

The magazine of Creative Education Trust schools Issue no.13 November 2018

# Connected



## Birthday Boys!

### Getting On

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Careers in Creative Education Trust

### The Real Gap

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Holly Hartley scrutinises disadvantage

Singing for the anniversary of St Pancras Station

### Plus

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Primaries wax poetical  
Theory of Everything Creative  
Prizewinning collaboration



## A bumper edition!



**Anticipating a bumper November issue** with pictures and stories from 15 schools (soon to be 17), we extended from 16 to 24 pages, then added another 4.

After a packed summer term of cross-Trust events and

competitions, the new school year kicked off to a creative start with the new Sixth Form Creative Collaboration Prize. Well done to all the schools involved — read all about the winning collaboration on page 18.

I write in a week that has seen 80 Creative Education Trust boys from north-west to east England raising their voices in celebration of the 150th anniversary of St Pancras Station; the first joint School Councils' Day in Northampton Guildhall; the opening of the Michael Dickson Building at Ash Green; and the second annual cross-Trust inset training event for primary school staff.



Welcome to the Milton Keynes Academy, the newest member school, whose school council members joined us at Northampton Guildhall (see above).

**Emily Campbell** Director of Programmes

## HOT-A-TWEET

140 characters from the Chief Executive

*At the first Principals' and Headteachers' meeting of the year — how invigorating to be surrounded by these consummate professionals.*



## Cross-Trust events

**7 November** Swedenborg House, London  
Knowledge Connected working group

**22 November** Queen Eleanor, Northampton  
Primary headteachers' meeting

**28 November** Swedenborg House, London  
Sixth form public speaking prize

**30 November** Swedenborg House, London  
Principals' meeting

**4 and 5 December** Abbeyfield School  
Days of Shakespeare

**13 December** Great Yarmouth Minster  
Great Yarmouth schools' carol service

## Changing Places

Congratulations to **Michelle Strong** (left) who took over as Principal of **The Bulwell Academy**, **Ann Bridges** (middle) who took Michelle's place at **Caister** and **Jayne Schofield** (right) who steps into Holly Hartley's Principal shoes at **Thistley Hough**.



# Results!

**C**reative Education Trust schools celebrated the results of year 11's GCSE results in August. The improvements of the last two years were sustained, with significant leaps forward in the results at both the standard grade 4 pass and the strong grade 5 pass. Abbeyfield leapt forward in both measures in English and mathematics. A strong performance in English at Lynn Grove and Weavers was clear in a further rise in standard passes. The Hart School, Thistley Hough and Weavers all showed significant increases in mathematics at the higher grade 5 level.

At key stage 5, two Creative Education Trust sixth-formers scored top marks in mathematics at A level and a third is going to Cambridge.

**Sanjeet Kaur (Abbeyfield)** got the highest possible score for maths. Her combined A-level grades (A\* maths, A\* further maths, A\* physics) have won Sanjeet a place at Imperial College in London to read Mathematics, against outstanding international competition for this world-class university. **Laura Simmons of Ash Green** also achieved A\* grades in maths, further maths and physics and is going on to read Mathematics at her first choice university, Exeter.

**Olivia Taylor**, also from **Abbeyfield** secured a place at Clare College Cambridge to read Psychological and Behavioural Sciences on the strength of her A-level results in English, biology and psychology.

**Katie Hodson** from **The Hart School** did outstandingly well, with an A\* in biology and As in maths and French and is going to the University of Nottingham to study Natural Sciences. Results at **The Hart School** have risen for the fifth successive year, with the average grade in vocational qualifications being the highest possible — Distinction\*.

Philip Cantwell, Director of Education, said that the 2018 A-level performance across the Trust has been impressive in a year of instability, with a shift to linear examinations and with many students stepping up to academic courses rather than the vocational choices which they would have made in earlier years.

Exceptional exam performances from (left to right) **Owen Saunders** and **Paige Atherton (Ash Green)**, **Stuart Wright (Bulwell)**, **Cameron Barnes (Lynn Grove)**, **Hannah Belt** and **Ella Bishop (Caister)**, **Sanjeet Kaur** and **Olivia Taylor (Abbeyfield)**, **Karthik Saravanan (Lynn Grove)** and **Laura Simmons (Ash Green)**

*Sanjeet Kaur (Abbeyfield) got the highest possible score for maths and Karthik Saravanan (Lynn Grove) got 9 GCSE grade 9s.*



# Waxing *poetical*

## The Traveller

*Sit patiently bird,  
Sit there,  
While the clock ticks loudly  
And coffee ripples softly.  
The family breathes calmly,  
While he holds the photo gently.  
He wraps the package caringly,  
While the suitcase packs quickly,  
And hands touch lovingly.  
You'll have to go soon  
But for now  
Just sit there.*

*Now it is time to fly away bird,  
Fly away.  
The daughter yawns tiredly,  
While her family talks quietly.  
She eats her breakfast rapidly,  
Noticing the suitcase  
waiting patiently,  
The father puts on his  
hat sadly,  
With the mother looking  
lonely,  
He takes her hand carefully,  
Whilst evil lingers in the  
air maliciously,  
What are you waiting for bird?  
Just fly away.*

**Joel Smith, Wroughton**

## The Towering Darkness

*I am the darkness overhead  
Filled with rain and snow  
I am the beauty you look up to  
With a never-ending flow  
Travelling across the globe  
With rivers I will surge  
As my anger increases  
With darkness I will merge*

*As time grows old  
I turn my side  
My children will disappear  
And I will forever hide*

*For I am not just nothing  
I am the mother's son  
The one who resembles grace  
Without me you will not run*

*I am the one who reigns amongst others  
Before your peering eye  
There is no joy in any house  
Because light will soon die*

*I am not complete yet  
But I will soon be  
I have risen over oaks and elms  
As you will soon see*

*I will summon mountains  
Make sure the seas bow down  
I am the ruler of them all  
I will be the one with the crown*

*When you open your weary eyes  
I will be already gone  
Stillness has disappeared  
Because the sun has shone*

**Isabele Milenciute, Queen Eleanor**



Left: **Evan Howell (Woodlands)**;  
Above: **Isabele Milenciute (Queen Eleanor)** in the sound booth at Pure Soho with owner Simon Bass; middle: winners **Isabele Milenciute, Joel Smith (Wroughton), Oliver Garland (Three Peaks)** and **Darcey Bagshawe (Wharton)** with panel members **Mark Mumby** and **Harriet Goodwin**; right: **Sachin Rajeev** and **Libby Curie (Harfield)**.

The second Creative Education Trust primaries' Day of Poetry was a feast for the ears and mind. A girl and boy finalist from each Creative Education Trust primary school chose a poem to recite from an anthology compiled for the purpose. Another girl and boy were finalists in the parallel competition for an original poem. In June, both groups had a wonderful day out in London. Recitalists committed their voices to permanent record at PureSoho, a state-of-the-art commercial recording studio in the heart of London's film and media production district, while our poets visited the British Museum.

Finalists, teachers, audience and judges assembled at the Foundling Museum to hear 10 polished recitals. Our guest judge, the children's author, creative writing tutor and opera singer, Harriet Goodwin, commended all the children's poise, diction and expressiveness, and gave thoughtful insights on each individual performance.

Harriet and Mark Mumby were our Day of Poetry judges, alongside Marc Jordan, Chief Executive of Creative Education Trust. They awarded the recital prizes to Darcey Bagshawe of Wharton for a moving performance of *The Witch* by Mary Elizabeth Coleridge, and Oliver Garland of Three Peaks for his superbly comic recital of *The Dentist and the Crocodile* by Roald Dahl. The prizewinning submissions to the original poetry competition, printed here, were *The Towering Darkness* by Isabele Milenciute (Queen Eleanor), described by Marc Jordan as "a masterly evocation of the menace of darkness and our primal fear of the night", and *The Traveller* by Joel Smith (Wroughton), which "balanced between the mundane act of waiting for a departure and the brooding, unresolved mystery of a silently present bird".

Winners, photographed here, received their own handsome, slip-cased copy of *A Folio Anthology of Poetry*.



# In memoriam Michael Dickson

Staff, students, directors and dignitaries gathered on 4 October for the opening of Ash Green's new 14-classroom block.

The building is named in memory of the late Michael Dickson, engineer and founding director of Creative Education Trust, whose knowledge, generosity and imagination guided the Trust through its early years. Marc Jordan paid tribute to Michael next to an engraved memorial stone installed at the entrance, before Craig Tracey, MP for North Warwickshire and Bedworth, cut the ribbon so that visitors could join their tours with the school council.



Sam Satyanadhan, Vice Principal, Weavers



Claudio Gissendorf,  
Vice Principal,  
Lynn Grove



Emma Ingham,  
Assistant  
Principal, Caister

# Getting on

Victoria Tricarico, Director of the Trust's People Strategy explains the strategy as "an undertaking to make sure that staff can grow as the organisation does".

Scale has created opportunities to work across the Trust, in developmental shifts not confined to one school: secondments, flexible working and roles that influence practice across several schools, all being exciting areas of development.

"We are big enough to provide career routes, progression and training that individual schools cannot, and to nurture a big community that understands the challenges faced by teachers."

Philip Cantwell, Director of Education, an important steward of the strategy, explains how these challenges have evolved, with accountability linked explicitly to performance management and pay increases, for example. He reflects furthermore that "since Every Child Matters, teachers have to do a lot more than just teaching, with an acute responsibility for safeguarding, for example. Austerity means they're doing social work as well." He reports a "massive" drop-out of teachers, particularly after two and six years, and early retirement as increasingly common. Here, staff summarise their career within Creative Education Trust.

## When and in what position did you join the school? Was there another career first?

### Claudio Gissendorf:

I joined Lynn Grove in June 2017 as Vice Principal. No other career, I went straight into teaching.

### Sam Satyanadhan:

I joined Weavers in September 2010 as Director of English. Not another career, but jobs during university selling PPI with a global bank and changing the pricing on the shelves at Sainsbury's.

### Emma Ingham:

I joined Caister in September 2010, as an English teacher – but upon starting I was immediately appointed to second in English. I went straight into teaching after leaving university.

### Catherine Hughes:

I joined Thistley Hough in March 2015 as Regional Head of Finance. After graduating from university in 2007, I trained as a Chartered Accountant. I qualified in 2010 and progressed to the role of Audit Manager for academy schools, charities and companies. This gave me a real passion for education so I sought my next role in that sector.

### Magnus Wallace:

I joined Weavers 13 years ago, on the Graduate Teacher Training Programme as a psychology teacher. I originally trained as a carpenter having done a range of work straight after leaving school.

## Describe the progression of your roles in Creative Education Trust

### Claudio:

- 2008 Teacher of Modern Foreign Languages at Caister
- 2012 Head of Modern Foreign Languages
- 2015 Future Leaders' programme and promotion to Associate Vice Principal
- 2016 Assistant Principal at Caister
- 2017 Vice Principal at Lynn Grove

### Sam:

- 2010 Director of English at Weavers
- 2013 Promotion to Assistant Principal English
- 2016 Graduation from Future Leaders' programme and; temporary promotion to Vice Principal
- 2018 Permanent promotion to Vice Principal at Weavers

### Emma:

- 2010 Second in English
- 2012 Head of English
- 2016 Transition Lead
- 2018 Assistant Principal with responsibility for Teaching and Learning

### Catherine:

- 2015 Regional Head of Finance, responsible for financial management and strategy at the Rugeley Academies and Thistley Hough; planning for the merger of the Rugeley Academies into The Hart School and helping Thistley Hough Academy through a period of financial recovery. Both were challenging and also incredibly rewarding.
- 2017 Acting Financial Controller for Creative Education Trust
- 2018 Permanent appointment as Financial Controller

### Magnus:

- 2004 Teacher of psychology
- 2008 Head of year 9
- 2009 Head of year 10
- 2010 Head of year 11
- 2011 Head of Sixth Form
- 2016 Assistant Principal, Quality of Teaching
- 2017 Acting Vice Principal with the same focus
- 2018 Permanent appointment as Vice Principal

## What skills have these roles exercised, and what have you discovered that you didn't know about yourself?

**Claudio:** A real drive to make a difference in pupils' lives and to remain positive in the case of a setback. In addition, the patience and emotional intelligence to work with young people. Keeping a sense of humour will get you a long way. I have discovered that I am very resilient and will not give up just because things are not initially going the way I want.

**Sam:** All the different modes of leadership: collegial, directive and coaching, as I've gone from leading a big department to shared oversight of the quality of teaching – using laser-sharp analysis and specificity to raise it. Nurturing relationships with colleagues, knowing people's strengths and connecting others. I still use the same skills but my knowledge needs to encompass more. The main surprise was how people saw me. For example, when asked a question, I learned that my 'thinking face' radiated a coldness, so I had to change it. I also learned that sweeping in to solve problems can actually stop colleagues' development and limit your relationship with them. Now I switch between modes of leadership.

**Emma:** Strategic planning – where we are now, where do I want us to be in the future and how do we get there? The strategies might include changing curriculum overviews, adapting teaching approaches, reviewing and sharing good practice and supporting colleagues. Plus communication and professional dialogue – colleagues have to understand that the vision is non-negotiable for anyone in a role of responsibility. I am far more pragmatic than I've ever given myself credit for. The unexpected can happen on a regular basis, so by proceeding in careful steps I can deal with situations and remain calm under pressure.

### Catherine:

As Regional Head of Finance I quickly adapted my reporting skills to financial management. I also widened my knowledge of school management through working with Principals and senior leadership teams. In the more recent Financial Controller role, I have had to develop my leadership skills and I draw on my auditing experience to put into place new procedures based upon best practice. The role requires fast decision making, prioritisation and job ownership. I've been surprised at my resilience in challenging situations.

**Magnus:** In the accelerated learning experience of the last few years, the greatest area of development has been around leadership – not only embracing the prospect but also developing a range of styles. I had never felt comfortable speaking publicly, in fact I considered turning down the chance to be a head of year just to avoid doing assemblies. Now I do so every day.

## How has being in a multi-academy trust influenced your career?

**Claudio:** Professional development opportunities such as Future Leaders and Headship Now, but also getting to collaborate with other teachers. Schools should be outward looking, especially working on the coast as we do, and it helps to belong to a network.

**Sam:** It's allowed me to see my passion to lead a school. The Trust saw me as a person to grow and develop and that renewed my confidence. People who don't belong to a multi-academy trust have no idea of the expertise you can learn from it. We should always be learning from each other as professionals. However, we also need to be forging links with business, higher education and the outside world.



**Catherine Hughes,**  
Financial Controller,  
Creative Education Trust



**Magnus Wallace,**  
Vice Principal,  
Weavers

**Emma:** It provided me with greater insight into effective transition between key stages 2 and 3, and establishing strong relationships with feeder schools. The Trust supported me to develop a transition programme to show prospective pupils what teaching and learning looks like at Caister and to share approaches with year 6 teachers. Sharing good practice across schools will strengthen outcomes for learners on a much broader scale.

**Catherine:** At the time of my recruitment, my initial role of Regional Head of Finance was relatively rare in the education sector – an opportunity for a qualified accountant to have a career in education that remained focused on finance rather than the normal Business or Operations Manager role. It's created an opportunity for internal promotion that would not have been possible otherwise. Schools may need to be self-analysing in order to improve continually, but this is only one part of their development. A multi academy trust is a wider network that gives you a different view.

**Magnus:** Access to expertise and wider knowledge has been very supportive. We like Weavers staff to spend as much time as possible training with colleagues from other learning areas, which means new strategies are always being generated and shared. Being part of the Trust, particularly as it continues to grow, has enabled more sharing between schools, whether by involvement with governance, or through resources and expertise.

## What piece of advice would you give a young person who wants to teach or work in education?

**Claudio:** Teaching is the greatest profession in the world – every day brings new challenges and surprises. It's not a sprint but a marathon: you will see positive outcomes eventually when the pupils leave at the end of year 11.

**Sam:** Whatever social media says, teaching is the best profession in the world. You never tire of the proverbial light bulb moment when a student discovers a skill or gets their results and is able to move on in their life of learning. Don't underestimate what you can bring to the job and the influence you can have on students today.

**Emma:** Be realistic and prepared for the inevitable stress of difficult days, mountains of marking and exam pressure, but remember that no other career will give you the satisfaction you get from knowing that you and your teaching made a difference to the life of a young person. It's the best job in the world.

**Catherine:** Work hard, embrace opportunity, try to build a network of contacts who may help you develop your future career.

**Magnus:** As a lead mentor for Teach First I frequently have this discussion. Education benefits greatly from fresh input – students need to see youth, enthusiasm and anyone who demonstrates a love of learning. Especially if they grow up in an area of low participation, students need teachers they can relate to, and diverse models of success.



## A new incentive!

Creative Education Trust offers an introduction incentive payment. £1,000 will be paid to any member of staff who introduces a job candidate from outside the Trust (including newly qualified teachers) who is subsequently employed by the Trust in a permanent teaching role (on the main pay range and above). Details are available from your school office or HR manager.

# The Real

**A**s Holly Hartley moves from Principal of Thistley Hough to a broader advisory role in Creative Education Trust, she reflects on the issue that has driven her career.

It's important to talk about educational disadvantage, and hard to be honest. We have to recognise more explicitly, with a regional outlook, that some areas are more disadvantaged than others. I must stress that this is about being honest and truthful – and not being defeatist. While the 'system' emphasises progress in London and other metropolitan areas, it is not straightforward to compare the positive changes in places like this to other areas around the country. In areas of industrial decline and regional/coastal isolation, citizens simply do not enjoy the same level of cultural osmosis. These towns are not the cinematic backdrops of hope, opportunity and 'getting on'. In less glamorous places, we also struggle to retain staff.

Disadvantage is nuanced and many people fall outside of the official classifications. Earlier this year I witnessed two inflections of it in the same city, where one Creative Education Trust school serves a once-genteel neighbourhood, and the other serves a community on the other side of town: more windswept, more transitory and less affluent. Meanwhile up north, some Thistley

*“These towns are not the cinematic backdrops of hope, opportunity and ‘getting on’.”*



Hough students, sometimes the children of recent immigrants and asylum seekers, feature in the disadvantaged data, but are sure to hit the city lights as young adults because they have ambitious, professional parents. Disadvantaged students are not a homogenous group and the term needs to be understood for everyone – new immigrants, young carers, the offspring of long-term unemployed parents (and grandparents) and plenty of others.

In some communities, frequent exposure to homelessness, alcohol and drug abuse and disintegrated family life is, sadly, too common. There's no Yin to the Yang. Stoke is regenerating now, but 20 or 30 years behind the metropolitan parts of the country. We call our whole-school approach the Thistley Way: finding the absolute best care for everyone. Of course this entails tools and support for disadvantaged pupils, but integrated with everyone else. The Magic Breakfast programme makes a free breakfast available for all kids. Year 11 study packs are individualised for each child. We never water down the knowledge and content; if anything, we set the bar higher to allow for disadvantage.

Some schools have done well to close the progress gap and so have we. But Thistley Hough has never gamed the table. If you judge progress on numbers, all you really see is the up and down – gap one year, no gap the next. Because disadvantaged students are often a minority, the differential numbers can be subject to dramatic change year on year. What's right by the children might not be right by the metrics. We keep the curriculum broad, balanced and challenging. Schools should beware of the perverse incentives that performance tables can create, and not be afraid to challenge the data set.

Continued on page 15 ►

# Gap

## Sporting Chances Days of Sports

The annual cross-Trust sports days continue to gather pace with more than 650 pupils competing across three days.

The two primary events, divided for the first year into East and West, had a focus on giving our year 5 pupils opportunities to try out new sports. Instead of school vs school competition, training sessions in archery, parkour, American football and indoor curling joined hurdling and traditional team sports such as football and netball.

For our secondaries, year 8 students participated as teams in football, netball and rounders, in addition to individual track and field events. Paralympic skier Anna Turney was present to talk about her own experiences and, of course, to hand out awards. The competition was tight with only a few points separating the schools, but Abbeyfield triumphed on its home turf, taking the Secondary Day of Sports trophy for 2018.



Left: **Woodlands** takes the ball against **Wroughton** in an American football match. Below: Cup winners **Abbeyfield** celebrate with Paralympian, **Anna Turney**.





Clockwise from top left:  
Students from **Bulwell** and **The Hart School** shake hands after a close netball match; **Queen Eleanor** vs **Three Peaks** on the rugby field; **Harpfield** tackle the football; an **Abbeyfield** student gets ready to pass the netball; **Weavers** take on the long jump; **Woodlands** and **Wroughton** learn to hurdle; **Anna Turney**, Paralympian skier, congratulates our students.



Clockwise from top left: **The Hart School** and **Ash Green** battle for the ball; aiming for a bullseye at **Three Peaks**; medal winners of **Woodlands** and **Wroughton**; **Bulwell** shows off their shot put prowess; **Abbeyfield** and **Lynn Grove** on the football field; **Thistley**, **Lynn Grove** and **The Hart School** level on the relay track.



The Thistley Way is to wrap things around the standard interventions for specific skills in specific subjects; sessions before and after school for example, with quiet zones, ICT access, and stationery. We have two or three inspirational talks in the term, and courses in study skills and mindfulness. Our Business Class partnership with Novus offers things like targeted mentoring, interview practice and CV writing.

One of the practical skills we're keenest on is how to behave. The annual Bamber Scholars dinner is inspired by my own experience of being invited to the Dean's reception as a university fresher and being handed a glass of sherry. Down in one? Or what? I had no idea.

Exposing kids to everything from a classical concert to sleeping under canvas will widen their horizons. We're actively building confidence. It might sound trivial, but uniform is so important. Coming back from a trip recently, one student gasped "Miss, you should have seen how they were dressed!", shocked by the scruffiness of a competitor school.

*"We have to find the hook for every student in every year."*

Disenfranchised students can get turned off because they feel like a failure; they lose their sense of worth. To mitigate the risk we stress everyone's ability to contribute; it's not necessarily about grades. As educationalists, we really need to revise how vocational education for everyone features in the performance tables. This is one aspect, but more generally, we need to ask how we can make disadvantaged students feel like they're part of it. When we ask a class "Did you have a good time during the holidays?", we must not assume that what we experience is the same as what they experience. The greatest sadness of disadvantaged pupils is this: "I can't do that because I don't fit". But these students exist in the same ecosystem as we do. First enjoyment dissipates, then failure ensues, then it's boring. We have to find the hook for every student in every year.

When it works, the rewards are incredible. Going back a bit, I remember a nightmare, stereotypical bad girl. On account of some incident in year 10, she was being closely monitored, and under this surveillance, she got a whiff of success. It was a bolt of self-belief that totally surprised her, and slowly the ship began to turn. She became the most dedicated, inspired girl by the end of year 11, a testimony to what can shift. Another former student won an international competition at her new employer, layering a real sense of what she could do over the sense of belief that Thistley Hough had cultivated.

Disadvantaged pupils are the reason I've been at Thistley Hough all this time. I'm an accidental teacher and 20 years ago was not prepared for how equality could stoke my boiler. The lengths we go to at Thistley Hough have stretched and stretched; there's nothing we wouldn't do to make a difference.

*Jayne Schofield takes over from Mrs Hartley as Principal of Thistley Hough in January 2019.*

## Holly Hartley's 10 measures for closing the gap

- 1 Radically revise accountability measures so that schools can focus on what really matters. Enable school leaders to make decisions in a less high-stakes environment, with the best interests of students at the forefront of their minds.
- 2 Put national policy in the hands of school leaders – the experts.
- 3 Stop all diversions and political fodder e.g. grammar schools. Instead, give us the time to embed change.
- 4 Stop over-testing our children. Let kids learn and develop their love of learning. Put a greater emphasis on mental health.
- 5 Promote greater continuity between primary and secondary schools. Consider more vertical schools from early years to Post-16.
- 6 Put schools in the heart of the communities they serve. Bring more agencies on to the school site e.g. health, social care, police etc.
- 7 Invest more in the workforce: work-life balance, quality CPD, pay and conditions.
- 8 Feed students for free as part of the school day. Breakfast and lunch.
- 9 Forge greater links between schools and businesses.
- 10 Invest more at the bottom end of the system in the early years and accelerate progress from a younger age.



# Successes and special commendations Students

To **Harpfield**, whose year 6 pupils planned and organised a Day of Culture to celebrate the many nationalities represented at their school.



To **Pete Hoare**, who secured the Silver Schools Games Award for **Three Peaks**.



# and staff

To **Thistley Hough** and North Staffordshire firm Novus Property Solutions, who won the Education Partnership Award 2018 at the 2018 Responsible Business Awards; and to **Thistley Hough** again, shortlisted for the 2018 TES Community and Collaboration Award in recognition of its work with parents, residents, other schools and local businesses.

# Lynn Grove Screen Stars



The Big Write, the year 8 creative writing competition, culminated in a day at the British Film Institute for 14 finalists from seven schools. Harry Oulton, screenwriting professional, led a fast-paced workshop with a decisive output: the screenplay for a five-minute drama which takes place in a school in which a secret is revealed. In *Don't Go Down!* the winning entry by **Violet Biggs** and **Stuart Mills** of **Lynn Grove**, students accidentally press the button in a school lift for a forbidden floor. First horrified by what they witness in the basement, their memory is then erased by strange music piped into the lift on the way back up. One of the next pair of students to make this mistake is deaf. Realising her memory is intact, evil school leaders arrange for her removal to a "more appropriate facility".



To **Jay Birmingham** (below) of **Three Peaks**, for his commendation in the National Landscape Photographer of the Year Award for *Serenity in the Snow*.



To **Queen Eleanor**, awarded the Northamptonshire Music and Performing Arts Trust Music Mark in recognition of their high commitment to high-quality music education.

To **George McKean, Sonny King** and the year 8 team that represented **Caister** at the Salters' Festival of Chemistry at the University of East Anglia.



To **The Hart School**, which welcomed students back to a school united on one site with new, improved social and teaching spaces.



To **Queen Eleanor**, whose pupils furnished the London exhibition of *A Few Minutes of Design* at PriestmanGoode with great drawings to start off the interactive wall – this is *Alternative Arrangements* by **Claire Green & Julie Danbury Walters** (teaching assistants) with **Pixie-Lou Green & Leon Venamore** (year 3, **Queen Eleanor**).



To **Weavers** Sixth-formers **Hannah Griffiths** and **Sophia Smart**, who won the Best Drawing prize and the Mayor's Award for The Best Young Artist, respectively, in the Waendel Art Competition.



# Sixth Form Creative Collaboration Prize

In partnership with the Design Management and Cultures course at London College of Communication (LCC), the inaugural Sixth Form Creative Collaboration Prize reached its culmination in September. In addition to having their work printed in a professionally designed booklet, 48 students from across the Trust's post-16 provision saw it displayed as part of the London Design Festival.

"Research and develop a campaign, service, spectacle or product that has the potential to improve a particular community."

The above brief was carefully conceived to encourage our young entrepreneurs to think about issues of local and national importance: homelessness, mental health and public spaces for young people. Guided by staff from LCC, students were encouraged to think broadly about how they could strengthen a specific community. The resulting projects showed maturity and strong research-based understanding of community issues. From mobile apps designed to support the mental health of teenagers, to an amphitheatre to draw people to Rugeley and portable shelters for people living on the streets, the work highlights our students' potential as future creative entrepreneurs.

A tour and workshop in the visual communication of ideas at LCC prepared students for the final competition. Each student team presented their ideas to a panel of judges: Mo-Ling Chui, Course Leader, BA (Hons) Design Management; Steve Broome, social innovation consultant; and, Marc Jordan, Chief Executive of Creative Education Trust.

This first Creative Collaboration Prize was awarded to Gracie Hunter, Morgan Buckley, Cameron Urquhart and Kyle Bate of The Hart School for their proposal to address period poverty in the homeless community. Sanitary products donated by businesses and members of the public would be placed in vending machines alongside other essentials. The products would be 'purchased' using tokens distributed at homeless shelters and community centres.



The winning team. Kyle Bate, Morgan Buckley, Gracie Hunter and Cameron Urquhart of The Hart School, with competition judges Steve Broome, Marc Jordan and Mo-ling Chui, and Dr Nicky Ryan, Dean of Design at London College of Communication.

Below: collection box design for The Hart School's Period Poverty project; participants in the Sixth Form Creative Collaboration Prize competition.

Poster design for a service to encourage men to seek help for mental health issues. Speak Out project by Charis Phillips, Laura Read, Zoë Sljivic, Zac Taylor and Jasmine West of Abbeyfield.



## The projects

### HOMELESSNESS

#### Period Poverty, The Hart School – Overall winner

A vending machine where homeless people can exchange tokens for essentials, including feminine hygiene products, provided through donations by members of the public.

#### City Cooler, Ash Green

A service to provide homeless people with easy access to food and drink, and alter the local community's opinions of the homeless population.

#### Vend for Yourself, Abbeyfield

A vending machine operated by fingerprint, to supply food and drink to homeless people.

#### Portable Shelter, Ash Green – Honourable mention for creativity

Individual movable shelters for homeless people, which provide three of the four basic survival needs: shelter, water and sleep.

### YOUTH SPACES

#### Amphitheatre, The Hart School

A new cultural and social space for the people of Rugeley, with a programme of activities to improve relationships between different age groups, cultures and communities.

#### Re: Youth Space, Weavers

#### Honourable mention for research and process

An enterprise to refurbish, decorate and furnish the rented buildings of existing youth centres.

#### Youth Park, Abbeyfield

A secure, safe environment for young people to show their freedom and creativity.

### MENTAL HEALTH

#### Mind.Space, Weavers

A mobile app to provide support and advice for those suffering from anxiety and depression.

#### Speak Out, Abbeyfield

#### Honourable mention for collaboration

A campaign to encourage young men to speak about their mental health issues and reduce suicide rates.

#### On/Offline Support, Ash Green

An app to help young people discuss their mental health issues with other young people in a safe, confidential and non-threatening way.

#### A-Forum, The Hart School

A website and online campaign to change the way young people use social media, to support their mental health issues.

#### Guys' Hangout, Weavers

A centre offering a variety of different group activities and sessions, to support the mental health of boys and men between the ages of 14 and 25.

In Creative Education Trust schools, knowledge from all areas of the curriculum – from the arts, sciences and humanities, from practical subjects, life skills and employability – is linked by the concepts of structure, pattern, meaning, performance, human interaction and practice. *Theory of Everything Creative* takes each of these concepts as a prompt for a new work of art – in this case a song – much as professional artists and performers might do.

Under the creative direction of HMDT Music, each school was allocated a concept as a starting point and selected 20 students to work with a lyricist (Peter Spafford, Harry Oulton, Shey Hargreaves and Derek Martin) to create the words for their song. Once the lyrics had been crafted, 20 talented musicians collaborated for a day alongside a professional composer (Michael Betteridge, Jenny Gould, Matthew King, Richard Taylor and John Webb) to set the lyrics to music. Each school's choir of year 7–9 students learned and practised the songs with their music teachers in school to prepare for rehearsals with the HMDT Music artistic team.

The world premiere on 17 July was the culmination of many hours of creativity, concentration and vocal effort. The choirs were both spirited and skilled, and the new works displayed an impressive range of narrative voice, emotional complexity, insight and humour. Watch this space for the unfolding of *Theory of Everything Creative* into other media in future years.

# Theory of EVERYTHING Creative

**Carol Idrisha** from  
**Thistley Hough**  
performing I ♥ U,  
Mathematics with the  
choir of **Weavers**.

## The Keystone

Protect the keystone  
Keep me strong  
Build up a safe home  
Something's wrong

The walls will shiver  
The keystone's gone  
The floors will quiver  
Something's wrong

*Chorus*

My life falls in on me  
My life is killing me  
Bringing me down, bring it all down

Everything crumbles  
Starts to implode  
My head's a firework  
Ready to blow

Can't keep it together  
Cracked head to toe  
Home is a dust pile  
Nowhere to go

*Chorus*

Quiet and lonely  
Dust in the air  
The building has crushed me  
Debris everywhere

Without the keystone  
It's hard to care  
Lock up the ruins  
Abandon me there

*Chorus*

**Shey Hargreaves,**  
**with Lynn Grove**  
Key concept: Structure

## I ♥ U, Mathematics

I met you first in primary,  
We didn't get along,  
Every time I tried to work you out,  
You said I'd done it wrong.

I multiplied, I factorised,  
I times'd my tables every day,  
My teacher said eventually,  
I'd fall for you in a big way.

It may seem odd  
But you make me feel even,  
When I'm with you  
You keep me believing,  
You once called me Einstein  
That memory will last a lifetime.

You're beautiful, bewildering,  
You're baffling, sublime,  
You've been around for centuries,  
But still you're in your prime.

The feeling that you're giving,  
When we do long division,  
Addition and subtraction,  
That's a powerful attraction.

It may seem odd  
But you make me feel even,  
When I'm with you  
You keep me believing,  
You once called me Einstein  
That memory will last a lifetime.

So when you saw me write an X it  
really wasn't what it seemed,  
It didn't mean a kiss, it meant an  
unknown quantity,  
I'd never cheat on you with physics,  
French or history,  
Please come back, I need you,  
you're my hardest GCSE.

It may seem odd  
But you make me feel even,  
It may seem odd  
But you keep me believing.

It may seem odd  
But you make me feel even,  
It may seem odd  
But you keep me believing.

**Harry Oulton, with Weavers**  
Key concept: Human Interaction

## So Many Questions

What is the soul? Where does it lie?  
Who will take it? When do we die?  
What is Neverland? Where's KFC?  
Who can tell me?

What is sadness? Why does it  
come?  
When will it go? Where is it gone?  
Why are we laughing? When do we  
leave?  
Why won't they tell me?

So many questions, so many things  
to learn and to know.  
So many questions you already  
know the answers to.  
There is a place called Freedom.  
Believe it and live it.  
There is a place called Peace.  
Let's go.

Where does it hurt? Who is the  
clown?  
What is a child? Why are we here?  
What if we're dreaming? What does  
it mean?  
Who can tell me?  
Why won't they tell me?

Are we there yet?  
When are we there?  
Are we there yet?

So many questions, so many things  
to learn and to know.  
So many questions you already  
know the answers to.  
There is a place called Freedom.  
Believe it and live it.  
There is a place called Peace.  
Let's go.

**Peter Spafford, with  
Thistley Hough**  
Key Concept: Meaning

# Round-up

## Immersive Dickens

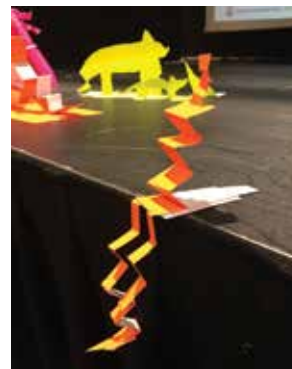
36 students from four Creative Education Trust schools were invited to feed into a new museum experience being developed by the Victoria and Albert Museum in collaboration with theatre company Punchdrunk and creative technology studio The Workers.

Funded by an Arts and Humanities Research Council project on fresh, immersive cultural experiences, the objective is to bring the manuscripts of Charles Dickens to life in a way that engages 15–18 year-olds.

The students, who had participated in a development workshop in July, were invited back to the museum to test and feedback on the prototype. Part theatrical event and part audio tour, the finished product is intended for the 150th anniversary of Dickens' death in 2020.



Stephen Dobbie



Exercises in structure set by Key Concept Ambassadors Ab Rogers and Samuel Wilkinson at Abbeyfield and Bulwell.

## Design awayday

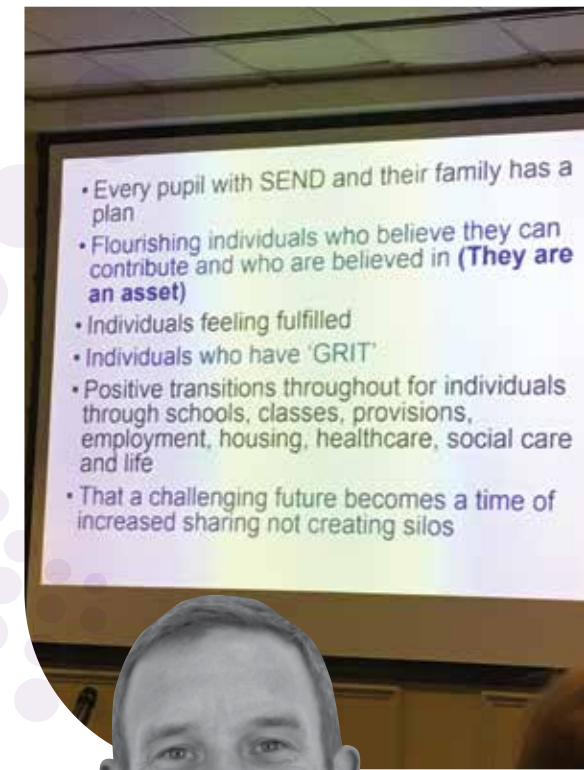
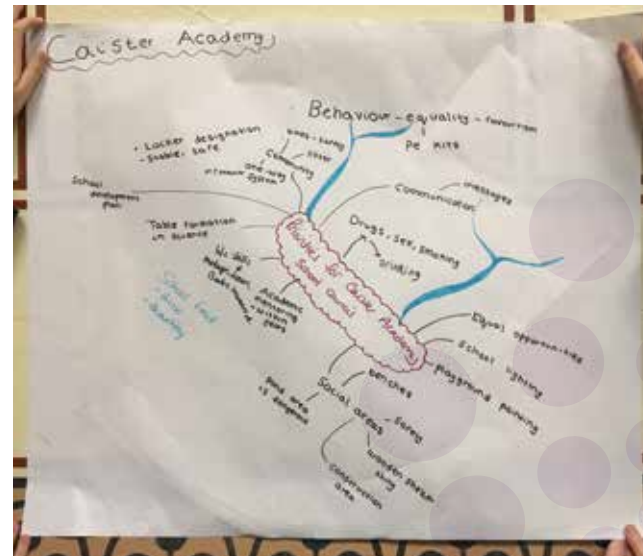
Stewards of Creative Education Trust's flagship design programme also enjoyed an inspirational day out at the V&A. The design programme, which forms the practical learning strand of the Trust's integrated curriculum for creativity, Knowledge Connected, takes key stage 3 students through exercises in structure, pattern, meaning and performance in a progressive sequence.



## Primaries training event

Over 200 teachers and support staff from the five Creative Education Trust primary schools came together for training in Northamptonshire. Guest speaker Phil Harrison, Chief Operating Officer of Shaw Education Trust, spoke movingly about how far Special Educational Needs provision has evolved and where it needs to go now. Teachers in his interactive workshop were especially thoughtful about the second bullet on his checklist – how to realise Special Educational Needs and Disabilities (SEND) pupils as assets in a school.

Delegates cycled through this and two other workshops. In the first, Early Years leads, who had been working in advance with consultant Joy Mumby, led an interactive session to develop delegates' understanding of effective learning; while concurrently, a common framework for assessment in writing developed by a cross-Trust Primary English group was presented for discussion.



- Every pupil with SEND and their family has a plan
- Flourishing individuals who believe they can contribute and who are believed in (They are an asset)
- Individuals feeling fulfilled
- Individuals who have 'GRIT'
- Positive transitions throughout for individuals through schools, classes, provisions, employment, housing, healthcare, social care and life
- That a challenging future becomes a time of increased sharing not creating silos

## Representative office

The magnificent Northampton Guildhall, built in 1862 to house Northampton Council Offices (as they outgrew the medieval town hall), along with the council chamber, law courts, police department and prison cells, was a fitting venue for the first Creative Education Trust School Councils' Day. All seven secondary schools were represented at the event, organised by Young Citizens and led by David Kerr of the University of Reading, their Consultant Director of Education. After his rousing, inspiring introductory talk about democracy and its channels, plus some high-interdependency ball games, students considered constitution, skills and attributes, impact and other aspects of effectiveness before deciding their priorities and goals for the year ahead.



Creative Education Trust inspires and enables young people to build successful lives on foundations of learning, resilience and employability

Creative Education Trust is a growing multi-academy trust educating over 10,000 children in England

Creative Education Trust schools are transformed by integrating a knowledge-rich curriculum with skills and creativity



**Creative Education Trust**  
Sicilian House  
7 Sicilian Avenue  
London WC1A 2QR  
Telephone 020 3910 9200  
[info@creativeeducationtrust.org.uk](mailto:info@creativeeducationtrust.org.uk)

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**Cover image:**

Year 8 boys' choirs from six schools across the Trust on the terrace of the St Pancras Hotel shortly before their performance in celebration of the 150th anniversary of St Pancras Station.