

**Principal's Sabbatical Report**  
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The sabbatical was taken in term two 2009. This report outlines the outcome of the professional development work undertaken in England and at the conference in Singapore.

**Purpose**

1. To explore the use of ICT in teaching and learning in schools in the United Kingdom
2. To research strategies that are related to the achievement of boys in a state co-education setting in schools in the United Kingdom
3. To attend the ICP Conference to be held in Singapore July 2009

**Acknowledgements**

My thanks go to the Principals and staff of the eight schools I visited for their willingness to give me their time to talk about the work they are doing to raise student achievement. I greatly appreciated their generosity.

I also need to thank Kate and Dave Esmond who were invaluable in helping me to arrange the school visits in North East Lincolnshire. Their friendship and hospitality is something I will always treasure.

Gordon Fair, of the Wirral LEA, did an amazing job in putting together the programme for my week in the Wirral. I was very privileged to visit schools and the CLCs, as well as attend a Principals' group meeting. Thank you, Gordon, for putting so much time and energy into ensuring my week was full and interesting.

Finally I thank the Ministry of Education and the PPTA for the opportunity provided by the sabbatical. I came back refreshed and with much to think about in terms of working to improve student achievement in my own school. The sabbatical was invaluable for my professional growth.

**Summary of what was learnt**

*Use of ICT*

The focus shifted from pedagogy to uses to monitor student achievement. This reflected the priorities in the schools I visited. In the classes I observed I saw some ICT use but did not see anything that was not already known. While every school was very well equipped the level of teacher expertise was no greater than ours and indeed all schools indicated only about a quarter of teachers used the ICT equipment effectively and interactively in their classrooms.

I learnt a lot more about how ICT can be used to generate targets and to effectively monitor student progress. This included both formative and summative monitoring of achievement. Considerable energy had been put into creating effective systems that included student and parent ownership of the achievement information. HODs had responsibility for ensuring that under achievement was identified and addressed at an early stage. This included monitoring teacher performance as well as individual student achievement. Entry data from Key Stage 2 testing was used with, mostly, Fisher Family Trust standardized data to predict aspirational achievement at GCSE for individual students. This then led to aspirational targets in each subject for each year level on the way to GCSE in years 10 and 11. Most schools had well developed systems for reporting to parents at regular intervals. The entry data at Year 7 was also used to identify students who were underachieving with planned intervention following.

Two of the schools I visited were National Challenge Schools under special measures to raise achievement. This involved six weekly monitoring and advice from an external support person. Teachers were under considerable pressure in these schools to improve achievement and were monitored closely by HODs who provided regular reports to the Principal. In one school teacher under performance led to his/her removal from the class within a week where necessary.

### *Boys' achievement*

I was unable to advance this as the focus in the schools visited had shifted from monitoring groups of students to monitoring individual achievement. No one could give me any data on boys' achievement and several told me that this had ceased to be a priority as the focus on individual achievement had meant improved outcomes were occurring for all students.

I did complete readings on boys' achievement, in particular the reports from both Ofsted and ERO. The common themes were the need for boys to have specific, concrete goals and to know why they should achieve at school. A short term focus worked for many boys.

### *My next steps*

In 2010 Awatapu will trial individual aspirational target setting for achievement with year 12 students, using data from their achievement in Level One NCEA to set goals for Level Two. There are significant challenges in that In the UK there is one target grade per subject as GCSE gives a single grade per subject, whereas the standards structure of NCEA means that a student will have up to 8 or 9 "grades", including just Achieved for unit standards, per subject. The trial will also enable us to see what we need to adapt or develop to reflect our system. The key element of developing student and parent ownership of aspirational targets will also be a priority in our trial. The aim is to extend the trial to other NCEA levels in the 2011.

Alongside this project is our involvement as lead school in an Enhanced Programme Fund Project which has the goal of improving the use of transition to high school data for moderate needs students. The aim of this project is to significantly improve our gathering and dissemination of transition data, with the aim of providing more appropriate learning

programmes for students with moderate needs. A spin off will be for us to begin to set appropriate targets for achievement in the junior school.

## **Section One – School Visits**

Eight secondary schools were visited over a two week period in early June 2009. The first four were in North East Lincolnshire and the second four were in the Wirral. Six schools were state comprehensive coeducational schools, one was a coed Catholic school and one was a Catholic boys' school. Two were National Challenge Schools in special measures to lift student achievement. Five schools enrolled students from ages 11 to 16 with most students going on to a sixth form college following GCSE, while two schools also had a two year post compulsory sixth form programme. One school was a Sixth Form College.

All schools were advised prior to my visit that I was interested in looking at the use of ICT in teaching and learning, and in the achievement of boys.

### **1. North Lincolnshire Schools**

#### *St Mary's School*

This is a National Challenge School of 350 students. It is a coed Catholic school for students aged 11 to 16. As a National Challenge School it has an intervention consultant who visits regularly. The school is required to maintain data and plans which identify students whose achievement is satisfactory, marginal or who are underperforming. The school gave me a hard copy of their "Pathways for Vulnerable Pupils" initiative which was focused on monitoring targeted students.

Predicted performance data is developed for each student, then some are targeted and their progress is monitored in each class, with teachers also being monitored through the ongoing data collection. Performance targets (always aspirational) are set from the initial data obtained as the students enter the school at the end of Key Stage Two. Bands of achievement are generated at the end of Key Stage Two (Jesson bands) which can be used to stream students. This data is used to identify issues for individual student learning. Target grades are set for each child and questions asked if the child does not meet the targets set. There is a strong element of teacher accountability – why has the child not met the target, what have you done about it, etc. The students receive summary data at the end of each term, including the targets set, how well the student did and what the target is for the next term.

The school finds the pre-entry data patchy, but within six months has enough of its own data to overcome this issue. St Mary's uses broad banding to group students into classes, although there is a top class and a class for those who struggle academically but are not a behaviour problem.

The school has developed a lesson observation framework for the whole staff as part of its professional development programme as a National Challenge school. The lesson plans must

include Objectives, Outcomes and show the use of data for the activities undertaken. Each lesson must be in three distinct parts: explaining the objective/outcome, the activities, and a plenary. These are examined by the statutory manager when he visits and used for performance management.

Contact with parents is expected. There is an expectation on all staff to identify students where parent contact is needed due to underachievement.

WAGs and WALs:

Working at Grades for GCSE and Working at Levels for Key Stage Three (years 7 to 9). This data is collected every six weeks. It is displayed on the walls in classrooms as an "encouragement to do better". A mini report is sent home every term – no comments, just the data. Parents do contact the school if the data shows underachievement. As a National Challenge school the goal is for at least 30% to have 5 A\* to C grades in GCSE, including English and Maths.

All staff are being trained in restorative justice processes.

ICT

The school is well equipped with computer suites as well as a language laboratory. The suites are able to be booked but are not often free. There are dedicated laptops as well as 79 mini laptops – ASUS Eee PC 701SD Series – used for anything that doesn't require specialist software. There is wireless connectivity. The school has laptops on trolleys with a wireless router available on a booking system.

The school supplies memory sticks to students and 80% have access to a computer at home. Computers (laptops) are allocated for the "socially deprived" under a government initiative. These come preloaded with software and have solid state hard drive 10Gb and 8Gb. There is a local council firewall and a school firewall to prevent hacking.

Every classroom has at least one computer. This is used to run the interactive whiteboard which are standard in most schools and classrooms. All staff have had training in the use of the whiteboard, but use varies. The Local Education Authority brokered a discount for schools who wanted interactive boards, including an extended warranty and 24 hour replacement. A separate teacher password is issued for students to access the internet. The password changes every period, a task carried out by the ICT technician.

ICT is used to help engage students with their learning, for example by games (eg Game Maker for sequencing and Mission Maker) to reinforce learning. Context is crucial, eg Star Struck was observed in use for a unit of work on marketing a pop group.

## *Franklin College*

This is a sixth form college of 1500 students. Most are preparing for university. It has developed the "Franklin Connection", a partnership with primary and 11-16 schools. Its main connection is with 4 to 5 key contributing schools. Its roll is about 60% female and 40% male. Competing institutions in the post compulsory sector include the General Further Education College at Grimsby which mostly focuses on trades plus some academic programmes and has a wider age range post 16; and local schools that have a sixth form programme as well as younger students, ie an age range of 11 to 18. The College also has 2000 adult students in evening classes. It was opened in 1990 and is one of about 100 sixth form colleges in England.

### Programmes

The College offers a range of programmes depending on student achievement at GCSE. Along with the traditional two year Advanced Level programmes there are the new Advanced Diplomas also completed over two years and offered in Business Administration and Finance, Creative and Media, and Information Technology. This is a move away from the "set menu" of A Levels, with students also completing an extended project and specialized learning (eg graphics along with IT). Students can also have a second attempt at GCSE if they were not successful at their contributing school.

Student achievement is high with a 70.2% A to C grade pass rate at A Levels.

### ICT use

Whiteboards are a Virtual Learning Environment including storage of materials (notes, videos, etc), notes and announcements. The College is introducing MOODLE. A small amount of interactive use takes place. A copy of the whiteboard can be on computer screens in front of students. Teachers can monitor what is on student screens and can lock screens. There is a question and answer capability also. Voting tablets and slates are also available for use but time is an issue in availability.

There was greater emphasis on ICT for teaching and learning at this college compared to the other schools visited where the focus was on monitoring achievement. This may be because it is a sixth form academic college rather than a comprehensive school focused on preparing students for GCSE.

There are 1200 computers on site, including 200 for administration use. There are 109 data projectors and 75 interactive whiteboards. 35 servers run the system. There are six Storage Area Networks (SANs) which are virtual networks. The servers and SANs were all bought from Dell. There is a Disaster Recovery system – 6 computers run 10 virtual networks each so can move to another server if there is a problem.

## *Tollbar BEC Foundation College*

A comprehensive coeducation school for students aged 11 to 18, with about 2000 enrolled. The sixth form is a completely separate area of the school. Its specialties are Business, Enterprise and Humanities, and it runs a business conference and function centre in addition to the school. This includes conference and sports facilities and it also markets itself as a venue for social functions and weddings as well as providing courses such as First Aid certification for businesses and schools. Four companies locate their businesses on the Tollbar site.

In 2008 the school introduced the International Baccalaureate programme for sixth form students. It is the only school in the area offering this programme and has done so because "the currency of A Levels has been devalued".

### Achievement

Classes are set in Year 7 within bands with individual targets set from the Key Stage Two data. Teachers get targets for where the students should be, predicting grades for GCSE and close tracking of progress. Teacher accountability is strong with interviews held to explore why students are underachieving. There are systems for training and support, eg in IT use and classroom management. Underperforming staff will be taken off a group immediately.

Student achievement is high with 81.5% of students achieving 5 or more A\* to C grades in GCSE, including English and Maths.

The school uses the Jesson bands predictors, the national predictors and its own predictors, which it says are higher than the other two, in setting aspirational targets for student achievement. A Vice Principal has particular responsibility for monitoring achievement in years 10 and 11. For underachieving students the decision may be made to drop a subject and to participate in mentoring. The school employs four mentors to work with students in year 10 and upwards. The mentors have regular meetings with "borderline" students, set targets with them and monitor their progress.

### ICT use

There is an ICT development group. Its key tasks include the look of the website, oversight of every department and an audit of staff for help with ICT skills plus their use of ICT, and monitoring consistency of student skill levels, eg in PowerPoint.

ICT is used to foster independence in learners as well as interdependence and to increase engagement in learning. There is a virtual learning environment that includes work for students to access from home (most have access at home). The facilities are available after school, and classes are run after school and at lunch time for activities such as film competitions. Every curriculum area has its own ICT suite. Student attendance is monitored electronically.

## *Hereford Technology School*

This is a National Challenge school of 1100 students from ages 11 to 16. I was privileged to be allowed to sit in on the discussion between the Head Teacher and the school's Improvement Partner, who visits every six weeks. The discussion lasted all morning and into the afternoon. The role of the Improvement Partner is outlined in the section on the National Challenge initiative. I was also given a hard copy of the school's draft Raising Attainment Plan (RAP).

The school is using Fisher Family Trust markers for predictors of achievement. This is instead of the Jesson markers used by other schools visited. The school uses these to set targets for students subject by subject.

The specialism of the school has to permeate the curriculum, and is related to meeting targets for achievement and for community outcomes. The school must show the impact of the specialism.

### Student achievement

Contextual Value Added (CVA) is arrived at from the average point score at Key Stage Two and then at Key Stage Four. It factors in contextual issues such as socio economic factors. The mean is 1000; Hereford is at 1011 at present. Targets and predictors of student achievement are set from Key Stage Two scores. Monitoring of CVA shows whether these targets are being met.

The School Improvement Plan (SIP) includes a system of text messages for absences. In the SIP monitoring report achievement status for each student is colour coded to show progress – red, yellow or green.

The school is also using the Self Evaluation Form for Secondary Schools (SEF) which is completed online using a template. This is crucial for an Ofsted visit as the team will use it to form pre-visit hypotheses which are tested during the two day visit. The National Challenge Floor Target is 30% of students gaining 5 GCSEs with A\* to C grades, including English and Maths. In the meeting with the Improvement Partner the SEF was discussed as part of the feedback and further development of the RAP. It has been crucial for the school to develop cohesion amongst the three key documents – SEF, SIP and RAP. Another crucial issue has been that the secondary quality standards for the SIP should each have a discrete line with not too many actions or success criteria against each one in order to achieve focus and clarity.

### ICT Use

ICT was critical for monitoring achievement data and was well developed. Teacher accountability for student achievement was also facilitated through ICT use. There was little energy for a focus on pedagogy at this stage in the school's development.

## 2. Wirral Schools

### *Wallasey School*

This is a coeducation school for students aged 11 to 18. It has 1100 students, including 179 in the sixth form. It is a "Full Service Extended School" providing a wide range of support services for its students and the community it serves and has a higher than average proportion of students with special needs and learning difficulties. Its specialties are Business and IT together.

The site also has an AV/Media CLC – Community Learning Centre. It is independent of the school and is a resource base for all schools in the Wirral. I visited all 3 CLCs during my week in the Wirral and will describe them in a separate section.

### ICT Use

650 to 700 computers altogether and all staff have a desk top in their classrooms. Heads of Faculties have laptops to plan resources. There are also 30 new laptops available to loan to students (the insurance is apparently not expensive).

### Student achievement

Key Stage 3 takes two years (years 7 and 8) then Key Stage 4 is over three years (9 – 11). Most schools start students on GCSE in year 10, and at Wallasey School it is in ICT and Business Technology. The school is broadening its range of options to retain students into the sixth form especially as some will choose to move to a sixth form college as well as other vocational institutions.

Within the senior management team there is a Principal Progress Leader who is responsible for tracking and monitoring student progress for Key Stages 3 and 4. This has been a deliberate strategy of stripping out administration tasks and focusing the position on teaching and learning – less "firefighting" on behavioural issues. The school has also employed student support managers who are non teachers who now do the "firefighting" through an Impact Centre. These support managers are used for relief cover as well.

There are progress data bases for all year levels and all staff have access to them. The data base has a target menu by subject and target grades. A diagnostic test is used to predict GCSE grades for each student. They use the Fisher Family Trust predictors as they regard the data as reliable, giving good predictors.

Year 10 students are given their target grades. The school never predicts a failing grade and targets are "aspirational but realistic". At least one modular exam is sat. The actual grades achieved in year 10 are colour coded 6 weeks before the end of the year: red = below target, amber = close to target and green = at or above target. An expected grade at the end of year 10 is generated and at the same time the target for year 11 is generated.

Three weeks into year 11 a "good to great" evening is held for parents and students. This involves a meeting with the form teacher to talk through the expected grades across the students' subjects. Parents are given a summary page of the targets.

The course information booklet has details for each subject including deadlines and comments as to how parents can help. This is referred to during the year if there are issues over course completion. 70% attend the good to great evening. There is individual follow up with students who haven't attended.

Review days are held in January. This involves a 20 minute appointment for each student with their form tutor to discuss progress. Parents can make appointments to see a Head of Faculty or class teacher if necessary. Subject summaries are printed for Heads of Faculties to monitor and track student achievement in their own subjects. The school has developed its own database using Access. Interim reports are issued once a year for all year levels, staggered at different times on the school calendar. The school is focused on targeted information to identify needs for intervention.

Wallasey uses restorative justice processes.

### *Mosslands School*

Mosslands is a boys' school of 1200 students. In 2008 55% gained 5 or more A\* to C grades for GCSE, 42% when English and Maths are included. This result fitted the predictive data. Literacy is an issue, especially writing, for white working class boys.

### Student achievement

A modular approach is used with short term goals as the school believes this suits boys better. There are 4 pathways on entry in year 7, from Special Needs to Extension / independence in learning. One to one tuition in literacy is provided for the second pathway which is for students just above special needs level.

A parenting skills course is provided and delivered by two parents. About a dozen parents at a time are on the course which runs 6 times a year. Parents are identified according to deprivation indicators.

The school employs 4 mentors to work with the boys and families, eg they do home visits and ensure boys are attending. Single parent families are a big issue for the school. Spelling and reading ages are measured.

Student progress is reported to parents 3 times a year; information on students is generated 6 times a year. Data used for Heads of Year to identify underperforming students, and by Heads of Faculty who identify teaching groups where underperformance is an issue and challenge staff. Data is used to set up expectations of teachers. Paul Ginnis and his Teacher's Toolkit of creative teaching ideas is used as a consultant for a learning to learn curriculum.

## ICT use

Learning platform (VLA) provides online access for parents.

Electronic registration is linked to behaviour and achievement with a drop down menu to record a + or – for the lesson. Links include reports, mark book – all information. This was new in 2009. All students start with 1000 points and have to maintain that total on the + or – system. If they do there are rewards, if not can't go on trips at the end of the year.

I observed a class participating in a quiz using an interactive whiteboard. The Maths Department believes ICT helps engage the boys and consequently impacts on results.

There are 4 computer suites. ICT is taught as a subject but the suites are also bookable when available. I observed a year 7 English class in an ICT room carrying out a research exercise to be presented on powerpoint.

The whole school is wireless networked. The school is using Learning Platforms through University. The head doesn't like it much. In 2010 the school must have parent access, eg to check their sons are in school, current assessments. It is mandated and must be "live".

YouTube is used for promotional material.

## *Woodchurch*

This is a designated school for students with medical or physical impairment. It is a specialist engineering college with a second specialism as a training school. There is an increasing number of teacher trainees in the school as well as a graduate training programme. It provides mentoring training and is excited about its coaching programme "Assess for Learning Change". This involves lesson observations and modeling of good practice. The school is interested in training social workers in schools.

A high number of students have personal needs and pastoral teams are well resourced. The school is aiming for trust status. It already does its own payroll and will have a Board of Trustees, and has established partnerships with two universities and the Church of England. It wants to be more outward facing. The Trustees will provide advice, not replace the Governors, on ways to reach out to the community as well as build further links with universities. It sees opportunities for professional development in training for staff in working with universities.

## ICT Use

I saw a digital OHP (Aver Media) in use. It connects to a data projector. The teacher can record on it and playback, zoom right in on an area, put a camera on it and run it through a tv.

I observed a class using Photoshop to design cd covers. The students were using primary sources of their own photos for the images. This was for ICT as a subject. They could choose their own subject. For GCSE there were 3 projects: create advertising material, modeling ( a business focus, eg staff wages), and handling (database) eg customers.

There were some strategies aimed at boys: choosing their own topic, giving praise, using better boys as mentors for weaker boys. GameMaker training was provided, and students can do games for A Levels. Using the interactive board – boys like coming up and demonstrating on it. The school offers qualifications via the Welsh Joint Exam Consortium because of its flexibility.

### Student achievement

In years 7 to 9 there is no real subject choice. In year 10 students take English, Maths and Science plus 4 subjects. They should do an engineering subject and Spanish. It is a Fair Trading School with links to Uganda and it raises money for Uganda. The school says it is good at valued added as its entrants are skewed to the lower end of achievement.

The data cycle begins with transition at year 6. The SAT scores from Key Stage Two in English, Maths and Science are used alongside the NFER screening at the start of year 7. This screening gives a standardized number for reasoning, non verbal and verbal skills, plus a spelling age and reading age. Additional needs of students are identified and information exchanged with contributing schools. Children in care have the same status as additional needs students – mentors go out to visit contributing schools.

This leads to ability bands for a comparison process and target setting. The FFT national data and progress from one Key Stage to the next is factored in along with contextual data such as eligibility for school meals. This gives 4 different categories for the bands.

At Key Stage 3 the SATs have gone but the tests are still circulating. Teachers' assessments are used to report on achievement in Key Stage 3. Subjects such as PE and Art will do their own assessment to work out sub levels in Key Stage 2, aiming for 2 levels of progress in a key stage. Targets are set for each student.

FFT now does percentage probability for Key Stages 3 and 4. This will show the students' percentage chance of achieving each grade (eg 22.7% to get a D, 49.4% chance of getting a C). They also put in a challenge. For Key Stage 4 predict the most likely grade – subjects review higher and lower for individual students – an FFT B grade (compared to similar schools) is the lowest they will go.

By the end of year 9 the school identifies groups of students for the start of year 10 (beginning of GCSE study) aiming to overcome barriers such as attendance issues, relationships, low achievement in individual subjects. These are mainly boys. They are placed in teams of 5 or 6, academic performance accrued each week they gain points and there are rewards each week and at the end of a set period of time. There is support and pressure from staff and their peers. Staff selection for these groups uses criteria such as

good role models and common interests. Each group has a mentor. The group sits around a table with their mentor, talk through their report cards, incidents, top 5 etc, once a week.

In year 11 underachievers have a mentor allocated who will work with them on their particular issues. 100 pupils are involved in this. For the whole cohort, once targets are agreed then there is a check that figures are higher than targets (usually 5 to 6 % higher). These are monitored at defined points during the year. Students are taught ready for their mock exams held in December each year. The school now uses historical progression trends as well. The next step is checking points at regular intervals.

In September the review of results focuses on individual students and why they haven't achieved particular grades. Then the December mocks are used in the same way.

The school reports twice a year to parents. It is moving to 3 times a year with more focus on targets and "strategies for development". Data sharing with parents happens at report evenings. The school reports on the student's level at the end of Key Stage 2 (should be at level 4 then, and at level 5/6 at the end of Key Stage 3 in Year 9) and targets progress in the next level.

Assessment for Learning is transparent - what is required for each level is known to students. This has proved to be useful. The school believes curriculum level targets are what students need to understand.

Raise on Line also provides data (Ofsted data). This arrives in February which is quite late. It is all about the story behind the child. The school can do that online in scatter graph and identify individual students. The school is using data for intervention, eg Maths. There are very early morning groups, "WOW" (Working on Words), WAM (Working on Maths) that come for breakfast. Another group starts the day with a teacher aide for reading. The school is aiming to include parents. WAM has been developed by Teacher Aides and is run by them.

The SENCO works with a group of Teacher Aides and sets up interventions with individual students or small groups. This is time bound (eg 10 weeks) and the theme is intense intervention. The Local Authority has a 1 to 1 programme to provide an individual tutor to students where it will make a difference. The student had to work with a staff member who wasn't their teacher. This was evaluated, including parent contribution, with outcomes being students were more confident and the teachers were creative in what they did. 18 students participated and there will be 50 more in the next year. The learning Challenge data from this programme was very impressive.

The school has a themed inspection "Narrowing the Gap" from Ofsted about every 6 years.

## *St John Plessington Catholic College*

This is a Specialist Humanities and Technology College, coeducational with a sixth form.

### Student achievement

Each half term there is a road map – learning plan – which each student has in their log book plus it is on the website for parents. This is set out week by week and is quite specific, especially regarding homework. Parents get this 6 times a year. Comment is made against the targets in the plan, plus achievement grades. The school is closed twice a year for parent conferences.

In year 11, students are seeking their target grade and what they need to do from their teachers. There is a Learning Coach for each student. These are not teachers. They check on the right courses for each student. Excel spreadsheets are used by departments and staff for grades.

Predicted grades are not target grades. Targets are aspirational and aimed significantly beyond national predictions.

### ICT Use

I spoke to the Head of Faculty for English. Boys' achievement depends on 'how tight we run things'. GCSE is entered for in Year 10 so the course was restructured to accommodate that. They worked backwards to Year 7 and then forwards to the exam.

The Local Authority has a Virtual learning Environment but St John's has bought its own. This is on its website and a "pupil portal" takes them to the VLE, It's Learning (from a Norwegian Company). SamLearning.com is subscribed to and the English Department features on it. Every pupil has a user name and password. The school can get a usage report. English is two years into Virtual staffroom. Links to other sites can be loaded on. It is user friendly. It provides a good practice forum within the school. Staff sign up for workshops. These are twilight sessions with time given back. Students can do their own notes and then teachers can add comment – a "conversation' on the work. There is no gender gap.

I also met with the DP and HOF Languages. He described the use of context information, alongside the Fisher Family Trust targets to identify what should happen with pupils if they behave as they ought to (various Types A – D). All reports are populated with the baseline target. Targets are set above the baseline following teacher-student meeting in September each year. This goes to the Key Stage Coordinator and then to the HOF. As HOF, the 3 teachers in his faculty have to get their targets approved by him.

Every department writes a Development Plan each term. Success criteria are based on the targets: summatively, cumulatively and holistically. Each half term there is a level / grade reported at that point. Levels are 1 – 8, grades A – C. Homework, class work, reading,

listening and speaking are all 1 grade in the Languages faculty. The cumulative grade is arrived at by adding what students have just done to what has already been done. Then ask what does that tell you?

Frequent, evidence based monitoring of targets. The Achievement Plan is written by the Learning Coach in response to the Learning Plans. Targets are revised after LP3 progress reports, but NEVER down.

## **Section 2 - Community Learning Centre Visits**

The Wirral LEA funds three CLCs, each with a specific specialty, via a government allocation. There is a three year funding cycle and each CLC submits a plan for expenditure. There is also 150,000 pounds for capital expenditure each year. The CLCs are resource centres to enable schools to access technology they could never afford in order to provide enhanced learning experiences for their students. The three specialties are Media, Science and Design Technology.

### *CLC Media*

This is an AV and Media Technology Centre on the same site as Wallasey School but independent of it. It has a full time director and 4 staff. All students have internet access but there is software to block sites. There is a 60" Plasma monitor in each room, production studio facilities and a Bluetooth room (cf weather along with CAT6 for video and CAT5 for data).

The centre is used mostly by primary schools, and on my visit I observed a class engaged in the final stages of producing a short film. They were completely engaged in their various tasks using ICT hardware their school could never have afforded.

### *CLC Science*

Again this was mostly primary school oriented as the high schools all have science labs. There are lots of computers and big spaces. A new diploma centre is being created to broaden the base and perhaps expand use by high schools and adult learner centres. Any group from any diploma can use the centre for whatever they want to. Facilities include: film, photography, sound, a radio desk, blue screen, AO printer, a badge machine, A3 laminator, Apple Macs and inbuilt cameras, Skype. There are multi media units for levels 2 and 3 IT.

### *CLC Design Technology*

3D printing was demonstrated to me. Done with powder then strengthened with glue or wax. An example was cuff links made by an Enterprise group – stainless steel with plastic button "doming". Trophies are also produced via laser printing. There is a specialist printing room.

One project that is popular is the centre buys radio controlled cars, takes the "guts" out of them, then groups of students use an electronics board to programme a car. This provides an introduction to programming. Another example is a fairground, with the motor parts made in the CLC, and then students programme it to go round.

The centre can print banners, designs on mugs, tee shirts, etc. It has sublimation printers and a vinyl printer. There is a networked A3 printer and students get 500 prints free of charge. Fused deposition modeling is also available (plastic). The Z Printer 650 is a 3D printer that uses a powder 1/10<sup>th</sup> of a millimeter at a time, then prints on top of that one layer at a time. Most machines are computer controlled and there is a high IT element. The centre caters for students with disabilities also.

In both secondary and primary schools the centre has had a particular impact on achievement in the Control element of the technology curriculum.

The Centre supports the Engineering Diploma especially in CAD and CAM. Students can go on the website and send a design through. This has been done for overseas students, eg Kuwait, where the product is then freighted back once produced from a design.

### **Section 3 - International Confederation of Principals Singapore Conference**

The theme of the conference was "Charting the New Education Landscape" and its focus was on leading schools in the 21<sup>st</sup> Century. Two key note speakers were particularly interesting for me.

Michael Furdyk is still in his twenties and is the Co-Founder and Director of Technology for TakingITGlobal.org, a global online community for young people, with engagement in over 200 countries. His aim is to engage young people in global issues and perspectives through technology. He was passionate and committed to using the power of modern communications technologies to create learning opportunities for young people on global issues. He was an outstanding example of what vision, creativity, initiative and drive can achieve.

Professor Kishore Mahbubani spoke about globalization and the impact of changing economic trends around the world. Three of the top five economies are now Asian – Japan, India and China – and this will change the dynamics of political and social influence as well as economic ones. He was very interesting in terms of thinking about the shape of the world the next generation will live in.

As always, it is the networking and sharing of different practice that is of greatest value at a conference such as this one and the workshops provided many opportunities for delegates to learn from each other. Unfortunately, due to the timetable for school visits clashing with my travel arrangements, I did not visit any schools in Singapore.

## Section 4 - Readings

<i>The importance of ICT</i>	Ofsted Report, March 2009
<i>Boys' Achievement in Secondary Schools Raising Boys' Achievement</i>	Ofsted Report, 2003 Mike Younger and Molly Warrington et al University of Cambridge Faculty of Education Research Report, 2005
<i>Boys' Achievement A Synthesis of the Data Boys' Education: Good Practice in Secondary Schools</i>	NZ Ministry of Education, December 2007 ERO, July 2008

Tina Sims  
Principal, Awatapu College

### **Sabbatical Leave for Principals Application Attachment A**

#### **Tina Sims**

Proposal

1. Purpose
  - To explore the use of ICT in teaching and learning in schools in the United Kingdom
  - To research strategies that are related to the achievement of boys in a state co-education setting in schools in the United Kingdom
  - To attend the ICP Conference to be held in Singapore July 2009
2. Programme Outline

I intend to visit schools in Britain during June 2009. Initial inquiries have indicated that the mid term break for British schools will end on June 2<sup>nd</sup> so I am planning visits to begin after that date.

Most of my visits will be in the North West of England in Cheshire, Liverpool and Manchester. This area has been chosen as I have family connections in the North West. There will also be two school visits in Grimsby in the North East due to a connection via the family of an Awatapu College staff member. One school is a specialist school with business links and a high use of ICT.

## Stage One

Readings related to co-education and boys' achievement in the United Kingdom.

May 2009

Research into the resourcing of ICT in UK schools by their Education Department.

## Stage Two

Visits to schools in June 2009: The schools are being selected using the following criteria:

- Coeducation, with post 16 provision
- Successful outcomes for students as indicated by their most recent Ofsted report
- Specialist schools, especially focused on ICT

Contact has already been established with the following schools:

Grimsby: Tollbar BEC, St Mary's College

Wallasey: Wallasey School, The Oldershaw School

Liverpool: Broadgreen High School & Technology College

Manchester: Newell Green High School

## Stage Three

Attend International Confederation of Principals Convention in Singapore July 6 – 9. The theme of the Convention, "Charting the New Educational Landscape", is relevant to the new challenges facing New Zealand schools at the moment. There will also be an opportunity to visit schools in Singapore.

### 3. Time Commitments of Sabbatical

The programme outlined above will occupy 50% of the time to be spent on sabbatical as required.

### 4. Benefits:

#### i Links to issues important to the school.

Awatapu College is aiming to improve the achievement of boys at all year levels. While NCEA data for the last three years shows that an increasing number of boys are completing qualifications at all levels of NCEA we wish to investigate strategies that have encouraged boys to remain engaged with their education.

#### ii Links to the school's strategic or annual plan

The College is in its third year of the ICTPD Cluster project and has made considerable progress in developing teacher capability with ICT use in teaching and learning. The school visits in the UK will enable me to observe good practice in classrooms and in resourcing for application in my own school.

#### iii Links to personal and professional development

This year I completed Centre 77 at the PDPC. My two goals are related to strategic planning and change management. The schools identified so far have all faced significant challenges and successfully changed their outcomes for students. I will learn from discussing with their head teachers the models of change management they have found effective for their own successes.

iv Links to current schooling sector priorities

Schools Plus, retaining students in education and training up to the age of 18, is a significant new government initiative. All of the schools identified so far have very positive Ofsted reports for their post 16 programmes.

5. Costing Schedule

School Visits: My intention is to ask the Board to support the reimbursement of the daily travel costs (eg public transport or taxis) to visit schools. I will be able to stay privately in Wallasey and Grimsby. From Wallasey I can use public transport to travel to Liverpool for day visits. I will meet the accommodation costs for Manchester. Costs are anticipated to be in the region of \$500.

ICP Convention in Singapore: This will include registration costs, accommodation and travel from Singapore to home. Actual costs are not yet available, but will be in the vicinity of \$2,000.

The Board of Trustees has authorised expenditure of up to \$4,000 in total for the sabbatical. The minutes are attached.

6. Reporting Intentions

A report to the Board of Trustees will be completed by August 2009, and lodged on Leadspace shortly afterwards.