

The magazine of Creative Education Trust schools Issue no.16 November 2019

Connected



Pitching to win!

New Architecture

Cutting the ribbon at
Wroughton

Connecting Communities

The merger of the Rugeley
Academies

Days of Sports

Embracing Change

Leadership at Ash Green

Opera, Poetry and Film

Opportunities in the arts



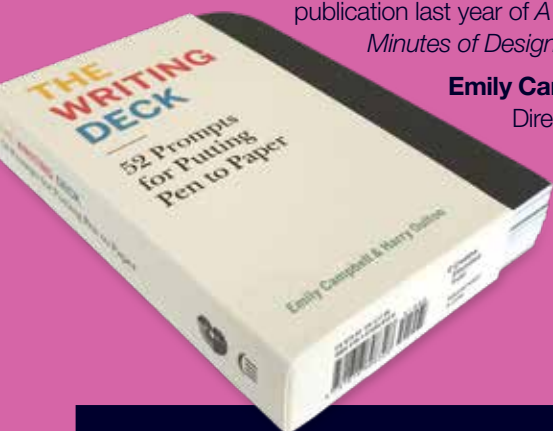
Pen to Paper



Thank you to staff who completed our survey about *Connected* magazine back in July. The findings have affirmed the usefulness of the publication for sharing news and knowledge, celebrating achievement and projecting our shared vision.

We are delighted to learn that its timely arrival arouses widespread curiosity, and that most of you enjoy scanning it in search of names and faces that you recognise. Since there is appetite for more content authored by teachers on new ideas and practice, we are lining up contributions for the year ahead. Do contact me if you have an article to propose. Warm up perhaps with *The Writing Deck*, a new set of creative exercises published by Creative Education Trust and Princeton Architectural Press in September – a follow-up to the commercial publication last year of *A Few Minutes of Design*.

Emily Campbell
Director of
Programmes



HOT-A-TWEET

180 characters from the Chief Executive

The biggest ever Day of Sports, with 440 competing students from 11 schools, was hosted in great style by Wrenn School – that's a lot of burgers!



Cross-Trust events

- 5 November** Weavers
Voices Foundation – teacher CPD
- 21 November** Northampton Guildhall
Public Speaking competition final
- 27–28 November** Abbeyfield
Days of Shakespeare
- 29 November** Milton Keynes
Principals' meeting
- 17 December** Great Yarmouth Minster
Creative Education Trust schools'
Carol Service
- 16 January 2020** Abbeyfield
Year 9 Resilience Project – teacher training
- 23 January** Venue TBC
Instrumental Day of Play
- 29 January** London, venue TBC
Creative Writing workshop
- 6 February** Bulwell
Principals' meeting
- 10–14 February** All secondary schools
Knowledge Connected year 7 days:
Pattern
- 12 February** All secondary schools
Knowledge Connected year 8 day:
Pattern
- 13 February** Three Peaks
Primary Headteachers' meeting
- 27 February** Venue TBC
Instrumental Day of Play
- 3 March** Venue TBC
Advanced singers' workshop
- 18 March** Northampton, venue TBC
Day of Change
- 20 March** Milton Keynes
Principals' and Headteachers' joint
meeting
- 25 March** Venue TBC
Instrumental Day of Play
- 27 April – 1 May** All secondary schools
Knowledge Connected year 7 days:
Meaning
- 30 April** All secondary schools
Knowledge Connected year 8 day:
Human Interaction

Only Connect



Bright sunshine blessed the opening celebration for the new structure linking Wroughton Infant and Junior Academies in Gorleston-on-Sea.

The link is a state-of-the-art structure in cross-laminated timber designed for Creative Education Trust by DKCM Architects. David Knight, partner, said: "We aimed to create both a heart and front to the whole Wroughton campus. The original Wroughton Junior School, which opened in 1950, is a significant example of the ambition and progressiveness of post-war school design and of the 'open air schools' movement. The new link building reasserts this ambition in contemporary terms, borrowing the sense of space, scale and character of the original building but in new materials and using extensive off-site

construction. The new building is consciously 'assembled' to make a building that enquiring young minds can interrogate and understand. The building's size, which was determined by the space between the two original buildings, has been exploited to make an unusually generous and flexible space that can be used for receptions, special events and as exhibition space."

This prominent symbol of unity is the final piece of Headteacher Craig Avieson's vision for strong collaboration in the community of staff. **Dr Avieson** is pictured here with **Sasha Bhavan** and two pupils who responded elegantly to the speeches, **Tommy Brown** and **Assimina Pantazi**.



Poetics



My Sister

Peevish-pincher,
Hot chocolate drinker,
Hair-ripper.

Peace-breaker,
Hula-hooper,
Chitter-chatter.
Sneaky-eater,
Sweet-saver,
Foot-stomper.

One of a kind,
My sister.

Leighton, Harpfield

Finalists in the 2019 poetry competition with the judges under the statue of Thomas Coram outside the Foundling Museum.

Front left to right: Mali-Ella, Max, Scarlet, Darius, Summer, Azaria and Lola.

Middle left to right: Sachin, Leon, Millie, Jabed, Vytaute, Maja and Edward.

Back left to right: Leighton, Corey, Joanna, Kumani and Lamin.

The Creative Education Trust Day of Poetry 2019 was an inspiring contest of literary and performance talent from years 5 and 6. Ten finalists for the recital prize performed at the microphone in the recording booth at PureSoho under the generous and expert tutelage of Simon Bass, Managing Director, while the rest of the group listened in the spellbinding acoustics of the listening room. We moved to the Foundling Museum and met the 10 finalists in the competition for an original poem, who had spent the morning visiting the British Museum, Buckingham Palace and landmarks on the Thames.

The audience heard imaginative and confident recitals of poems from the growing Creative Education Trust Day of Poetry anthology, including no less than four versions of *Overheard on a Saltmarsh*, Harold Monro's mysterious dialogue between a recalcitrant nymph and a goblin who covets the green glass beads she "stole out of the moon".

Our guest judge for the day was the tenor Mark Le Brocq, whom we were honoured to catch between performances on the international opera stage. Mark gave thoughtful feedback to all our recitalists and tips from his own years of performance, while Mark Mumby, Director of Standards at Creative Education Trust, eloquently summarised the panel's comments on the submissions to the prize for an original poem.

Seasons (excerpt)

Summer glances at the sun
and twizzles her dark hair.

Beauty she has won
much to others' despair.

She dances with the group
in the glittering warmth does her toffee skin glow,
eating some fresh drupe
Letting the warm wind blow.

She has her curves
but yet a proud grin.

Luckily no nerves laughing whilst sipping at her gin.

Winter glares at his ice,
his heart not much colder than snow,

Although deep down he is nice
he'll let the cold flow.

He "doesn't really like many"
but will talk all day.

For no season will he spend a penny
but every second pay.

He feels different to the rest,
striking blue windows to his soul

So one day he dreams to run and build a nest
With Summer so she fills his empty hole.

Lola, Three Peaks

The recital prize – the slip-cased *A Folio Anthology of Poetry* – was awarded to Millie of Queen Eleanor for her moving portrayal of a bereaved sailor in Walt Whitman's *O Captain! My Captain!* while Edward from Wroughton took home the boy's recital prize for his watchful and witty telling of a race between two raindrops in *Waiting at the Window* by A. A. Milne. The prizes for an original poem were awarded to Lola of Three Peaks for *Seasons*, an elegant personification of the seasons as interacting characters; and to Leighton of Harpfield for *My Sister*, a portrait in nine original epithets from "Peevish-pincher" to "Foot-stomper", skilfully closing in a simple disclosure of kinship.

R-Day

“Strong suits of 8s and 9s are increasing in the new, tougher exams.”

joint winner of the 2018 Creative Education Trust essay prize, is now at Leeds University studying English Literature. Her classmate Esha Kumari, also from Weavers, is studying Chemistry at Imperial College London, where he may well bump into George Allen, the first Hart School graduate to secure a place at the Imperial College, studying medicine. James Rumbold, also of Hart school, became the first to clock up three A*s in maths, chemistry and physics, and is studying Astrophysics at the University of Bath.

Two **Ash Green** students secured their places to study at Oxford University. Lewis Melvin will be reading Mathematics, having achieved three A*s in maths, physics and further maths, while Luke Salzman, with A*s in maths and physics and an A in further maths, will be reading Physics. High grades have given Ezrie Prideaux and Lauren Cox the currency to pursue their dreams of studying veterinary medicine.

In Northamptonshire, 81% of **Wrenn** students achieved at least one A*-B grade, and among the 30% of the graduating class taking up places at universities in the Russell Group, are Amy Hay (A*, A*, A, B) and Shivam Mistry (A*, A*, B, B). Over at **Abbeyfield**, half the 44 students achieved A*-B in the Extended Project Qualification and a quarter A/A*. Among the A-level students who secured places at the top universities are Charis Philipps (Medieval and Modern Languages at Durham), Zuzanna Panek (Psychology at York) and Jamie Vaighan (Engineering at Loughborough).

August exam results conveyed Creative Education Trust schools into the new academic year in buoyant spirits, with some outstanding results recorded across the country.

Performance at GCSE has improved across the schools, particularly at the grade 5 'strong pass' standard in English and maths. The number of students achieving the very highest grades, 8 and 9, has also increased this year. Paige Osben, Owen Davyduck, Joe Cloudsdale and Misha Marjoram graduated from **Lynn Grove** with strong suits of 8 and 9 grades; as did **Wrenn's** Victoria Smarth, Zuzanna Ammar, Ritaneo Poleon and Julia Wzgarda. The standout 8- and 9-ers at **Ash Green** were Harry Elliott and Ryan Bradshaw, both particularly strong in science. Congratulations to **Thistley Hough's** three new Bamber scholars (students with remarkable Attainment 8 scores): Temour Abid, Davinia Wang, and Cassie Bethel, whose nine grade 9s put her in the top 800 students in the country. Aaron Ball is lauded as the highest-attaining SEN student with five 5+ grades.

Abbeyfield recorded increases across the board: the overall GCSE pass rate (98%), percentage of higher grades A*-B (40%) and the percentage of vocational Distinctions and D*s (50%). The BTEC Alps score, up from 5 to 2, put Abbeyfield's results in the top 20% of schools nationally. No student left Abbeyfield without securing a pass in maths and English GCSE.

Hart School celebrated significant increases in GCSE performance after many years of dedicated educational improvement work, with multiple 9s, 8s and 7s rolling in from Anya Tregay, Thomas Marriott, Charlotte Cowie and Thomas Smith. The school's best-ever results in maths and English were complemented by a stupendous 80% of its students scoring a level 9 in photography.

A number of A-level students are under way in their exciting transitions to Higher Education. Natasha Fyffe (**Weavers**)

Key stages 1 and 2

Creative Education Trust primary schools' results data discloses pleasing improvements and sustained successes. Harpfield shows no significant disadvantaged gaps at key stage 2 in reading or maths, with a similar picture at Three Peaks; Queen Eleanor's key stage 2 mathematicians outperformed the national average, as did Three Peaks pupils in reading; Woodlands' year 2 pupils are well above the national average in reading, writing and maths; while year-on-year increases in the Good Level of Development (GLD) measure at the end of Reception have raised Wroughton above the national level.



In 2016, the two Rugeley Academies, formerly Fair Oak and Hagley Park, merged as The Hart School. In 2018 they came together on the same site. Principal Chris Keen reflects on the challenge of uniting two communities separated for decades only by two playing fields and a river, but not always well disposed towards each other.

In January 2015 I was appointed Headteacher of two contrasting schools, with two contrasting communities, situated geographically less than a mile apart. By 2016, the two schools were merged as an upper and lower department, and a year later they opened on a single site.

In a seismic change such as this, managing the expectations of the wider community of Rugeley was essential, with the school's messaging explicitly and prominently supported by Creative Education Trust and the Academy Council. We built on the platform of a clear and compelling vision for a single school: "excellent education at the heart of its community" and gave the school a new name with historical and cultural resonance. We consulted with parents and pupils about the rationale and benefits of the proposed change. To align the school's internal operations with the image projected to external stakeholders, we reinforced the performance management process for staff, improved CPD, and established a culture of high expectations on all fronts for students.

Honesty

To move forward we had to get an honest view of the schools quickly. Within my first term I presented a detailed analysis of what I had found, and shared with staff our key areas for improvement – principally the need to raise standards of learning and expectations for behaviour. I was candid about the amount of money we were spending on supply staff, but after a sharp intake of breath, there was a resolve and a will to change. Our supply budget has reduced by over 100% in three years.

Changing Cultures

We needed to simplify and clarify the key ingredients that would unite disparate cohorts of students. A strong and stable workforce was the first, galvanised around a shared vision. Then, revising CPD to make it relevant to staff tasked above all with motivating students. Organisational changes to improve pupil 'flow' and movement around the school demanded close physical scrutiny, especially bearing in mind the increased roll that ensued from the merger. We needed to improve communication with parents and carers to garner and respond to their views on the merged school and eliminate any fears and hostilities.

Recruitment

Higher expectations forced a number of members of staff to leave, and we were able to appoint fresh recruits, excited by our vision. Many are involved in the Ambition leadership development programmes, and everyone has regular opportunities to develop their careers. The chance to work collaboratively with teachers from other schools is an appreciable benefit of belonging to Creative Education Trust. Staff retention is at its strongest: fewer than 10% of staff left in 2018. Supported by the Trust's new recruitment programme and our contract with TES, the school has seen a rise in the calibre of staff applying for posts and has recruited a number of high-quality Newly Qualified Teachers (NQTs) as well as more experienced staff. Better recruitment has undoubtedly addressed the academic underachievement associated with high numbers of supply teachers.

A Tale of Two Communities

Pupils

'Action Impact Logs' support faculty development and 'Typicality Trawls' ensure classroom practice is consistently good, as well as providing a systematic framework for effective learning. The high expectations noted by Ofsted in a recent inspection were expressed in several factors: a formal uniform replaced sweatshirts; Chromebook laptops were supplied to pupils from year 7; Class Charts log rewards and sanctions; and a bespoke year 7-13 careers programme extends horizons and ambitions. Crucially, outside area 'zones' were specified for lining up at the beginning of the day and after lunch before students are escorted to their classroom. An overnight increase in pupil population from 650 (lower school) to 1130 (lower and upper) made it essential to structure key parts of the day.

Parents

We have improved our communication channels by introducing Parent Mail; access to the Class Charts via an app; parent-friendly reports; a fortnightly newsletter, *Connect with The Hart*; a weekly drop-in session; a Parent Forum and a PTA; and new protocols for contacting parents when an issue arises.

"In a seismic change like this, it was essential to manage the expectations of the wider community of Rugeley."

So How Is It Now?

2017-18 was our first year with both communities sharing one site. While there remains plenty to do, the school has gained a growing reputation for continuous academic improvements in the sixth form, with community confidence in this new school demonstrated by roll numbers that are going up. The number of students being accepted into Russell Group universities has increased by 16% since 2015, and by 20% to other universities. In 2019 we recorded our strongest-ever GCSE results in English and maths.

And What's Next?

As we continue to build relationships within and without the school, we recognise the importance of being more accessible to parents and other people who live locally. We are looking for adult volunteers to support students in reading and other classroom activities, and hope to run extended learning classes in numeracy and literacy. These ventures are already having a positive impact on building one community out of two. The school is midway through completing the Leading Parent Partnership Award.

We were fortunate to receive additional funding from the Trust to bring about some of the changes needed to accommodate 150% of the pupils the site was originally built for. We adapted the existing envelope of the school to create three additional classrooms, a new reception area, an open-plan leadership hub, sixth-form entrance, common room and teaching spaces. We're constructing a 'leisure dome' for indoor PE activities on an underused hard sports surface. New staff and pupil entrances lift everyone's feelings upon arrival.

These changes are visible to the community. And while the social and geographical contexts of the students generally remain unaltered, our 'one school in the heart of the community' has rendered the divisions invisible.



Above: Saule Skirmontaite (Woodlands) and Meghan Clutterbuck (Wroughton), deliberate race scores with Alfie Sampson, a year 6 playmaker from Woodlands.



Left: Suruthiga Kirupaharan from Wroughton concentrating in the tic-tac-toe relay race.

Below: Shalom Fundanga, captured here receiving his second medal of the day from Liz Cann, was applauded for his sportsmanship after running the 100-metre race and clinching first place on the last leg of the boys' relay race. He scored multiple goals for Milton Keynes football team to lead them to overall victory in the tournament.

Sixteen schools competed in the annual Days of Sports in July.

All 11 secondary schools – a total approaching 500 students – convened at Wrenn for the largest Day of Sports seen since its inception.

In the morning, girls' and boys' teams competed in football, dodgeball and triathlon tournaments while mixed teams played rounders. Briefly rested, and rewarded with hot dogs and burgers from Wrenn's barbecue, the competition continued with athletics, track and field.

Liz Cann, international gold-medallist badminton player, opened the games with a thought-provoking speech about what it takes to be a champion whether you are an athlete or not. Liz cheered on from the sidelines and awarded medals and the winner's trophy at the end of the day. Caister took first place; Abbeyfield came second, followed closely by Wrenn in third place.

Creative Education Trust's five primary schools convened in two different locations to enjoy the sporting festivities. Pupils at Three Peaks in Tamworth welcomed their peers from Harpfield and Queen Eleanor, and hosted a thrilling day of professional coaching in rugby, football, cricket and pétanque. After honing their skills, pupils competed in mixed school tournaments.

Wroughton, joined by their Great Yarmouth neighbours at Woodlands, began the day with a guard of honour from each school to the other. The sporting spirit was sustained all day, supported by 16 year 6 'playmakers' who coached, officiated and managed activities with skill and professionalism.



Record-breaking!

Top right: Allyna Mukuya of Caister wowed the crowd in the 800-metre sprint.

Middle and right: In the spirit of England's summer success, pupils at both primary sports days undertook cricket challenges with enthusiasm. In blue, Tommy Brown aims high for Wroughton, while Cerys Slater scores a run for Three Peaks.

Bottom left: Winners of the track, field, skill and sportsmanship awards pose for the record in Great Yarmouth.

Bottom middle: Leo Almond, Ellis Guilford, throwing in the boys' javelin competition.



Days of Sports



Below: Shalom Fundanga taking the lead with a 12.22 second win in the boys' 100-metre race.

Top: Day of Sports Leaders enjoying the barbecue.

Right: Tyler Alexander, Lynn Grove, finishing a winning long jump.

Bottom: Megan Redfern, Abbeyfield, taking on Kaci Wardle and Nikkaya Campbell, Bulwell, in the girls' football tournament.



Future Engage Deliver

Harry French, Principal of Ash Green, reflects on a leadership journey

My arrival at Ash Green in September 2016 triggered an 18-month period of deep organisational restructure and cultural transformation. At the heart of this, a deeply committed core of teaching leaders has demonstrated remarkable ability to embrace change. Today, as I peer through the floor-to-ceiling vision panels that frame the doors in the new Michael Dickson Building, I am greeted by smiling faces and a productive hum. This is different; it has not always been this way. Achieving the transformation has been formidable.

By inspiring my Senior Leaders and aspiring Middle Leaders with a strong sense of corporate culture, ownership and independence – a shared vision for the future – I believed that they would adopt an innovative approach to leadership themselves and in turn create a sustainable and stable model for the school. Our leadership development work dovetailed substantially with Steve Radcliffe's leadership framework, *Future-Engage-Deliver* (2012).

We've aligned all levels at Ash Green under the vision of delivering the 'Extraordinary Everyday'. Carefully scripted repetition underpins my leaders' actions to embed change in incremental improvements. We've identified a set of 'Everyday' behaviours to which students and staff can relate and that over time will deliver an education that is 'Extraordinary'; while the 'Everyday' actions of staff ensure a consistent environment – greeting students at the classroom door, for example, and engaging them the moment they enter a room; or applying the behaviour for learning policy with scrupulous consistency.

One of the biggest challenges we have faced is how to embed this high level of consistent delivery for every student, regardless of the curriculum area, their teacher, or their educational stage. The appointment of a new Leadership

Team 12 months ago was a critical step; with each member profiled using Myers-Briggs Type Indicators to help us understand different individuals' psychological disposition, perceptions and decision-making. Patrick Lencioni's *The Five Dysfunctions of a Team* (2002) led us to implement discrete steps, including team building to develop trust by sharing our deepest educational beliefs and values; non-negotiable leadership behaviours which are practiced at all times; and an agreed process for addressing the conflict we all acknowledged to be necessary to success, robustly and without fear. It wasn't easy, but accountability has been genuinely reframed as the collective results of the team.

A number of key indicators of success are emerging: Staffing is extremely stable: the core team of excellent teachers has been unchanged for three full academic years. Staff sickness and absence reduced by 42% in the 2018/19 academic year. Our published Wellbeing Policy (28 ways in which the school supports workload reduction, improved communication and the layering and personalisation of support) is taken seriously. The school is heavily oversubscribed, attendance has significantly increased and student outcomes are going up.

Most pleasing, however, is the positive school culture. Back in March 2017 Ofsted observed the "culture of aspiration being built" at Ash Green. That culture is now conspicuous at all levels of the school community, including the Academy Council, chaired by David Anderson (also Chair of Creative Education Trust).

The *Future-Engage-Deliver* model has given us a replicable model of leadership development and, during 2019/20, all members of staff with leadership responsibility will be trained using it. We look forward to still greater alignment, deeper improvement and a firmer platform to provide an extraordinary education, every day.



Successes and special commendations

Students,

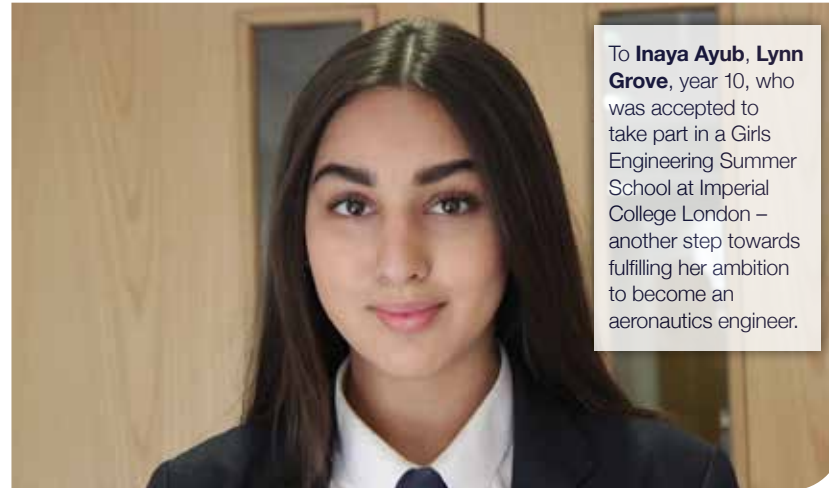


To **Lynn Grove** musicians, **Charlotte Gray**, year 11, and **Brad Secker**, year 9, who won first prize at the 'Gorleston Makes Music' event, performing their original songs.



To **Abbeyfield** staff and students for inspiring the whole school in the enrichment day promoting employability skills, academic attainment, positive self-awareness and independent decision-making.

To **Lynn Grove's Adam Johnston**, year 11, who raised £4,000 to travel to West Virginia, USA, to take part in the 24th World Scout Jamboree.



To **Inaya Ayub**, **Lynn Grove**, year 10, who was accepted to take part in a Girls Engineering Summer School at Imperial College London – another step towards fulfilling her ambition to become an aeronautics engineer.



To **Bulwell's** recently formed choir who travelled to Disneyland Paris to perform on the 'Stage of Dreams'. Led by Mr Williams, the singers received a standing ovation from over 600 visitors.

To 14 year 9 **Bulwell** students who braved wet weather in the Lake District twice to complete their Duke of Edinburgh Bronze Award. The team clocked up many miles walking, carried all their kit and camped outdoors.

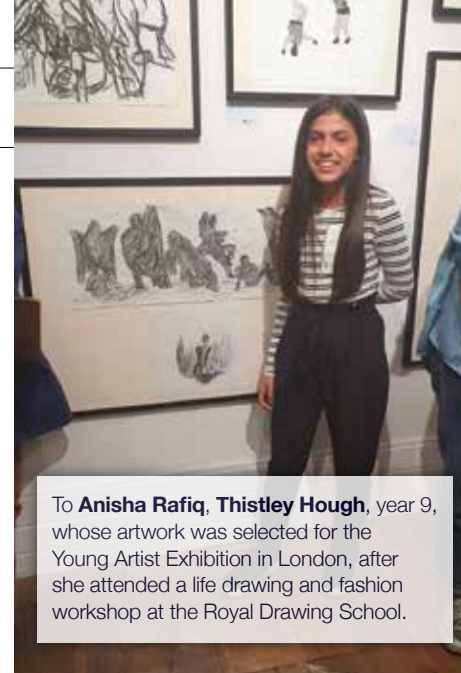


To **Harpfield** pupils, who visited Wadham College, Oxford University, as guests of Jeffrey Hackney, the college archivist, who is an alumnus of Harpfield. The inspirational day included lunch in the hall, a trip to the Ashmolean Museum and a chance to meet undergraduates.

To the team of 24 **Weavers** students who received anti-bullying ambassador training from The Diana Award charity to prepare them to support fellow students in need of advice and company. The team will also be delivering sessions to raise awareness and communicate anti-bullying strategies to primary school children.



To **Harvey Lock**, **Lynn Grove**, year 8, who returned victorious from the WPU World Championship in Germany after breaking the world record for powerlifting with 105kg.



To **Anisha Rafiq**, **Thistley Hough**, year 9, whose artwork was selected for the Young Artist Exhibition in London, after she attended a life drawing and fashion workshop at the Royal Drawing School.



To **Jack Fleming**, **Bulwell**, year 9, whose launch of a stationery shop during school break times has invigorated his peers and ensured that they are all ready for classes with the necessary equipment. Keep up the entrepreneurial spirit!



more students



To **Luke Salzman** and **Lewis Melvin**, honoured among peers at **Ash Green's** year 13 awards evening, who both achieved offers to study at Oxford University.

To **Brandon Scott** of **Milton Keynes**, commended by the Furniture Makers' Company in the Young Furniture Makers Awards School Design Prize.



To **Amanda Wilson, Jo Evans** and **Claire Green**, Learning Support Assistants at **Queen Eleanor**, who successfully completed their GCSE qualifications in maths and English after returning to college to study.



To year 9 students at **Bulwell**, who planned, created and presented an intriguing range of television promos during the 'Let's Pitch it' workshop run by **Baasit Saddiqui** from Gogglebox.



To all the students in the **Weavers** Parliament who make such an important and regular contribution to the school's student voice.

To each of the **Bulwell** students who received special recognition at the Celebrate Success Rewards evening, especially, **Laura Korpa**, year 13, chosen for the Principal's Special Recognition Award for her determination to succeed, academic brilliance and exceptional kindness.



To **Queen Eleanor** pupils whose annual art exhibition used plastics and pastels to explore natural themes.

To all staff and students at **Queen Eleanor**, where a new nursery opened this term, greeting its first intake of pupils.

... and staff



To **Liam Cox**, Deputy Headteacher, **Queen Eleanor**, for achieving his National Professional Qualification for Headship.

To staff enrolled in **Wrenn's** bespoke CPD programme who were filmed by the Chartered College for Teachers to showcase excellence in teacher training and development.



To Abbeyfield, recognised as Secondary School of the Year in the Northamptonshire Education Awards.

Principal Siona Robson explained: "The application required evidence under various headings. In response to 'Why do staff enjoy working at Abbeyfield?', for example, I submitted email responses from staff detailing their personal reasons. A group of sixth-formers wrote the section of the application that asked 'Why do students enjoy learning at Abbeyfield?', and attached podcasts collected from the year 11 leavers' prom. In the section on the school values we were pleased to be able to share our mission statement and new school values. These had been informed by workshops with staff, our Academy Council and our parent forum, alongside the results of our student and staff values vote. The second part of the shortlisting stage was a visit from the awards' organisers to quality assure our application – an interview with me as Principal, a tour of the school and a discussion with a group of mixed-age students."

CINEMATIC



The third annual Creative Education Trust creative writing competition brought 14 finalists to London for a screenwriting workshop with

Harry Oulton, veteran scripter of TV drama and children's author. The final event of the competition, which was conceived by the cross-Trust English teachers group four years ago, challenges students to write the screenplay for a five-minute drama. The story must be set in school and feature the revelation of a secret as a device to drive the plot.

This year's winners were **Ash Green's** Neve Allen and Aaron Kalsi for *Sales in the Shadows*, in which a student discovers the shocking truth behind how the new Michael Dickson Building was funded. What will be the price of her silence? The production of their film on location, working with a professional director and cameraman, constituted the prize.

Watch the winning film on our YouTube channel:
www.youtube.com/creedacad



SALES
IN THE
SHADOWS



Far left: Finalists in the 2019 Creative Writing Competition in a screenwriting workshop with Harry Oulton.

Left and above: Stills from *Sales in the Shadows* starring one of the authors, **Neve Allen**, left with **Farrah Milligan**, and classmates, above (left to right) **Caitlin Cooke**, **Elle Bousfield**, **Ashton Fulton**, **Lauren Reeson** and **Koen Duffy**.

Creative Collaboration: Social Action

Over 40 students from six sixth forms attended the Creative Collaboration Prize final event in London on 18 September, drawing to a close the second year of the competition, in which students used design and innovation processes to respond to social issues.

Portfolios

At the competition launch earlier in the year, teams were tasked with working collaboratively on a proposal for a product, service, campaign or spectacle that tackled one of three social issues: mental health, homelessness and access to youth spaces.

Staff representing the Design Management course at London College of Communication at the University of the Arts London introduced design as a method for problem solving, experimenting with techniques such as empathetic stakeholder- and user-mapping and 3D construction of conceptual models.

The teams submitted their draft proposals for professional comments from LCC course lecturers, using the professionals' feedback and their own ingenuity to adapt and develop their social action ideas.

Thirteen teams presented final proposals to the judging panel: Noemi Sadowska, the course leader at LCC, Marc Jordan, Creative Education Trust Chief Executive and Steve Broome, a consultant in communities and mental health. Portfolios of visual and written elements in support of their presentations contributed to the assessment and deliberations over choosing the winner.

Prizes

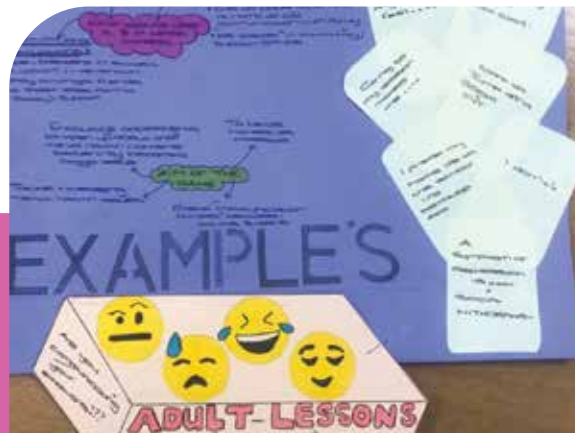
All participating students travelled to London for the announcement of the winner at LCC, where they toured the technical workshops and visited the special exhibition *Emergence: Service / Social / Sustainable Design*. Their own work was also displayed as part of LCC's contribution to the London Design Festival.

The runners-up were: 'The Dog Café', by Roxanne Badu and Priscilla Mensah (Milton Keynes), where people suffering mental health disorders and anxieties can take comfort in a nurturing environment with canine companions; and 'Adult Lessons', by Kiera Bradley and Jess Monschke (Hart School), featuring a board game for adolescents and adults designed to encourage discussion about mental health without the pressures of formal settings. Jack Eastap, Rosa Amoha, Lewis Taylor and Zane Folorunso (Bulwell), collected the overall prize in recognition of their team effort in the researching and production of *A Way Out*, an awareness-raising film on mental health in men.

Perspectives

The London visit included four trips to charities directly involved in improving lives through creativity and design, giving teams insight into how complex social issues such as addressing mental health, homelessness and youth spaces have been tackled by experts.

Below: Collage of different approaches to games for 'Adult Lessons'; logo for 'The Dog Café'.



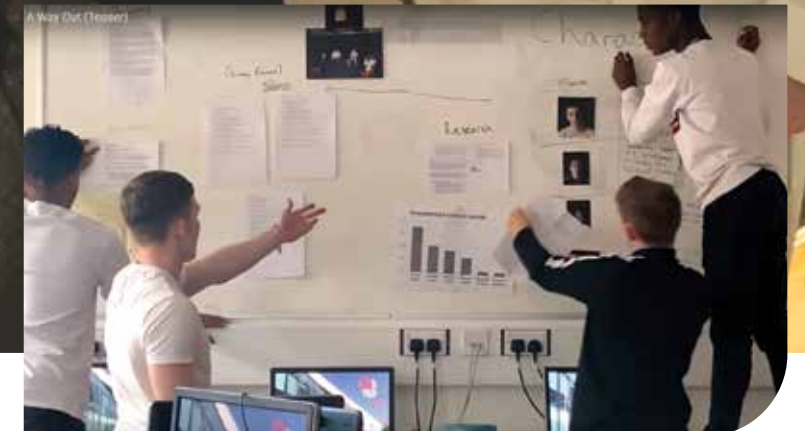
"Teams worked collaboratively on a product, service, campaign or spectacle to address pressing social issues."

Left to right: Bulwell's winning team of social innovators for male mental health: Rosa Amoha, Lewis Taylor, Jack Eastap and Zane Folorunso



Milton Keynes students exploring work in the exhibition, *Emergence: Service / Social / Sustainable Design*.

A still from the teaser film for *A Way Out*





Opera-Goers

“Thousands of teenagers virtually raised the gilded roof of the auditorium in their applause for the villainous seducer, Don Giovanni.”

Alerted by Michelle Reading, music teacher at Weavers, to the Royal Opera House’s Schools Matinee of *Don Giovanni*, we immediately registered our request for 50 tickets to one of the most successful and popular operas ever, written by Mozart and first performed in 1787. Students from nine secondary schools enjoyed a performance of riveting dramatic and vocal quality, surrounded by thousands of other teenagers who virtually raised the gilded roof of the auditorium in their applause for the villainous seducer, Don Giovanni.

This inspirational trip formed part of the Chorus project, now in its fourth year, which aims to encourage more choral singing in secondary schools and to develop musicianship in all students using the voice as the primary instrument. Singing Ambassadors have been identified in each school to help teachers promote singing. Each will receive high-quality vocal tuition on a challenging repertoire, and will form the core of a new, cross-Trust advanced choral ensemble.

A parallel initiative offering cross-Trust ‘play-days’, inspirational trips and performance opportunities to instrumental players commences in January 2020.

Above: Staff and students from Ash Green, Milton Keynes, Bulwell, Weavers, Hart School, Ellis Guilford, Abbeyfield, Lynn Grove and Caister in their seats at the Royal Opera House.

“I saw what one of my life paths could be.”

“The opera was exciting. It was like something I’ve never seen before. The performers told the story with such emotion.”

“I loved how the set moved and how the projections changed the perspective.”

“It gave me even bigger respect for how much control singers have over their voices.”

“I could not take my eyes off the orchestra. They play with a passion. How lucky to have a job you enjoy.”

Creative Education Trust is a growing multi-academy trust educating over 13,000 children in England.

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

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

Creative Education Trust

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Joe Lynch, year 6, pitches forcefully for **Woodlands** in cricket at the Primaries' Day of Sports (East), July 2019.