and a young teacher, Christall Adams, spending two weeks in a Shanghai primary school learning about the methodology and philosophy behind their curriculum and approach to the teaching of mathematics.

Tracey recalls: 'on returning from Shanghai, Christall and I immediately implemented some of the changes in our weekly planning sessions; this included the use of missing-



number calculations and using the balance sign in different positions in the number sentence. Using the Effective Maths approach and the lessons learned from Shanghai, the teaching of maths in Harris Primary Academy Chafford Hundred has come alive. Teacher and pupil confidence has grown considerably.'

The academy, supported by the Harris Federation, went on to train its staff and began to embed the 'Effective Mathematics' approach, with Greg Wallace's support. This, combined with the Shanghai approach, created an emphasis on mastery in maths. We also aimed to use the best assessment for learning practice from the UK, to ensure maths teaching delivers success for all pupils.

In March 2015, two colleagues from China visited Chafford

Hundred and worked alongside teachers in year 3 and year 4, planning and delivering lessons collaboratively over a period of four weeks. Every teacher at Harris Primary Academy Chafford Hundred was able to see the Shanghai teachers in action; every lesson was recorded and is available to staff. The children in years 3 and 4 made exceptional progress.

Overcoming barriers

Interestingly, the Shanghai teachers overcame language barriers and any cultural differences, such as behaviour expectations, with ease. Another tool was the lesson study approach, where teachers are observed by colleagues who then feedback to them to reshape and design the lesson, improving and refining practice.

During the time the Chinese teachers were here, Chafford Hundred hosted many visiting

teachers and senior leaders from neighbouring schools. At the conclusion of the month's visit, Lin Lei, a maths teacher from the Shanghai Primary School of Xuhui District, gave a demonstration lesson to a class of 30 pupils, watched by 40 teachers from other schools and academies as well as staff from the Harris Federation, DfE staff, minister Nick Gibb, and Debbie Morgan of the National Centre for Excellence in the Teaching of Maths. The lessons mainly taught multi-digit multiplication for pupils from years 3 and 4.

'I found the children in British primary schools very confident, irrespective of their math (sic) performance. They were very interested in learning and willing to learn,' Lin Lei said. She added that teachers from Shanghai and their partners in local schools have been



exchanging views and sought solutions to deal with problems English pupils experience with mathematics during the exchange programme.

Jin Xiangjun, another teacher from Shanghai, praised the British pupils' attitude of active learning. He said he was asked to give more questions when students finished the questions he offered on the whiteboard. 'Once the British students learnt a new calculation method, they were very excited and happy,' Jin said.

Both teachers said teaching and calculation methods in Britain were very different from those employed by Chinese teachers in China. They hoped teachers from both countries could enhance communication and British teachers could improve the teaching of 'jiujiu times table' (multiplication table from

one to nine) in the curriculum of primary schools.

'It has been a very successful programme, which we hope can continue,' said Nick Gibb. 'We want to learn from Shanghai and Shanghai teachers and how they teach young children mathematics. That's the real purpose of the Shanghai exchange.'

Mrs Boanas spoke to all delegates about the impact of the project and how much she had learnt from working with her Shanghai colleagues. The DFE maths team will be visiting Harris Federation again to gain a more in-depth understanding of its approach to primary maths. Next year, Tracey and her team will also be rolling out a programme of teacher research group lessons with maths subject leaders from neighbouring schools and other Harris primary academies.

Our ambition now is to develop a curriculum and approach which, as in Shanghai, ensures that no child is left behind and that all learners feel successful as mathematicians. In order for that to happen we are thinking about applying the mastery approach into years 5 and 6 as well as introducing it across year 1. We are in the process of employing a teacher from Shanghai here and creating a team of maths specialist teachers who can deliver and train.

Finally Christall, our young teacher who accompanied Tracey to Shanghai in September, has stepped into the mathematics leader role at the academy and is now a key driver in the move to embed effective mathematics securely across every year group.

SSAT membership networks

SSAT membership networks reach across Secondary, Primary, and SEN schools to connect like-minded leaders and teachers across the country. Bringing together collaboration opportunities, events, information and a wide range of resources, our networks provide essential support for schools, students and teachers.

Secondary membership

As the largest and most active network of secondary schools in the country, we help teachers collaborate with purpose. Join SSAT today and you and your colleagues can start working with like-minded leaders and teachers across the country to learn from each other, share problems, spark ideas and celebrate each other's successes.

Your membership includes:

Opportunities to collaborate with purpose

- A dedicated SSAT *relationship manager* for your school
- One delegate place at the *National Conference* every year
- Two series of *regional networking events* per year
- *Sharing Practice Days* at Leading Edge schools
- Exclusive access to the SSAT *online collaboration hub*
- Opportunities to *showcase your school's achievements* at SSAT events
- Opportunities to join the *Teaching Schools Network* and apply for membership of *Leading Edge*

Indispensable tools and programmes to underpin your progress

- Access to the unique *Educational Outcomes* data aggregation tool and *Student Leadership Accreditation* scheme
- Exclusive access to *the Exchange*, the online library of case studies and research
- *Discounts on SSAT programmes* and events

Insights, information and ideas to stimulate collaboration

- *Sunday Supplement* – delivered to your inbox every week
- Weekly *Ask the Expert* video briefings
- Insights from the network, opinion and analysis blogs and case studies on the members-only website, *the Exchange*
- *Regular publications* giving insight into best practice

Visit ssatuk.co.uk/secondary to start your membership today.

If you have any questions, email membership@ssatuk.co.uk and one of our friendly team will give you a call to talk through how membership works.

Primary membership

The SSAT Primary Network is a rapidly-growing national movement based on the principle that a primary teachers' best supporters and mentors are other practitioners – the people who really understand the opportunities and challenges you face in school.

Your membership will help you to:

- Highlight the work of your school, leaders and teachers through speaker invitations, publications, the national *Educational Outcomes Awards*, and our *Directory of Expertise*
- Influence the profession and policy work with influencing groups and get involved at SSAT's *Annual Lecture and Debate*
- Connect with other schools for inspiration and support at *Transformational Leadership Days*, regional *Teaching and Learning Days*, and the *Middle Leaders Group*
- Be supported with *new curriculum and assessment* through partnerships, free resources and funded training
- Stay up to date with the latest information at briefings, *Time to Talk workshops*, and with *Primary Matters email updates*
- Take advantage of data, expertise and resources including the *Educational Outcomes* database, our *Directory of Expertise*, and *the Exchange*, our online library of case studies and research

Visit ssatuk.co.uk/primary to start your membership today.

If you have any questions, email primary@ssatuk.co.uk and one of our friendly team will give you a call to talk though how membership works.

Special schools membership

The SSAT Special Schools and SEN Network joins up special schools and specialist providers to support their teachers, support staff and leaders. This national forum shares ideas and professional opinion, models good practice, supports learning and drives the improvement of pupil outcomes.

We help school leaders and their teams transform pupil aspirations into achievement with:

- Access to *extensive email networks*, giving you instant and practical advice from other school leaders
- *Regional networking events*, where practice is shared and solutions developed
- The opportunity to become part of the *Special Schools and SEN Headteacher Steering Group*
- *Introductions to other members* who share your challenges
- Fortnightly *SEND news and resources by email*, including national policy guidance including and the latest opinion from SEND interest groups

Visit ssatuk.co.uk/sen to start your membership today.

If you have any questions, email sen@ssatuk.co.uk and one of our friendly team will give you a call to talk though how membership works.