

Finham Park Multi Academy Trust

World Class Education

June 2022

Edition 26



Stem and Science



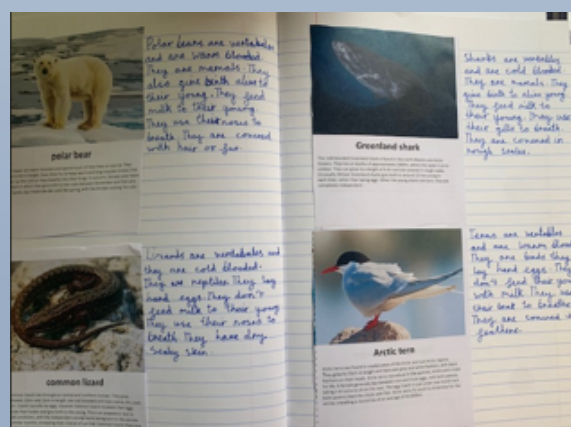
Student Leadership



School Council



Frozen Kingdom



Welcome from Mark Bailie

Dear Colleagues,

Welcome to the latest edition of World Class Education.

As we approach the end of the academic year, it is a time to reflect on the many successes and positive experiences offered to the young people in our schools.



Children have had access to a rich range of learning opportunities this year, many of these have featured in this year's editions of World Class Education and World Class News, including this one. Throughout this year, children from our primary and secondary schools have taken part in local and national competitions; had opportunities to develop through leadership roles in their schools; and have celebrated successes through assemblies, visits, sports events and arts festivals. It has been a pleasure hearing about how the curriculum is enriched through a wide range of out of school clubs and activities and enhanced by visits and residential enabling children to create life-long memories.

I am always immensely proud of the achievements of our young people, and this year is no exception. I would like to thank each and every one of you for your hard work and commitment.

Whilst we have not quite reached the end of term yet, it is within sight, and I know that you have begun preparing for the next academic year and working with children and families who will be joining schools within the Finham Park MAT to ensure a successful transition.

Next year's CPD (Continuing Professional Development) calendar will be filled with a range of sessions to provide training open to all staff. We are starting to plan our next FPMAT annual Training Day, which will be on Tuesday 3rd January 2023, and we hope that this time we will be able to get together in person physically.

We will continue to develop and embed Instructional Coaching across our schools. Instructional Coaching is rooted in action research and has proved to be an effective developmental approach which benefits teachers, whatever their career stage. This is truly an exciting programme and I look forward to seeing how this continues to be implemented even further in our schools.

I wish all of you and your families a lovely summer break. I look forward to welcoming you to the new academic year in September.

Mark Bailie
Executive Headteacher
Finham Park Multi Academy Trust



Primary Support and Innovation Leader



Thank you to everyone who has contributed to the latest editions of FPMAT World Class Education and FPMAT World Class News. It is fabulous to read about all the exciting opportunities that the students in our schools have been able to experience this year.

I can't believe we are almost at the end of the academic year, and I have nearly been in my new role as Primary Support and Innovation leader for a year. I am thoroughly enjoying the role, working across the primary schools within the MAT, as well as dipping my toe into the secondaries. The role involves such a lot of variety and has brought lots of new experiences and challenges. It has been an incredibly busy year in our schools as we work together to ensure our children receive a world class education and make memorable experiences during their time in FPMAT schools.

As we approach the end of the summer term assessments, SATs and external exams have all been completed, as well as residentials, plays, and sports days. We are preparing to say goodbye to some children and staff as well as starting to welcome our new reception children and year 7s. We hope that all students awaiting GCSE and A-Level exam results get the grades they have worked so hard for to enable them to go on to the next stage in their education and follow their chosen career paths.

Continuing Professional Development (CPD) is really important and there have been some interesting opportunities for staff to engage with this year. Thank you to everyone who has contributed to and led co-construction meetings, presented at, and attended our MAT training day and the Lion Alliance TeachMeets this year. I am delighted to say that we are once again able to purchase a range of CPD books for our new ECT (Early Careers Teachers) in the MAT.

As the MAT has grown, with seven schools now working together, so has the central team, and in September we welcome Liz Allton as Director of Education Development, Claire Denton as Director of Primary Education Development and Matt Gaynon as Secondary Support and Innovation Leader to the team. I am really excited about working alongside them and we have begun planning out next year and how we as a team will support and develop education across the MAT.

I hope you all have a lovely summer holiday and look forward to seeing you in September.

Emma O'Toole
Primary Support and Innovation Leader



International Links with Ukraine



Over recent weeks, Angelou Class successfully established contact with a group of children and teachers at 'Ecoland Primary School' in Lviv, Ukraine.



Through participation in live Zoom meetings, the children from both schools clearly reaped a wide range of cultural benefits that come from the building and facilitation of international links.



Children have prepared, shared and learned about topics relating to their: educational experiences, national dishes and personal interests. This has already showed marked improvements on



their confidence and ability to present.

By recognising and celebrating our countries' cultural differences, children have used their skills in Design Technology and Science to cook and, most importantly devour, our national dishes. 'Borscht' was last week's culinary delight!



To compare and learn both languages effectively, the



children have developed their Ukrainian reading, listening and speaking skills during ten-minute Duolingo lessons, every day. This will come in handy during the live online learning lessons with ourselves and Ecoland, scheduled to commence this September!

This journey of international school partnership has provided much already in helping to break down cultural misconceptions and barriers, giving the children involved a greater opportunity to grow into more self-aware, well-rounded individuals that will later forge wider aspirations, and successful careers and contributions within society.



FINHAM PARK
SCHOOL

Meaningful Experiences

This year, the Finham Drama Department opened its doors to the fantastic theatre company, The Paper Birds, who are recognised as UK leaders on Verbatim Theatre.



The students initially explored verbatim theatre by interviewing one of their peers and attempting to replicate their way of speaking. They then explored the theme of 'Standing Up' through physical theatre, focusing on the Black Lives Matter movement and incorporating quotes from individuals such as Marcus Rashford, Martin Luther King and George Floyd. The movement sequences they created were powerful and poignant and we were so proud of how they approached such a delicate yet incredibly important topic.



Back in the world of exams, our Year 10's and 12's are completing their mocks and moving onto their Component 2, which is a scripted performance. Their texts are chosen and we are so excited to watch them bring the words to life.

Year 9 have just started their Component 1 Devised performances and have responded initially to their stimuli, both videos depicting the dangers of social media and the discrimination which still permeates our society. We are so impressed by their passion and desire to provide powerful messages through their art.

The Finham Drama Department are excited to continue working with such dedicated and thoughtful students next year!

Jenny Spokes and Sophie Bartlett





STEM and Science at Pearl Hyde

This term at Pearl Hyde we have had some exciting developments and opportunities within our Science Curriculum and enrichment opportunities.

STEM Club:

As the end of the academic year is drawing ever closer, so does the end of our heavily popular STEM Club. The children have greatly enjoyed exploring everything from lava lamps, to wiggle bots and air-powered transport. In addition to science, our children have honed and tested their engineering skills as they have planned and developed marble mazes and bridges. They have worked tremendously hard on their collaboration and resilience skills across these sessions, with wonderful outcomes for all. We can't wait to bring this club back again next year, as it has been in high demand, with children already on the waiting list.



STEM Fair:

On Friday 1st July we are holding Pearl Hyde's FIRST EVER STEM Fair! We were astounded to receive over 126 applications, this is over half our school! We have some great ideas from a conceptual robotic arm to a lemon clock, as well as several suggestions of topics out of this world. We can't wait to see the final creations. Look out for an update of this amazing event, and a peek at our winning entries later this academic year.



Science Lab:

Over the summer half-term Miss. Pryke and Mrs. Shilton have been working on a top-secret mission. They are super excited to announce that Pearl Hyde is building its very own on-site science lab. They laboriously worked through the holidays to clear out our existing courtyard space (with a skip full to the brim!) to make room for a purpose-built science classroom, which can fit a class of up to 30 students. This will later be equipped with exciting new scientific equipment and technology to burst open the mind of our young future scientists. Watch this space!



Student Leadership

On the 30th March and the 15th June, around 120 students took part in 2 student leadership conferences at Whitley Academy. Both events were a real success, and the students took every opportunity to get involved and learn how to be a leader themselves. The students engaged well in learning about student leadership and why they should be involved.

The first student conference featured Businesswoman of the Year and CEO and co-founder of PET-Xi Training, Fleur Sexton, who visited Whitley Academy and spoke to students about her experiences, challenges, and successes in leadership. This was not only a great opportunity for students to learn about being a leader, but also to understand the skills and leadership qualities they can develop. Fleur was incredibly impressed with the students, and I would like to thank her for giving up her time to visit.

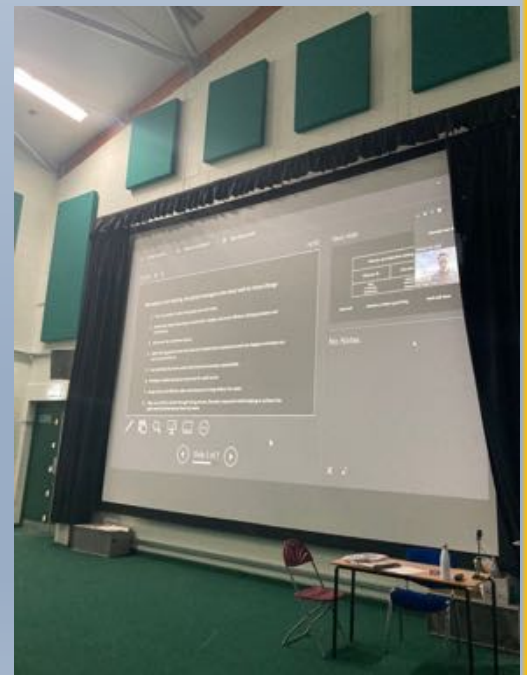


Fleur was delighted with the approach of the students, commenting: “Your students are a total delight, and I was so happy to have the opportunity to talk to them. I think the future is in good hands with such wonderful young people taking up the challenge of leadership and I will be delighted to help them in any way I can moving forward.”

At the end of the conference, students were asked to plan a hypothetical event they would like to run in the summer term. There were some excellent ideas linked to educating other students about different countries, cultures, and religions that we look forward to seeing developed further.

The second leadership conference was hosted by Miss Van Wyk. This time our guest speaker was a partner from the consultancy firm Deloitte. Students listened carefully and keenly as he shared his own experiences working his way up in a big company and discussed valuable skills he gained along the way.

At the end of the conference, the teachers of Whitley academy were invited along to start putting some plans in place for student leadership projects that will hopefully be implemented this school year or from September.



School Council at Finham Primary School



Finham's School Council is made up of year 5 and 6 children, Miss Beale and Mrs Brooks Keith. We meet once a month and are enthusiastic about finding ways to support and improve our school.

At Finham, we are part of the SMART School Council. This programme allows EVERY child in school to have a voice and is a great way of receiving whole school feedback. Via the SMART platform, we are able to assign class meetings for teachers to have with their classes. These meetings can range from discussing a recent news topic to voting for what new playground equipment they would like. The School Council are then able to collate the data and use it to create a list of actions. These actions are shared with the school on our School Council progress board for everyone to see.



In the Spring term, we created a poll for classes to vote on what they would like us to focus on. 'Improving the outdoor area' received the highest number of votes and we have started to raise money to buy some covered seating areas for the KS2 playground.

More recently, we have joined forces with the school PTA. On Sunday 5th June, the school council members set up and ran 2 stalls at the PTA Jubilee Fair. There was 'Find the Corgi's tail' and 'Guess how many jewels are in the jar' Both games were incredibly popular and we managed to raise over £80!



Katie Beale and The School Council



FINHAM PARK
SCHOOL

Media Arts

Getting into Film

As we attempt to get back to the “new normal” in the Finham Film and Media Department, we have gone out of our way to provide students with world class experiences, to inspire them to want to become the next generation of film-makers. As part of our annual trip to Warner Bros Studios, we looked at the making of Harry Potter, and particularly the way in which the story was brought from script to screen. We have followed this up with a series of talks and workshops from industry professionals.

Bob Cheshire, Concept Artist for Marvel and LucasFilm (left) talked to Sixth Formers about art careers in the film industry, and this was followed up by a discussion with Gary Tomkins (Artistic Director on the Harry Potter and War Horse films, below) about the role of set design in Blade Runner. Finally, our students engaged in an online webinar discussion chaired by Aberystwyth University on digital trends in documentary over the last few years.



Practical Skills

A Level and GCSE students have also been treated to a number of workshops to improve their film-making skills over the last few months. A VFX workshop on da Vinci Resolve was hosted by one of our very own former students, Jack Brazil, and a similar workshop was held for students lower down the school with Huw Bowen, Producer at Sundog Films. We have also been visited by StageFight professionals who ran a stage combat workshop with 40 students, showing them how to act out a conflict and film it to make it look effective.



Activities

We have now welcomed the BBC into school twice this term, initially to talk on Radio FPS about their “Everyday Heroes” awards in September, and the role teachers played during the pandemic, adapting to an entirely new style of teaching overnight, teaching online lessons while also keeping the school open for vulnerable and key worker children, and looking after the well-being of the students in our charge. The BBC team then came back to run the highly acclaimed BBC Academy skills day for Year 12, showing them how to tell a news story, how to improve their digital film-making, how to identify fake news and media misinformation, and then giving careers advice about how to get work in the creative sector.

The department has also facilitated the Pride Alliance’s LGBTQ+ History Month programme with film screenings including *Tangerine* (Baker, 2015) and *Pride* (Warchus, 2014), and with regular slots on Radio FPS to discuss the school’s moves towards becoming a more inclusive community.

Awards

This term has seen a record number of our students entering national competitions for their film-making efforts, and a record number of short-listed nominations. Congratulations to:

- Freya Baker – Best Short Film nominee at the IntoFilm Awards
- Lola Aley – Best Short Film nominee at the MediaMagazine Production Awards
- Freya Baker – Best Short Film nominee at the MediaMagazine Production Awards
- Izzy McDonald – Best Film Opening nominee at the MediaMagazine Production Awards



Finally, this term will culminate with the return of our very own Finham Film Festival after a two-year hiatus. Bigger, better, and rebranded as the Cov Creative Film Festival, the festival will be held on July 15th at The Box, Fargo Village, and tickets will be on sale to the general public. With guests from the industry including Marvel and LucasFilm professionals, actors and even an Oscar winner, we are very much looking forward to getting the department back in lights where it belongs!

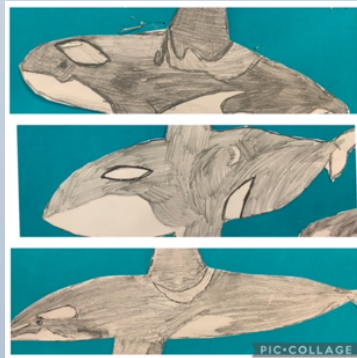


Frozen Kingdom

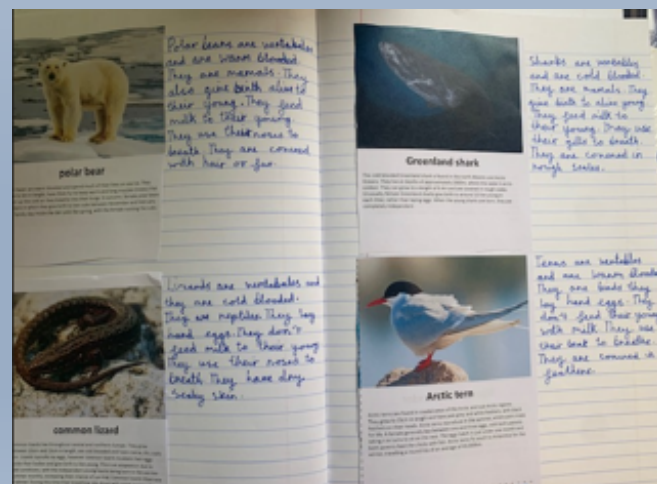
Year 5 (Pankhurst) have spent the last four weeks immersing themselves in the topic 'Frozen Kingdom' all about life in the arctic, tourism, animals and adaptations.

They started the topic by using maps to identify the polar regions, examining polar landscapes and having passionate discussions about how climate change impacts different regions of the world.

We then looked at some animals we would expect to find in the frozen kingdom and had fun studying and sketching them.



We then moved on to look at how animals are classified and have had lots of interesting discussions about what makes a mammal a mammal, what makes a bird a bird etc. and enjoyed working in teams to try to classify a variety of animals. They then applied this learning to classifying polar animals and they are very excited to soon be creating their own polar animal.



The Purpose of this is for pupils to really think about the words and symbols they include on their mind maps. These allow large amounts of information and complex ideas to be put on 1 piece of paper. This is particularly useful for studying a topic – e.g., German recovery 1924-29 or German Foreign Policy 1933-39 as they link in a visual manner all the necessary information to answer these. If this is too much for some - and it can be, we have other sheets that may help. This one to put the events in the correct chronology.

Germany in Transition 1919-1939- knowledge checker

Impact of the First World War- What challenges were faced by the Weimar Republic from 1919-1923?

What impact did the Treaty of Versailles have upon Germany?

Evaluate the weaknesses of the Weimar government

Explain why there was political instability in the early years of the Weimar Republic- refer to the Spartacist, Kapp, Munich Putches

Once the information has been remembered the next stage is to be able to manipulate this to answering the question set. Here, we can see a number of different grids to practice the type of questions that you might need with the steps on how to answer them broken down.

Step	Interpretation 1	Interpretation 2
Step 1: What is it saying		
Step 2: Does it agree with the question?		
Step 3: How can you use your contextual knowledge?		
Step 4: Provenance? Who, what, why, when, where		
Step 5: Why may it hold this point of view?		
Step 6: How does it fit into historical debate? Why may other oppose?		

So, now our pupils know the content and know in a philosophical sense how to answer the questions set and the manner in which they need to be answered.

We have also prepared a number of practice questions where pupils can practice using their grids and practicing these skills on their own. They may include knowledge-based questions.


Planning, answering, and deciding how you can improve your work

Question 1

Label the source, underline the keywords and the command words and then answer question 1

Study the source below and then answer the question which follows.

Source A



(A photograph of SA members at a parade in Berlin, early 1932)

Use Source A and your own knowledge to describe the role of the SA. (5)

So how did you do?

Use the mark scheme to mark your answer. If you are still not sure look at the examples of top grade answers at the end of this booklet.

Germany in Transition: Exam Question Bank


Question 1: Use Source A and your own knowledge to describe... [5 marks]

Chapter 1 – The Impact of the First World War

Source A. A map showing the territorial terms of the Treaty of Versailles of 1919.

Question 1: Use Source A and your own knowledge to describe the terms of the Treaty of Versailles. [5 marks]

Finally, when all this has been done, we have a number of pre-prepared top grade answers that show what an top grade looks like. Even if these are difficult to score, they show that these marks can be attainable if all the processes above are worked through.

<u>GCSE History</u>	
<u>'Aiming for Top Grades Grades'</u>	
Name _____	Form _____
	
<p>This booklet has been made to show you what the exams that you sit in June will look like, the kind of Questions that will be set, what the examiners are looking for and examples of answers which will show what you need to do to get top grades.</p>	

Ancient Greek Day

Throughout the summer term at Pearl Hyde, Year 3 and 4 have been learning about life in Ancient Greece. To celebrate this, we have invited parents and carers into school to take part in a Greek afternoon. As part of this afternoon, we have decided to display work the children have completed during theme this term.

In literacy, the children have been focussing on learning myths and have used this knowledge, their own imagination and new writing skills such as persuasive techniques to create leaflets. After a mythical beast visited Pearl Hyde, children were able to create their own mythical beast to base their leaflet on. This enabled children to take ownership of their work which was a delight to see.



The children have also had the opportunity to create their own Greek pots. In these lessons, children were taught how the images on a pot depicted scenes from well-known Greek stories that featured the gods and goddesses that the people believed in. They could also depict heroes, battles and athletes.



They used coiling technique to create the pots making sure they layered the clay to form a strong structure. The children focussed on using the colours orange and black; this was to replicate the faded colours that were found on Greek pots by archaeologists.

During the Greek day afternoon, parents and careers will be given the opportunity to create their own Greek pot with their children as well as take part in sporting activities that occurred in the Ancient Olympics such as Javelin, Discus and Long Jump. Throughout the afternoon, parents and carers will also get to sample some amazing Greek food that will have been prepared by the children, which will include flatbread, Greek surprise and Greek salad. After enjoying these delicious treats, the parents and carers will get to experience an authentic Greek Dance, Hasapiko, performed by the children that they have been perfecting over the past few weeks and will be given the opportunity to take part themselves. We are looking forward to sharing the afternoon with our fantastic parents and showcasing the brilliant learning our children have been part of this term.

Instructional Coaching

Finham Park 2 launched the first phase of Instructional Coaching in September 2021, following a trial term in the summer of 2021.

We have been excited to see it grow and share our journey with other FPMAT schools and beyond. The full embedded roll out is a three-year strategy so not all members of staff have been involved yet, but half of our teaching staff have been involved at some point this year as either coaches, being coached or both.

The vision at FP2 (as across FPMAT) is that Instructional Coaching will be beneficial for all colleagues, from those who are new to teaching and those who are more experienced. The fortnightly cycle with personalised action steps and practice allows all staff involved to see progress on the highest leverage areas to ensure individual development in their own context and classes.

In the Autumn term (21-22 Phase 1) the Leadership team were all coached by Russell Plester (FP2 Headteacher) as we believe that it is important for everyone coaching to have experienced the process from a coachee's perspective. Since January we have increased the number of coaching pairs (21-22 Phase 2) and have a range of staff from our School Direct trainees, ECTs, RQTs, Middle Leaders and the Leadership Team involved.

Case Study – Tessa Kerr (English teacher and ITT Subject Mentor)

Tessa has experienced IC since September from both the angle of being coached by Andy Ditch (DHT) and also coaching a School Direct trainee English teacher Chloe O'Shaunessy. *"I have been working on different forms of praise when faced with more challenging groups. I have appreciated someone coming in regularly to give me feedback on my lessons and provide a consistent outside perspective on the different approaches I have tried. I have also found that for trainees Instructional Coaching is quite a manageable way to provide feedback in that trainees can focus on one priority at a time rather than feel overwhelmed."*

Case Study – Kirsty Dear (RQT History)

Kirsty is an RQT at Finham Park 2 who joined us from Whitley Academy in September 2021. As an RQT she is being coached by her Subject Mentor/Subject Leader Michael Ludgate. Kirsty shared her experience of Instruction Coaching with staff in a WAGOLL Wednesday briefing earlier in the year and she is currently working questioning, specifically hinge questions.

Case Study – Hetty Frampton (ITT Lead and English teacher)

Hetty is being coached by Russell (Headteacher). As ITT Lead it is important for Hetty to experience and understand the process. Hetty is an excellent teacher and one of the aims of our trial was to ensure that IC is useful to all staff, including excellent and experienced teachers. Hetty has been working on action steps around dual coding for recall and retention (WALKTHRU's Yellow Book)

Hetty has recently shared her work on dual coding for recall and retention at the Lion Alliance TeachMeet focusing on us.

Case Study – Richard Wiggins (Subject Leader MFL and ECT Subject Mentor)

Richard is being coached by Liz Allton (AHT T&L) and is also coaching a Year 1 ECT Mandarin teacher in his department. Richard has been working on data driven instruction - refining what he does in his classroom to ensure that all lessons are as responsive as possible to what students know/can do, finding a way of recording information about the lesson/gaps in a way that will then help him when planning the next lesson or set of lessons. Richard shared his experience of IC in a WAGOLL briefing to staff and explained how important it has been to record gaps in learning and knowledge following two years of lockdown disruption. When teaching lots of lessons each day/week, we sometimes think that we will be able to hold on to the information for next lesson but have the DDI notes next to him when planning has made a difference in improving responsive lesson planning.

Instructional Coaching with Lion Alliance/Warwick University School Direct trainees

Warwick University re-modelled their ITT mentoring programme to include Instructional Coaching this year and following feedback from a Warwick University Professional Mentor visit, Louise Tyrrell (Maths) and Kelly Ward (Art) were asked to support Warwick University to create Instructional Coaching information for future trainees.

Warwick University staff have taken video interviews of our Subject mentors/Instructional coaches to identify areas of training that have had the most impact and which areas can be tweaked/removed to support future trainees.

Warwick University were very interested in the way subject mentors at FP2 are also involved in the Instruction Coaching Process themselves so can understand how trainee teachers feel within the process.

A key point for why FP2 has been successful in the Instruction Coaching process is due of the level of 'buy in' that is evident from all staff, the focus is on supporting improvements without judgment.

Warwick University staff will be returning again to video Instructional Coaching mentor meetings that will be used to show 'IC in action' to future trainee teachers at Warwick University.

Next steps

This term we have been trialling 'Steplab' an online platform which will help us with the rollout of 1-to-1 coaching for all staff from September. The platform will help us to

ensure consistency with the quality of coaching as well as providing appropriate action steps to be used. Completing and organising the paperwork we have been using this year has been an issue and this platform will allow it to be completed and stored in a much more efficient way. The Leadership team and Middle leaders will also get to see a clear picture of what everyone is working on, which can then inform responsive CPD and support at department or whole school level.



At the start of the year our Subject Leaders identified small clusters (at least 3) of WALKTHRUUs that their teams have been working on this year that are specific strategies that need focus

in their subjects. At each SPDS (Subject Planning and Development Session) meeting, subject teams review progress made and share good practice. Following some useful CPD from Tom Sherrington this term we will be using the Instructional Coaching WALKTHRU in the Blue book, to help each leader use the steps to embed this even more successfully into meetings to ensure more impact across subject teams.

There is so much potential with Instructional Coaching when done well. We are really excited about the next phase of our Instructional Coaching journey.

Liz Allton Assistant Headteacher FP2

MFL Culture lessons

The MFL language department has been extremely busy this year, especially when studying not only the French and Spanish languages but also exploring and learning more about European cultures.

In recent terms, we have delivered a range of cultural lessons to our students to enrich their understanding of celebrations across Europe. During the month of March, we studied the 'Las Fallas' festival which involves the building of over 800 giant fantasy genre statues. These will be put on show for a few days before the winner is selected and all the other entries get burnt down to ashes. Valencia has an exhibition museum in which the past winners are put on show for tourists to see. Here is an amazing drawing made by our very own year 10 student Sophia Marques at Whitley Academy – a poster to advertise this years 'Las Fallas' festival. The original now hangs proudly in my classroom.



During April we made comparisons between Britain's and Spain's easter celebrations. Students were intrigued to see how another country can celebrate the same festival in such a different way. In Spain, they celebrate a holy week called 'Semana Santa' in which they have several processions in the streets of their cities and towns. The churches craft a 'float' depicting scenes from the bible which is carried by the members of the brotherhood through the streets with numerous 'penitentes' following in their religious robes.



And more recently, we have keenly followed and celebrated the Eurovision song contest in which the United Kingdom and Spain performed amazingly (the French, on the other hand, did not do so well). Eurovision is an excellent opportunity to learn more about other countries and see how their traditional music is sometimes very different to ours. In class we held our own miniature Eurovision contest where the students judged a selection of the performances to determine their own winner. Spain and Norway proved popular among the students.

01		Ukraine	631	14		Lithuania	128
02		United Kingdom	466	15		Australia	125
03		Spain	459	16		Azerbaijan	106
04		Sweden	438	17		Switzerland	78
05		Serbia	312	18		Romania	65
06		Italy	268	19		Belgium	64
07		Moldova	253	20		Armenia	61
08		Greece	215	21		Finland	38
09		Portugal	207	22		Czech Republic	38
10		Norway	182	23		Iceland	20
11		Netherlands	171	24		France	17
12		Poland	151	25		Germany	6
13		Estonia	141				



Maths Money Week

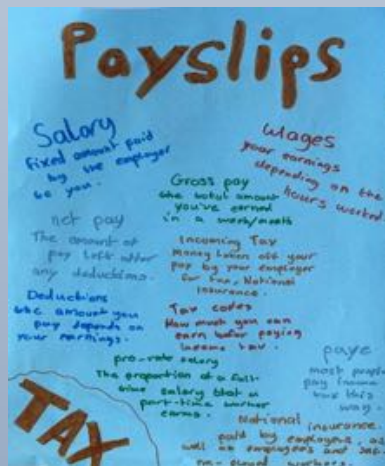
Year 9 engaged in My Money week the week before half term. They participated in a number of real-life money based scenarios provided by Santander. These ranged from learning about where your pay goes to planning a shopping trip and budgeting for a journey to visit an event.

They used timetables and shopping lists to plan and make decisions. They discovered the meaning of PAYE and National Insurance and were alarmed at how much tax disappears from your earnings.

Quote "I thought earning £20,000 a year was a big salary, how do I earn a big salary, what maths grade do I need?"

Flywheel & Driftwood			
W A McGonagle		Payments	
Pay Period	W9	Description	Hours Rate Amount
Pay Date	1-Jun-07	Rate 1	37.00 10.00 370.00
Pay Type	Weekly	Total Hourly Pay	370.00
Payment Method	Bank Transfer	Basic pay	50.00
Works Number	1234R	Total Payments	420.00
Department	Works	Deductions	
Tax Code	52L	Income Tax	65.22
NI Number	EW 43 65 43 A	National Insurance	35.20
NI Table Letter	A	Pension Contributions	10.00
		Student Loan Repayment	11.00
		Non-Taxable Deductions	60.00
		Total Deductions	161.42
Year to Date			
Taxable Gross Pay	2884.00		
Income Tax	386.10		
Employee NIC	249.04		
Employer NIC	289.79		
		Net Pay	
		259.58	

National Minimum Wage rates effective from 1 April 2022	
National Living Wage	£9.50
21-22 Year Old Rate	£9.18
18-20 Year Old Rate	£6.83
16-17 Year Old Rate	£4.81
Apprentice Rate	£4.81



Quote from 9 set 1 "Why do the Government take so much tax from us, is it so they have more pay and holidays?" Response from another pupil "No they have to pay nurses and teachers with that"



National Numeracy Day

The National Numeracy organisation held their National Numeracy Day on Wednesday 18th of May to help raise awareness of the importance of good numeracy skills in everyday life. Many of us use numeracy skills every day without realising it, from cooking and making the dinner, shopping, paying bills and being on time. Yet many of us still say that we “aren't good at Maths”.

If you would like to improve your Maths skills at home, the National Numeracy organisation have launched the National Numeracy Challenge, which a free set of training resources which lets you learn at your own pace after a quick 10 minute skills check. [Getting on With Numbers | National Numeracy Challenge](#)

Tutors got pupils thinking about Numeracy and where they use their skills every day. There were three different activities for the pupils to choose from:

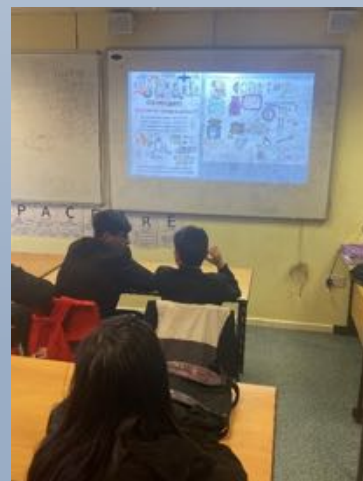
- ☐ Numeracy in every day life
- ☐ Numeracy skills in jobs
- ☐ Creating a rap or poem about Numeracy skills using Harry Bakar's video as inspiration.

Mrs Glancy enjoyed seeing all of the fantastic ideas that were being shared within the tutor groups. Lots of pupils were talking about where Numeracy is used in everyday life. Callum said, “If you didn't have numbers, you wouldn't be able to buy anything or check your change at the shop”, Richie said “I use money every day, I especially need to know about numeracy when I buy clothes” whilst Robert agreed, but also added “we also use it to measure our height or weigh things out when we are cooking”

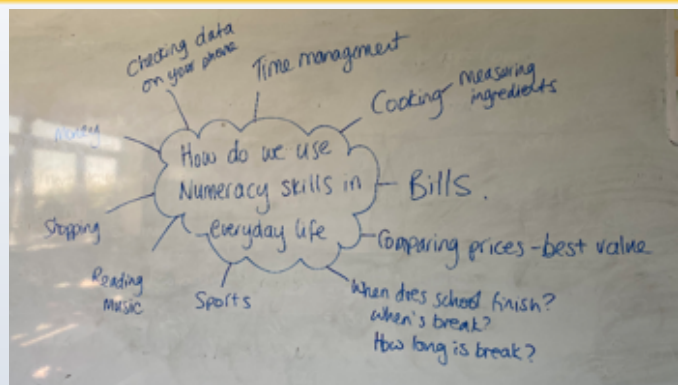
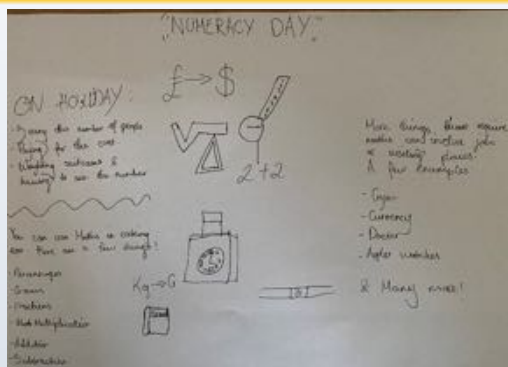
Mrs Glancy says “I am so proud of the efforts of pupils and tutors, the ideas and thoughts that were shared really showed how important good Numeracy skills are”



Year 8R explored Numeracy in everyday life



Year 8G explored how Numeracy is used in holidays and cooking



10G explored numeracy in art careers



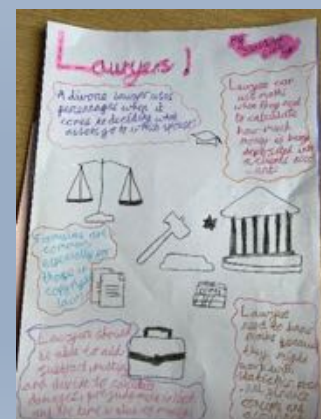
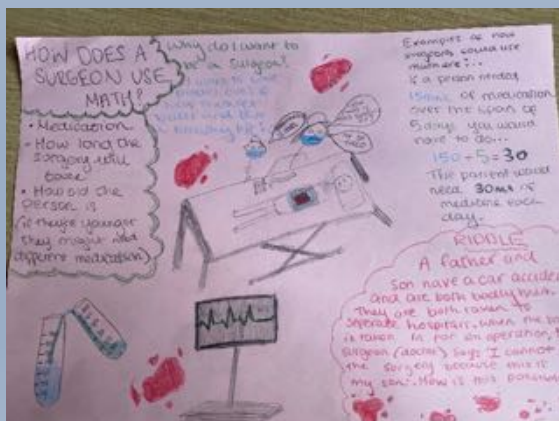
10M explored numeracy in different

Mr Veal's tutor group created a rap

You need to choose between Math and
having a bath
Minds so sharp like a right angle
Throwing shapes like a triangle
Rapping about an improper fraction,
even better than subtraction
Brain cells dividing, lets get riding
To the maths shack.

Miss Scott and her tutor group wrote and performed a rap.

Maths doesn't come easily to everyone
Numbers, letters and dodecahedrons,
We use them every single day
Parallelepipeds definitely slay,
Sigma athletes and ratios
Hearing football scores on the radios.



Year 7 and 8 are taking part in the National Heroes Competition. Pupils had to think about their future career aspirations and how Numeracy skills are linked here.



The Lion Alliance

Alexandra Ford – Head of the Lion Alliance



Initial Teacher Training

I'd like to start by offering a huge congratulations to all our trainees (both Primary and Secondary) who are coming to the end of their placements and getting ready to move on to the next phase of their career. We have trainees taking up jobs in the Alliance; trainees planning to travel; and trainees entering the working world outside of teaching. Whatever course their career path takes, we offer them the very best of luck.

We must of course also offer a huge thanks to the mentors and Professional Mentors in all our schools. Without their day-to-day support, our trainees would not have become the confident professionals we see before us now.

And in recognition of the incredible work of trainees and mentors alike, we're looking forward to our Celebration Event at the end of June. We will have representatives from our University partners as well as our key note speaker – Sarah Mullins – Deputy Headteacher and author. It is set to be a fantastic day.

Early Career Teachers

Along a similar line of congratulations, we also offer a huge well done to our Early Career Teachers and their Mentors – the first in this new DFE programme of training. It's been an intense year, but I along with Liz Allton, Hayley Morrin and Georgina Smith (UCL Facilitators) would like to acknowledge the commitment and perseverance of our cohort. We've really enjoyed getting to know you and supporting you in this next career phase. And again in recognition of the hard work of ECTs and mentors alike, we're looking forward to our Celebration afternoon in early July. We'll be joined by Rebecca Wheeler, TS Hub Lead, as our keynote speaker and again it's set to be a wonderful afternoon.

Recruitment

If you, or someone you know, would like to train to teach then do please get in touch. We'll be opening the next round of teacher applications in October 2022, and we'd love to hear from you! We can support interested colleagues with several different routes into teaching and host regular information events.



Opportunities for career development

➤ **Lion Leadership Pathways:**

We offer routes in Aspiring Middle Leadership, Middle Leadership and Senior Leadership. Do please get in touch if you're interested in becoming part of our January 2023 cohort or have any questions.

➤ **New NPQs:**

Remember the new suite of NPQs are now all fully funded so do speak to your CPD lead or Headteacher if you're interested in signing up. These include the **brand-new** specialist NPQs in Leading Literacy and Early Years Leadership as well as the Specialist NPQs: Leading Teacher Development; Leading Teaching; and Leading Behaviour and Culture.

➤ **The Chartered College:**

We are hugely proud of all three of our first ever Chartered Teachers - Jon Bridgeman, Laura Zhu and Louise Tyrell – who have all been awarded this prestigious title after months of hard work and perseverance. We offer them all our very heart felt congratulations.

Our cohort of participants for the new programme have now completed their first two modules: The Registration and Certificate in Evidence

Informed Practice. We met in person in May and enjoyed a lively meeting of educational debate and discussion in readiness for the exam and Professional Enquiry elements.



School to school support

We are continuing to identify expertise and need across our Alliance partner schools. Do please get in touch if you'd like to make contact with other Secondary or Primary colleagues. Do make use of our incredible **Directory of Expertise** (ask your CPD Lead if you haven't seen this).

➤ **Subject Specialist Workshops:**

We're very excited to have hosted our second Subject Specialist Workshop, this time in Chemistry (Properties of Matter). After the great success of our Biology day, we were very pleased to be able to put together another fantastic programme of expert advice, collegiate sharing of approaches and hopefully the opportunity to bring



together our Primary and Secondary experiences. Again, please get in touch if you're interested in attending or in hosting future sessions.

➤ 'Meet the Expert' Events

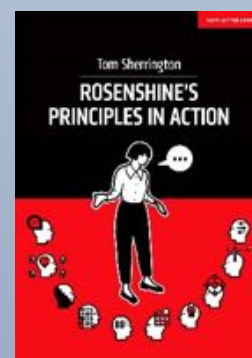
We ended a fantastic year of expert speakers with Matt Pinkett – co-author of *Boys Don't Try*. This really well attended session provided a helpful summary of the key points from the book and ensured we don't lose sight of this incredibly important topic.

13th June 2022 – Matt Pinkett



We were also extremely proud to host Tom Sherrington in-person. It was a brilliant day of high quality training and discussion around the use of the WalkThrus to ensure really great teaching. We look forward to welcoming Tom back next year!

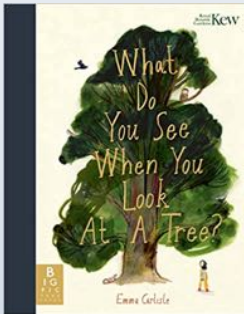
10th June 2022– Tom Sherrington



Get in touch

Website: www.thelionalliance.co.uk Email: admin@thelionalliance.co.uk

Recommended Reads for Summer

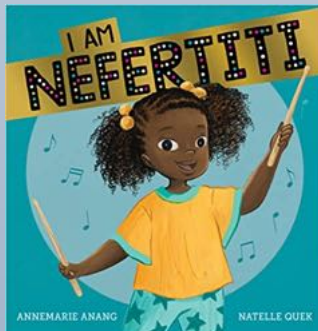
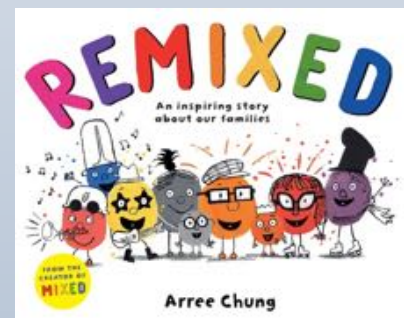


What do you see when you look at a tree? By Emma Carlisle

This wonderful picture book explores the themes of empathy, mindfulness and personal growth. A stunningly illustrated book which urges us to reconnect with the nature around us. What are trees? Shelter? Oxygen providers? Homes? Told through the eyes of a child, this story is great for sharing and will lead to rich discussions. I love that at the back there are mindfulness tips and information about trees.

Remixed by Arree Chung

A second title about mixed city. An inspiring, uplifting story *Remixed* celebrates the strength of remixed families and the beauty of chosen families, while reassuring young children that while change is scary, everything usually turns out just as ok as it was before, and sometimes even better.



I am Nefertiti by Annemarie Anang

When Nefertiti plays the drums, the band plays as one. "I am Nefertiti" she says, and she feels ten feet tall. But when the new music teacher shortens her name to 'Nef', bit by bit, she starts to shrink. Without Nefertiti to keep the beat, the band is in disarray . . . "I am Nefertiti!" she whispers to herself. Drawing on her inner strength and with the support of the other children, they help Miss Potts recognise the importance of honouring Nefertiti's name. Now, when Nefertiti keeps the beat, the music sounds so sweet! A heart-warming, joyous, empowering story of identity and

belonging.

Rex: Dinosaur in Disguise by Elys Dolan

In Rex, our T-Rex friend awakens from his frozen sleep and realises that the world has changed in the 65 million years that he has been sleeping. Can he get a job and live a normal life, or will he be discovered and put in a zoo or museum?



A Flash of Fireflies by Aisha Bushby

A magical middle grade book about family, friendship and finding your place, with a delicate touch of magic. Hazel's new life in England should have been the stuff of fairy tales; after all her Great Aunt's cottage looked just like a gingerbread house, with a magical garden and whispering fireflies promising quests and adventures. But as Hazel struggles to deal with the challenges of the everyday world – making friends, missing her family – she also learns that every fairy tale has a dark side. And there are terrifying creatures that lurk in the shadows . . .



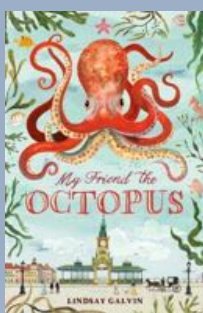
The Clockwork Queen by Peter Bunzl

Chess prodigy Sophie Peshka inherited her love of the game from her grandmaster father. But now that he has been imprisoned in the dungeons of the Winter Palace in St Petersburg by powerful Empress Catherine the Great, Sophie must use all her strategic skill and cunning to help him escape.

Part of Sophie's plan involves an incredible chess-playing automaton called the Clockwork Queen, but will the Queen be able to outwit the Empress in a game where the stakes are a matter of life and death?

Onyeka and the Academy of the Sun by Tola Okogwu

An action-packed and empowering middle-grade superhero series about a British-Nigerian girl who learns that her Afro hair has psychokinetic powers. Onyeka has a lot of hair – the kind that makes strangers stop in the street. She's always felt insecure about her vibrant curls, until she makes an important discovery: she can control her hair with her mind! Her mother quickly whisks her off to the Academy of the Sun, a school in Nigeria where Solari – children with superpowers – are trained. But Onyeka and her new friends at the Academy soon have to put their powers to the test as they find themselves caught up in an epic battle . . . one that puts the future of all Solari at risk.



My Friend the Octopus by Lindsey Galvin

Vinnie Fyfe is whisked away from her life with her mother in London one night. With her mother fleeing to Paris, Vinnie is left in Brighton with her father's cousin. Struggling to adapt to her new life, she begins sketching the new octopus in the aquarium under her aunt's tea shop. The two quickly build a bond and Vinnie starts enjoying her new life. What will happen when her mother returns/

Emma O'Toole

Primary Support and Innovation Leader



Schools in the Finham Park Multi Academy Trust set out to pioneer, innovate and deliver a “World Class” education for all children from the age of 3-19 where the artificial barriers of stage and age are removed. Our education aims to exceed the highest national and international benchmarks for academic achievement, whilst ensuring young people develop a passion for learning in all its contexts and are ready to take their place as active members of our global community.

The schools in our Trust have moved beyond collaboration and into co-construction – ensuring our education is developed with and by all members to reflect the needs of our children, their families and the wider community. You can find more information about our schools and what it is like to work in our Trust on our website:

www.finhamparkmultiacademytrust.co.uk and by following the various links.

Headteacher: Sarah Bracken

Address: Green Lane, Coventry, CV3 6EJ

Tel: 024 7641 5425

Website: <http://finhamprimary.co.uk>



Headteacher: Theresa O’Hara

Address: Dorchester way, Coventry, CV2 2NB

Tel: 024 7661 0165

Website: <http://pearlhyde.co.uk>



Headteacher: Victoria Wallace

Address: Cubbington Road, Lillington, Leamington Spa CV32 7AG

Tel: 01926 425144

Website: <https://www.lillingtonschoool.org/>



Headteacher: Chris Bishop
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Tel: 024 7641 8135
Website: <http://finhampark.co.uk>



Headteacher: Paul Green
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Tel: 024 7672 4960
Website: <http://www.lynghallschool.co.uk>



Headteacher: Russell Plester
Address: Torrington Avenue, Coventry, CV4 9WT
Tel: 024 7771 0720
Website: <http://finhampark2.co.uk>



Head of School: Bernadette Pettman
Address: Abbey Road, Coventry, CV3 4BD
Tel: 024 7630 2580
Website: <https://www.whitleyacademy.com/>



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Finham Park Multi Academy Trust

World Class Education



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