

The magazine of Creative Education Trust schools Issue no.7 November 2016

Connected

The triumph of progress

A new way to measure
success

Image Makers

CET Young
Photographer 2016

Design Programme

Five years on



Progress on all fronts



In this issue Dr William Richardson, Chair of CET's Education Advisory Board, writes about the government's new 'Progress 8' measures, which have revealed very

strong performance at CET schools against local competitors.

You can admire the winning images from the annual CET Young Photographer competition on the centre spread, and the cut and thrust of the Days of Sports for primary and secondary schools reviewed on pages 6 and 7. We also describe exciting new cross-Trust programme initiatives in the performing arts and enterprise, alongside a preview of the sixth-form prizes.

When the Creative Education Trust was formed in 2011, its design programme was the feature with which we promised to enrich and enhance the process of educational improvement. Five years on, we have included a reminder of the unique experience of Key Stage 3 students in a CET school – learning the practical logic of design with regular input from professionals in design, architecture, engineering and other fields.

Emily Campbell Director of Programmes

HOT-A-TWEET

140 characters from the Chief Executive

A renewed commitment to creative education from the Board of Directors hails exciting times ahead for everyone in the Trust.



Cross-Trust events

- 8 and 9 December 2016** Abbeyfield School Days of Performance (Shakespeare)
- 13 January 2017** Thistley Hough Voices Foundation CPD day for music teachers
- 18 January 2017** CET Head Office Primary Headteachers' meeting
- 2 February 2017** Weavers Voices Foundation CPD for music teachers
- 3 February 2017** CET Head Office Secondary Principals' meeting
- 7 February 2017** Abbeyfield Heads of sixth form meeting
- February 2017** Design Museum Design Faculties meeting
- 3 March 2017** Abbeyfield Voices Foundation CPD for music teachers
- 16 March 2017** Weavers Teaching Leaders' action research day
- 23 March 2017** Woodlands Primary Headteachers' meeting
- 24 March 2017** CET Head Office Secondary Principals' meeting
- 18 May 2017** Harpfield Primary Headteachers' meeting
- 19 May 2017** CET Head Office Secondary Principals' meeting
- 14 June 2017** Ash Green Heads of sixth form meeting
- 16 June 2017** School TBC Design Faculties meeting
- 27 June 2017** Three Peaks Primary Headteachers' meeting
- 28 June 2017** Three Peaks Primary Day of Sports
- 29 and 30 June 2017** Great Yarmouth Secondary Principals' dinner and meeting
- 5 July 2017** School TBC Sixth-form Prize launch
- 6 July 2017** Weavers Secondary Day of Sports



Bryony's Yale diary

26 July A giant circle of people on the grass all talking about where they were from – Connecticut! China! Korea! Zimbabwe! Afghanistan! Stoke-on-Trent!

27 July Lecture on engineer Vannevar Bush – difference between basic and applied science. First seminar on the structural components of the ozone layer. 500-word essay due the same day!

28 July How to calculate the body mass of dinosaurs from bones or fossils. I like this genre.

29 July The Cushing Brain Collection – hundreds of brains collected in jars for the study of disease.

30 July Ethical group for 'Depletion of Resources' got heated when someone flicked a ladybird across the room.

31 July Best lecture yet by Dan Esty on Kyoto Protocol and Paris Agreement, though sometimes contradictory.

1 August Inspirational quote from discussion group: "You can get a leader to move masses, but you can't get masses to move a leader".

2 August Woke up with no voice so could not state my opinion in the courtroom debate about indigenous tribes.

3 August Great feedback for our capstone project and presentation about how to export goods to indigenous tribespeople.

4 August The Programme Director told us about the inspiring things that other YYGS people have gone on to do. Certificates, photos, PARTY!

Global Scholar

Congratulations to Bryony Kelsall from Thistley Hough, accepted onto the Yale Young Global Scholars Programme (YYGS) at Yale University. YYGS promises 'an amazing summer experience' to outstanding high school students from across the globe at Yale's historic campus among talented fellow students, world-renowned professors and visiting practitioners. Bryony set off in July, on a flight from Manchester to New York funded by the Creative Education Trust, for her ten-day session on Sustainability, Energy & Environment.

Yale Young Global Scholars are inviting applications from students aged 16 or 17 for six sessions in 2017, and the deadline for applying is 31 January 2017. Bryony's advice for other students thinking of applying is, "The chances of getting on it are slim but you've nothing to lose. I got a place and would not have changed it for the world. The friendships I made and the knowledge I gained will last a lifetime". Bryony Kelsall is now doing A levels in maths, English literature, geography and RE at the City of Stoke-on-Trent Sixth-form College.



Progress

8



The important and educationally worthwhile challenges lie in making each pupil feel that their progress is recognised, supported and valued for its own sake.

William Richardson, CET board member

Chair of CET's Education Advisory Board, Dr William Richardson, describes the new Progress 8 measure and why it should be good news for Creative Education Trust schools.

Over the past 15 years successive governments have been hunting for the fairest way to record pupil progress in schools. There have been various changes along the way and new methods to record school effectiveness will be used for the next set of DfE "performance tables", based on summer 2016 GCSE results. The big question is whether the latest refinements are an improvement and fair both to individual pupils and to schools.

Measuring pupil progress in schools

It was in 2002 that the government first announced its intention to publish "value added" measures for pupil progress across English schools. The aim was simple: to provide valid comparisons between schools with different intakes by taking into account prior attainment. Three years later the method was extended to factors outside a school's control such as gender, mobility and levels of deprivation. The new method came to be called Contextual Value Added (CVA).

In both cases the technique identified a "median line" – the predicted midpoint for progress by groups of pupils sharing similar characteristics. The progress of each student was then

plotted in relation to this midpoint in the form of a positive or negative number. The total value added by the school was then calculated as the average of all pupil scores within that school, a figure that was subsequently weighted for school size.

Some experts argued that the accuracy of the method remained uncertain but almost all agreed that value added measures were a fairer way of assessing the contribution made by the school than simple exam grades.

Current league tables

In recent years secondary schools have been ranked on the proportion of pupils gaining grade C or higher in five GCSE subjects including English and maths. As everyone knows, this has placed great pressure on teachers and students where the predicted grade is close to the C/D borderline. Not only has this dented confidence in whether that grade boundary is entirely accurate – readers may remember that the headteacher unions took the exam regulator Ofqual to court over the issue in 2012 – but it has also discouraged teachers from giving other students similar levels of intensive support for their work.

Perhaps inevitably, putting so much pressure on attainment at grade C had other unintended effects. For example, schools received advice on whether certain exam boards or different 16+ qualifications (GCSE vs. IGCSE) were stricter or more lenient at the C/D borderline.

Not only that, but Ofqual's supervision of grade boundaries in 2012 was found to have been far from convincing by the judge who investigated it. The regulator's actions that year, he said, had been "lawful" but "unfair".

Much more importantly, there was the inherent unfairness in the design of the external measures which had the effect of some students being prepared more actively than others for attainment in public examinations.

“Attainment 8” and “Progress 8”

Attainment 8, the first measure, creates a single score for each pupil based on their GCSE grades across eight subjects. The subjects that count towards the score have to be made up from three components:

- English and maths (both of which are given a double weighting)
- Three other “English baccalaureate” subjects: the three best grades from sciences, languages, geography or history
- The three best grades from other approved qualifications

Grades in each of the pupil’s contributing subjects are given a points score (A* = 8; A = 7, etc.) and the total is then divided by ten to arrive at that individual’s personal measure.

Then there is Progress 8. This starts with information on each pupil’s Key Stage 2 attainment, takes account of the GCSE results of all pupils with the same Year 6 scores and compares both indicators with the GCSE grades the pupil actually achieves (as measured by their Attainment 8 score).

School averages for Progress 8 are thus affected – up or down – by how well each pupil does based on predictions calculated by the national level of performance of GCSE candidates with the same Key Stage 2 attainment profile. As with CVA, school results are reported in relation to a “median line”.

Across CET schools it is expected that Progress 8 will be of benefit at school level. In other words, the overall method should be fairer and more favourable to our schools when judged by Ofsted and others than the previous ranking system. This, of course, would further enhance our reputation in official circles.

However, more important ultimately is that each pupil feels that their progress in school is recognised, supported and valued for its own sake. And this is where the important and educationally worthwhile challenges lie.

The biggest criticism of the new regime – expressed in strong terms by the headteacher unions – is the assumption that almost all students are best served by attempting eight subjects across the categories set out above. Meanwhile, those who have already calculated the effect of Progress 8 using their school’s recent results have realised that individual students who experience an exam meltdown have a highly disproportionate effect on the school’s average.

More positively, the subject departments in our schools now have a strong incentive to stretch all of their students, whatever their pattern of attainment at the end of primary school, since they are relieved of the pressure to worry disproportionately about students who might fall just below the C/D borderline. Those expected to get Es or As at GCSE are now equally important to the school in terms of meeting their predictions.

William Richardson is a non-executive Director of the Creative Education Trust and Visiting Professor of Education at the University of Exeter. He acknowledges the assistance of Richard Adams at The Guardian in preparing this article.

View from the schools

Our outcomes prove that a culture of high expectation, opportunity and success for every child makes exceptional student achievement possible.
Harry French, Principal, Ash Green



We’ve known for some time that the Hart School outperformed schools perceived locally as more aspirational; now we have a figure to prove it.
Chris Keen, Principal, Hart



We’ve been surprised at how well parents understand the significance of the new measure. Put simply, children do better here than they would have done in 80% of the country’s other schools. It’s fortified our key message about transforming the life chances of every child.
Holly Hartley, Principal, Thistley Hough



Our Progress 8 data shows that inspiring and challenging each and every child to be the best they can be is not merely an aspiration but a reality.
Michelle Strong, Principal, Caister



Fierce Competition

Below: **Harlee Wicks** holds the winners' trophy on behalf of Woodlands and stands with **Ellie Astles** of Harpfield

and **Jakub Kucharski** of Queen Eleanor, both recipients of Outstanding Performance awards

150 Year 6 pupils representing the four CET primary schools gathered at Three Peaks for the second annual Primary Day

of Sports. Team sports scheduled for the morning got competition flowing: Queen Eleanor were clear winners of the tag rugby, with the Three Peaks home team winning the boys' football. Having won the girls' football, Woodlands snatched victory from Harpfield by just one point in netball, while rounders finished as a controversial tie between Three Peaks and Woodlands. Athletics drew spirited performances

from all schools. Balram Thanki and Chineye Oleka, of Harpfield and Queen Eleanor, deserve special mention for their impressive standing long jumps, along with Harvey D'Sylva and Alleah Smith, both of Three Peaks, who cleaned up in the 80 m sprint.



Paralympian Steve Brown
with our secondary school
medal winners



Trophies for Outstanding Performance were awarded by PE staff to Ellie Astles of Harpfield and Jakub Kucharski of Queen Eleanor in recognition of impressive and consistent effort throughout. After a day of intense competition, the CET Primary Day of Sports trophy was taken back to Great Yarmouth by Woodlands for the second year running.

Competitive spirit was fierce at the fourth annual CET Secondary Day of Sports. 320 Year 8 students, hosted by Abbeyfield, competed in football, netball, dodgeball and rounders, and tested their stamina in an 'indoor triathlon' (row, cycle, run). Terrific teamwork and individual skill were on display in the closing track and field events.

Captain of the London 2012 Paralympic GB Wheelchair Rugby Team, Steve Brown, was our special guest for the day. Steve presented medals to individual event winners and announced this year's Outstanding Performance awards: Millie Watford of Abbeyfield for her excellent high jump and Vikram Misunda of Weavers for his determined performance in the football competition. The Day of Sports trophy went to the students at Lynn Grove Academy, who beat host school Abbeyfield by just three points.



Clockwise from top left:
James Dickie of Three Peaks leads the rugby field; **Balram Thanki** from Harpfield Primary; **Amelia Goffin** throws discus for Caister; **Harvey Rushton** of Weavers; **Ellie Hunter** of Lynn Grove and **Kyra Robertson** of Caister draw level in the relay; **Tegan Millar-Opongntim** of Abbeyfield; **Bethan Griffiths** of Hagley Park

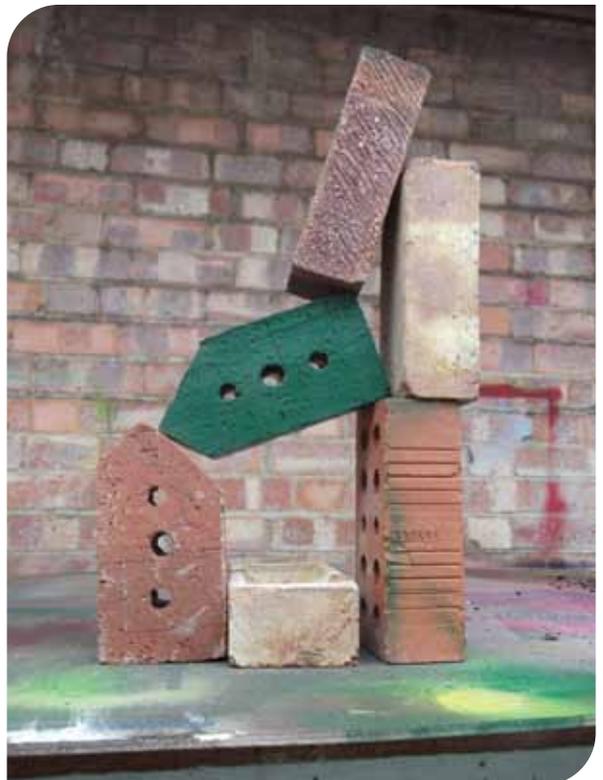


Young Photographer 2016

For the third Creative Education Trust photographic competition, students of the CET secondary schools were invited to address this year's brief: Photograph an object or collection of objects in a way that creates new meaning. Give your photograph a title.

A professional photographer launched the project at each school. These photographers also gave an individual tutorial to every student who entered – university students might envy this rare chance to get expert advice. Steve Macleod, Creative Director of Metro Imaging, launched the project at the Rugeley Academies, now the Hart School, while Marysa Dowling, Othello De'Souza-Hartley, Leon Chew and Helen Cammock were our guest photographers at the other schools.

An impressive 131 entries were submitted from Year 7s at the start of secondary school, A-level students nearing the end and other year groups in between. The judging panel – Steve Macleod, CET Chief Executive Marc Jordan and Jon Dickson of Hitch Marketing – considered a shortlist of 24. A special commendation for technical skill was given to Amy Dare of the Hart School. Two runners-up came from Weavers: Pacey Langley for "There Is No 'I' in Team", and "Sheltered" by Lauren Sweetman. Coached by Leon Chew, both discovered an aptitude for constructed still life. The CET Young Photographer 2016 title was awarded to Megan Bullock of the Hart School for "Life". The judges were impressed that Megan had seen and captured a passing moment, giving an emotional quality to the leaf she had photographed. Congratulations to Megan for her accomplished image.



This page:

"Life", **Megan Bullock**

Opposite, clockwise from top:

"Sheltered", **Lauren Sweetman**;

"There Is No 'I' in Team",

Pacey Langley;

"Close Shave", **Amy Dare**



Successes and special commendations

Students



To the Year 11 and 13 student leaders at **Ash Green** who have redefined their role as 'Leaders of Learning' and improved the dialogue between students and staff.



To **Lynn Grove's** Gardening Club for raising £337 in a 'bag pack' for Morrisons.

To **Sanjeet Kaur**, Year 12 at **Abbeyfield School** who was accepted onto the Cambridge University summer school in preparation for a potential Oxbridge application.



To **Alice Wakeley**, Head Girl at **Lynn Grove**, for her outstanding design work in Textiles.



To the 57 pupils from **Lynn Grove** whose poems were published by Young Writers in their "Poetry Trials" book.



To **Thomas Robinson**, **Sam Jones** and **Ramanpreet Bhangu**, recognised for exceptional academic success at the **Ash Green** sixth-form awards evening.



To **Harfield's** Early Years pupils for settling into Forest School – mud kitchens, Welly Wednesdays and a Big, Bad Wolf Hunt.



To the **Hart School** team led by **Connor Morgan-Shaw**, **George Allen** and **Jess Carter** for securing 39th place out of 250 teams and qualifying for the Greenpower International Final.



and staff



To **Dorin Feresteanu**, Year 9 at **Abbeyfield**, Scientist of the Month for September.



To **Harpfield** pupils for doing remarkably well in the Indoor Sport Services School Rowing League after only four weeks of training.



To **Grace Bailey** and **Brittany Clarke**, **Abbeyfield**, who graduated from Teach First with Outstanding judgements.



To the **Caister** students and parents who prepared the European Market of Cultures for the European Day of Languages.



To **William (Bill) Gibson**, named the first **Thistley Hough** Bamber Scholar with Honours for his impeccable suite of A/A* grades at GCSE.



To **Caitlin Bircham** of **Lynn Grove**, baton twirling gold medallist who represented England in France.



To the **Queen Eleanor** Year 5 and 6 rugby team for winning the David Rose Cup against seven other Northampton primary schools.



To **Caty Reid**, promoted to Vice Principal at **Thistley Hough**.

Student Leadership Conference

Cherie Dean and Rhys Barnes,

Head Boy and Head Girl of Abbeyfield (pictured here giving their eloquent vote of thanks to the speaker at Abbeyfield's awards evening) have taken action to get a cross-Trust conference of student leaders on the agenda for 2017. The idea for such an event drew support from all quarters during the interviews for the article on student leadership in *Connected No.3*.

Cherie and Rhys's proposed agenda for the first meeting has been circulated to all schools and a date is being sought, with Abbeyfield as the host to a minibus-full of secondary school student leaders from across the Trust. With a view to establishing a 12-month programme of events, their ambitions include:

- Opportunities for CET student leaders to debate in a formalised setting
- Guest speakers from politics and current affairs
- Visits for CET student leaders to places of significance in political and cultural leadership
- Presentations on the politics, economics and culture of other parts of the country from each Trust school
- Comparative data about student leadership structures and terms of reference
- Leadership training

This list illustrates how student leadership could be elevated by collaboration into a great experience for students and an equally great point of discussion on a CV. The initiative will be led by students and light-handedly coordinated by CET Programmes.



Hulger's Plumen low-energy lightbulb, designed by Samuel Wilkinson, ambassador for the concept of structure.

The founding directors of the Creative Education Trust wanted to put design at the centre of the curriculum in all its schools. They had three reasons. Firstly, they knew design could improve students' engagement with learning because it entailed exciting and challenging projects linked with the real world of innovation, communication and technology. Secondly, they wanted to increase students' employability by giving them a foundation of practical, problem-solving skills based on making and invention. And thirdly, if design was taught really well it would contribute to the raising of attainment in academic subjects – particularly English, maths and science – because to design well requires elements of them all.

The writing of the Creative Education Trust's unique design programme was governed by some principles. Firstly, we wanted to reunite Art & Design and Design & Technology (divorced by the National Curriculum in 1988) under a common set of key concepts. The six CET concepts – structure, pattern, meaning, performance, human interaction and practice – refined at an inset in November 2011 with our first schools, Fair Oak and Hagley Park, have become the foundation of creative education across the curriculum in all the Trust's member schools.

Design





Key Concept ambassadors

Structure

Alexander Taylor
Michael Marriott
Sebastian Bergne
Samuel Wilkinson
Ab Rogers

Performance

Michael Cross
Jim Bond
Studio PSK

Pattern

Kai and Sunny
Alex Bellos
Jonathan Rabagliati
Huw Morgan
Sam Ashton

Meaning

A Practice for Everyday Life
Paul Plowman
Lea Jagendorf

Secondly, it was necessary to balance the stress on product manufacture that prevailed in Design & Technology, and on skills in Art, with a stress on thinking skills. In this we could, thirdly, give rigour to the creative process in a set of exemplar exercises which would help dispel the mystery and suspicion around 'creativity'. We knew, fourthly, that we should make much more abundant reference to the built and manufactured world – and indeed the natural world – than we generally saw made in schools. Finally, we sought to provoke and reward independent, original thought.

The six concepts were welcomed for their simplicity: the things you need to think about in order to make decisions about design. Structure – how big? What shape? How do the parts fit together? Meaning – does this convey the right message or feeling? Performance – what happens if I change this? But so far, so much theory. Three years of drafting – 45 exemplar schemes of work for Year 7, another set for Year 8 and more for Year 9 – set in motion a collaborative work in progress that has involved over 50 teachers in Art & Design, Design & Technology and ICT.

Teachers describe the characteristics of the programme as “tying together skills and understanding”; “making connections between the built and the natural worlds”; and “bringing other subjects directly into our own subject”. They say it engages the less academically able while stretching the brightest. Internally, the promotion of the key concepts in the 2015 Knowledge Connected animation has raised the status of design because that's where it all started.

Highlights of the design CPD programme have included annual visits to the Design Museum with guest speakers Sam Hecht, Moritz Waldemeyer, Chris Downs and John Nussey. Teachers have been trained in 3D drawing, illustration, designing with data, metal sculpture and

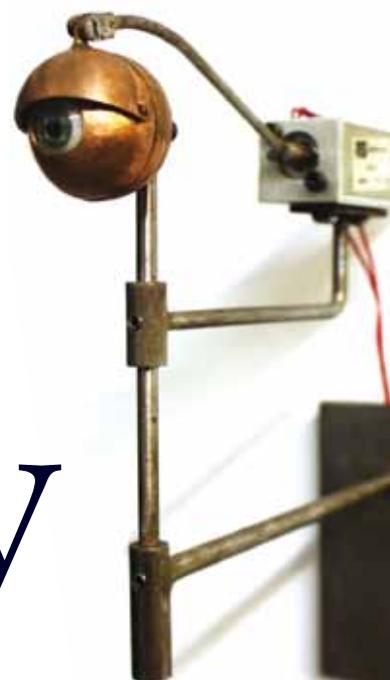
copper-leafing, shirt manufacture, woodworking, Arduino programming and design exhibition curation. This year we look forward to visiting the massively expanded Learning Centre at the new Design Museum in Kensington.

The tradition of Year 7 drop-down days in which the key concepts are 'launched', invented at Abbeyfield, has exposed thousands of students to more world-class designers. Listed here as our key concept 'Ambassadors', they lead a day of immersive exercises in structure, pattern, meaning and performance.

Along with the publication of an 'essential' suite of Key Stage 3 projects, there are plans to introduce a sixth-form design programme to bring the same level of professional insight to those anticipating higher education in art or design and to raise aspiration towards the country's best schools of art, architecture, design and engineering. It is fitting that the fifth anniversary should see the publication of our most popular prototype resource. "A Few Minutes of Design" is a set of task cards that invites anyone – of any age – to experience the small decisions by which our world is made more coherent and intuitive by design.

Above: Crossrail Place by Foster and Partners; computational design of the 3D tessellated roof by Jonathan Rabagliati, ambassador for the concept of pattern.

Right: 'Blink' machine by Jim Bond, ambassador for the concept of performance.



niversary

Round-up

New cross-Trust initiatives in choral singing and enterprise bring a fresh round of encounters with professional experts at the top of their game.

Chorus

The Creative Education Trust has identified singing as the most exciting, practical and inclusive way to broaden secondary pupils' musical horizons and to enlarge their experience of music-making. CET invited a proposal from the Voices Foundation for how to embed singing through the curriculum and through an extracurricular choral enrichment programme.

The ambitions of the programme are realistic but uncompromising. Firstly, to raise the profile of singing in CET academies and make it an activity in which all pupils participate. Secondly, to create the foundations of musicianship for all Year 7 pupils through a voice-based curriculum.

Thirdly, to broaden horizons by providing an inspirational Chorus programme with a wide repertoire; and finally, to develop aspirations for younger pupils by involving senior pupils as ambassadors and soloists

Chorus is underway in a series of tailored visits by Charles MacDougall (pictured below), vocal coach and former soloist with the renowned ensemble Voces8. Charles has been working with teachers and singers in a range of configurations across the Trust. Sally Cathcart leads the first CPD day for Voice-based Musicianship at Kings Place in November. We'll design the evaluation of this module as part of the ongoing discussion of assessment that ensued from the first cross-Trust meeting of music teachers in September 2015. The modules all work towards a summer 'festival' season – working title: the CET Day of Song.



Day of Enterprise

Enabling Enterprise was set up by a group of teachers who wanted to do more to build students' enterprise skills, raise their aspirations and help them anticipate the world of work. Their packages – for year groups, key stages, drop-down days or whole school approaches – emphasise eight core skills in support of a deep interpretation of 'enterprise'. Encompassing much more than 'business', and very much in sympathy with CET, their challenge options address justice, social enterprise, politics, communities and world trade, as well as the more predictably commercial assignments in product development and branding.



Sixth-formers step up

The third year of CET sixth-form competitions reaches its climax in the public-speaking final at London's Swedenborg Hall in November. Six finalists will address this year's theme, "You Make Your Own Luck" and we anticipate a fascinating tour of determinism and self-efficacy intersecting the vicissitudes of fortune and fate. Barrister Hugh Davies OBE QC (pictured below) is our guest panellist for the event.

Four former broadsheet journalists, authors and critics led the launch of the sixth-form competitions in July. Kate Basset, theatre critic, Matt Green, war correspondent, Erica Wagner, literary editor and creative writing tutor, and Emily King, design critic, resoundingly confided their beliefs in the value to self and society of speaking and writing well. Each led a round table discussion to help each of four dozen sixth-formers contrive the title or question for their own essay. Every student who entered – three times as many as last year – has been privileged with a one-to-one tutorial on their draft with the writer Harriet Goodwin. The panel looks forward to reading the essays and discussing the shortlist, and the winners will be featured in the next issue of this magazine.



CET has contracted Enabling Enterprise to run a 'Challenge Day' in each secondary school reflecting this breadth of approach; either Social Entrepreneur, A Day in Politics or Business in a Day. Year 8 have the privilege of being the first year's participants in our pilot, while in 2018 Principals hope to design a competitive project that culminates in a cross-Trust Day of Enterprise.

Day of Change

Are you ever too young for enterprise? As Enabling Enterprise gets under way in secondary schools, 7billionideas will begin their roadshow of primary schools to start off a parallel project interpreting enterprise in an even more elemental way as the ability

to make change. Two teachers in each school have been appointed to lead a six-week 'world-changing ideas' module using excellent resources supplied by 7billionideas to guide brainstorming, prototyping and presentation among our youngest creative entrepreneurs in Key Stages 2 and 3.

All five CET primaries, including our newest joiner in Great Yarmouth, Wroughton, will be entering the Day of Change competition in early April.

Days of Performance – Shakespeare

Abbeyfield will play host to both Days of Shakespeare, east and west, in its excellent auditorium, the technical domain of Richard Walker-Glenn and his team of trainee 'minions'. The 48-hour line-up – the big three tragedies (Macbeth, Hamlet and Othello), Romeo and Juliet, A Midsummer Night's Dream and two Tempests – features actors drawn mostly from Years 9 and 10 and draws on the design talents of their classmates. We are delighted that RSC voice coach, Michael Corbidge, and designer Mark Friend, fresh from "The Wars of the Roses" with Trevor Nunn, have continued to work with staff and students on text and visual spectacle, as professional artists recruited by HMDT Music. Thistley Hough's production, Othello, will be directed for the third time by RSC-trained Katie Lewis, pictured left with the 2015 cast.



Creativity is the ability to find connections between the things we know and turn these connections into new ideas and action.

The academic arts and the sciences, practical subjects and life skills all need creativity.

Creativity is highly valued by employers.

With knowledge, skills and creativity, every young individual is equipped to succeed in the knowledge economy.

Creative Education Trust

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Front cover image:

Robsan Ibrahim, Year 9
at **Ash Green**, in the boys'
long-jump