

Primary Network 2019/20



“ If you want to provide a holistic education – not just narrowly focused on English and Maths but on the whole breadth of the curriculum – and if you want to build relationships or partnerships with like minded schools, then Whole Education is an organisation you need to be part of. ”

Robert Cleary, Headteacher,
Sandringham Primary School

“ It is brilliant having time to talk and share with other leaders. ”

It empowers you. You come away feeling it is not just me. You remember why we do this job and fill up with optimism again. ”

School Leader,
Leadership Culture
and Change Series





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Welcome to Whole Education

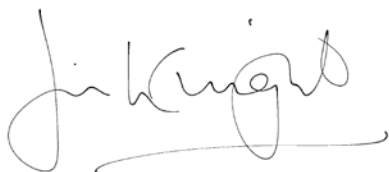
Whole Education was founded as a national network in 2010, emerging from the RSA's *Charter for 21st Century Education*. Our dynamic network consists of over 500 schools and partners committed to learning from and with each other to deliver a **'whole education'**.

Educators tell us this vision of a fully rounded education resonates with the reasons they came into the profession, and helps provide a common language and framework for doing something about it.

We are pleased that there is an increasing recognition in the system that this kind of education must be an entitlement for all - that young people need to be resilient, independent, lifelong learners to thrive in their futures. As professionals, you need space to share ideas and collaborate on how to make this happen.

We believe that the essential knowledge on how to deliver such an education is in the system. WE exist to connect the dots; to enhance the ability of schools, teachers and leaders to offer a whole education to all and provide support to solve common challenges we face.

We hope you will join us in this mission.



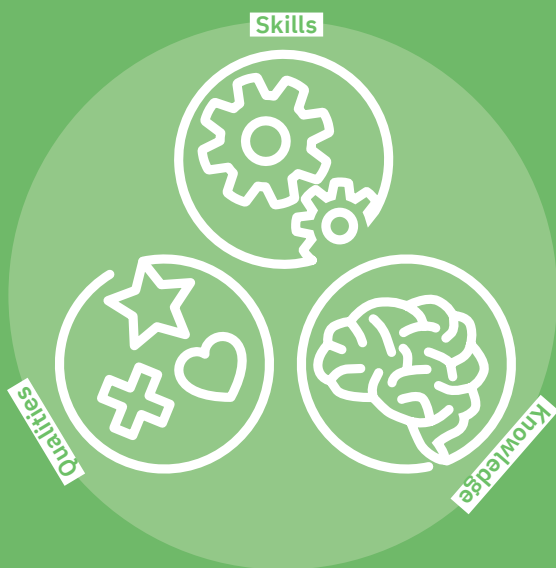
Lord Knight, Chair of Whole Education



A whole education

We believe all young people deserve a whole education which:

- + Helps them to develop the range of **skills, qualities and knowledge** they need to succeed and thrive in life, learning & work
- + Makes learning more **relevant and engaging**, with young people taking ownership of their own learning
- + **Supports learning across various settings** (online, outside, at home and through volunteering and work) while engaging the wider community



Why do we need a whole education?

We have been campaigning for a number of years for a focus on the full richness and breadth of a school's curriculum, a fully rounded (or 'whole') education.

Our conversations with experts at the Royal Society, the CBI and the OECD, and with school leaders across our network, have affirmed that a fully rounded education is the only way to sustainably narrow the gap and prepare all young people for their futures.

We welcome the recent debate across the sector on the need for such an education. We agree with Ofsted's broad analysis that there has been an unintended narrowing of the curriculum in some schools.

Whole Education was set up to respond to this concern; that pressures in the system led schools in some places to focus on exam results at the expense of maintaining a fully rounded entitlement.

Our schools have reported Ofsted's new emphasis on curriculum gives them 'the confidence to be braver'.

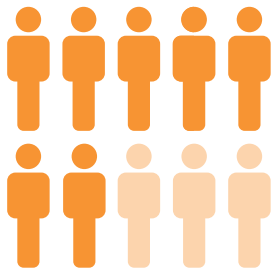
Over time it can create a supportive climate for schools to develop sustainable approaches to delivering a whole education.

This is not a quick fix — it can instead give permission and direction to schools. Crucially, it also encourages ambition in schools' approaches, and can support the development of a mature self-improving system.

The time is now.

Text taken from WE's response to the consultation on Ofsted's new Inspection Framework

The case for change



69% of primary teachers feel their workload is not manageable (NEU workload survey 2018)



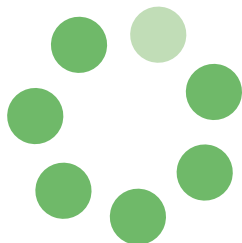
96% of teachers agree SATS do not support children's access to a broad and balanced curriculum (NUT survey 2018)



67% five year teacher retention rate (DfE School Workforce in England 2017)



It will take 50 years to close the gap between rich and poor pupils at current rates of progress (BBC analysis of SATS results)



Young people with SEND are 6x more likely than their peers to be excluded (DfE exclusions data)

36 Other country

37 Other country

38 United Kingdom

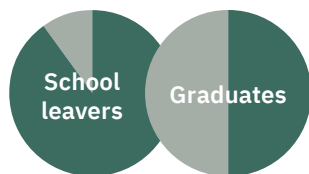
39 Other country

40 Other country

Young people in England report some of the lowest wellbeing of OECD countries (38/48)



49% of young people feel that they are unprepared for the world of work (CBI/ Accenture/Hays polling). **Businesses agree; they report that 90% of school leavers and 50% of graduates are not ready for employment** (British Chambers of Commerce survey of businesses)



Whole Education exists to provide a sustainable solution to some of these challenges.

Working together

We have 10 years experience helping schools effectively deliver a high-quality whole education. Over this period, we have refined how we work with schools but our principles remain the same.

We provide the structure, support and inspiration to help you develop sustainable, collaborative responses to common challenges that work for your students, in your context.

Our principles



Values-led. We do this because it is the right thing to do. You share our commitment to an entitlement to a fully rounded education for all



Collaborative and network-led. We are your network and privilege you as the experts. Our programmes are designed to help you share and learn together



Not prescriptive. We don't tell you what to do and we don't do it for you. We provide the inspiration and challenge to help you discover what works in your context



Sustainable impact. We believe a whole education is a sustainable way to create meaningful change. Quick fixes and off the shelf solutions can work, but less often last



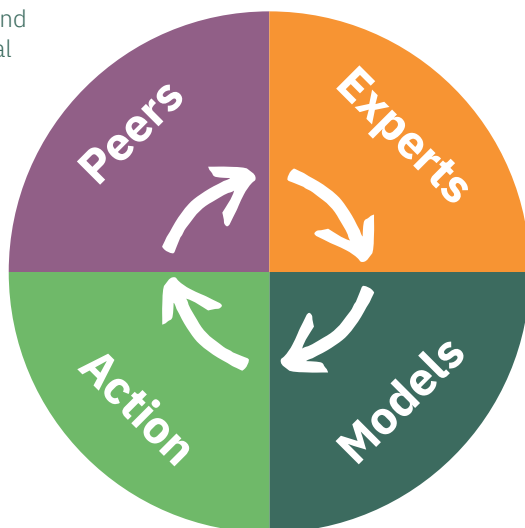
Our learning model

Our network is based on a four-part learning model which draws on extensive international research on effective professional learning (Timperley et al, 2008; Dumont & Istance, 2010; Hattie, 2015).

All of our programmes, network events and conferences aim to provide a professional learning experience which helps school leaders to learn from the best of what works in practice.

We provide a platform for our members to learn from experts, research and their peers. We then support them to apply this learning and take action in their school to have a positive impact on young people.

Our learning model is based on the fundamental belief that the system holds the answer to many of our key challenges.

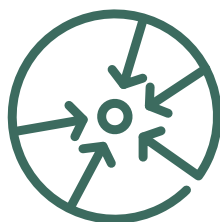


Your 2019/20 core offer

We know that delivering a whole education takes courage, commitment and time. Our core offer is designed to support you wherever you are on your journey and help develop your team so that they can embed a whole education in your context.



Annual visit and support from your dedicated relationship manager



3 regional hub events hosted in local schools to share great practice



Leadership programme for SLT on delivering a whole education in your context



Teachers research and pilot two-for-one teaching and learning approaches in **WE Lab Classrooms**



Access to **2 national conferences** with national and international experts



Opportunities to **visit other schools** for inspiration and ideas



Relationship management

We know that each school is different, so we pride ourselves on getting to know individual leaders and schools through strong relationship management.

Headteachers and WE Leads receive at least one visit per year alongside regular check-ins.

Your relationship manager will help you get the most out of the network by:

- + Getting to know your school, teachers and WE Lead
- + Tailoring opportunities bespoke to your specific needs and priorities
- + Brokering impactful relationships to other schools, partners and experts
- + Communicating regularly to share network news and events with you



Regional Hub Events

Stemming from our commitment to collaboration, termly hub events are an opportunity for schools to share ways they are embedding a whole education.

Primary hubs showcase the best practice taking place in Whole Education schools across a region to give you new ideas.

One stand out school will host and share the ways they are delivering a 'whole education'. A typical hub day will include:

- + Learning walk to see practice in action
- + Practitioners from the host school share what is working in their context
- + Table sessions to swap ideas with peers and partners from our national network

“I enjoyed being able to move around tables to discuss different concepts with a range of people. Resources on tables were helpful in supporting the concepts talked about. Loved walking around the school as I magpied many inspiring ideas.”

Hub delegate, 2018



Leading a Whole Education Primary

A whole education approach to curriculum, teaching & learning and assessment

This programme supports school leaders to deepen and extend their approach to a whole education. Linked to the new Ofsted framework, school teams choose an impact area to focus on.

It includes:

- + 1 diagnostic consultant call to assess your starting point
- + 2 coaching calls to support you on the journey
- + 3 face to face programme days including school visits
- + An impact project on a priority area of your choice
- + Webinars on key themes
- + The option of more school visits (physical and virtual)

“The course has been inspirational! It has given us the time to self-assess how our school is developing our curriculum so it meets all the needs of all our learners”

How one school used our programme to create an effective curriculum development plan

Who: Mark Hillam and Chloe Fletcher from St Catharine’s C of E Primary School

Key learning: “Effective abandonment was a key takeaway- we removed things we didn’t need to do and replaced them with useful things that would lead us forward”

The school looked for ways they could reduce workload to create space and time for staff to deliver a fully rounded curriculum. They met with staff to get suggestions for ways to do this while maintaining standards. They also revised the Marking Policy as a Feedback Policy to emphasise their priority was working smarter — not harder. This new policy was co-created with staff so it was implemented quickly and effectively.

With the space that had been created, they then focused on effectively implementing an idea that was working in Reception class across the whole school. “Be our guest” invites parents to the school to view work from the half-term at the end of each topic.

There has been very positive feedback following the changes. The school say “it is a credit to the staff that so much has been achieved in such a short space of time”.



Lab Classrooms

Evidence informed approaches to teaching and learning

This programme puts the emphasis on quality classroom practice. It helps teachers to learn from research about which pedagogies are ‘two for one’ - i.e approaches which develop knowledge as well as wider skills and qualities.

Teachers are then supported to trial the approach in their classrooms, and reflect on its impact, through virtual meetings. At the end of the year they present their progress and share their learning with others at our Summer Conference.

This year we hosted laboratory classrooms in:

- + Oracy
- + Metacognition
- + Collaborative Learning
- + Flipped Learning
- + Student Agency

“Participating in lab classrooms really caused us to examine our own cognitive process when teaching.”

Graham Quirk, Walsall Academy

How one teacher implemented two-for-one teaching on the WE lab classrooms pilot

Who: Rachel Kettle

Group: Oracy & Collaborative Learning

Action taken: Six week intervention to integrate discussion roles into form time. Inset day training for all staff about the importance of integrating discussion roles into lessons building up to our Speaking and Active Listening Development Day (SALAD) in July where lessons are all based around talk. Six discussion roles are to be added to the school planner for the September start.

Impact: From the initial six week intervention, learners’ confidence improved and they are starting to challenge each other’s perceptions. Having the roles has demonstrated more engagement in the class and learners are actively involved in the topic.

School spotlight

Ainslie Wood is a local authority maintained primary school in East London. With more than 420 pupils on roll it is oversubscribed, and has a significant number of pupils from minority ethnic backgrounds (70%) and speaking English as an additional language (40%). Headteacher Kerry Scott was appointed in 2013 as her first headship. She was attracted to the job because the school's vision and values were close to her own but the school faced significant challenges — it was in the bottom 1% of schools in the country and had seen a high turnover of staff.

What were Ainslie Wood looking to get out of their engagement with Whole Education?

Kerry's priority was to use a whole education as a sustainable way to drive improvement. Everyone in the school was working hard but often not in a joined-up way, and too much time was spent on things that didn't make the biggest

difference for pupils. Trying to develop a whole education felt like an uphill battle. Kerry was looking for a common framework and language for the school community to give the work they were doing direction.

Beginning their Whole Education journey

In October the school attended WE's 3rd Annual Conference. Kerry described this as a transformative moment

"I felt like I'd found our people. It had been a difficult journey with the school but finding peers who spoke the same language and had the same vision confirmed that we were on the right track and helped me hang on to my philosophy and beliefs about teaching and learning through the difficult changes we were making."

Indeed, the school had been told it would be closed at the end of the year if it didn't demonstrate really positive progress.

"I'm not sure that we'd have got this far if we hadn't found Whole Ed that year. It gave us the drive we needed. It gave me the absolute impetus that we were on the right track and to keep going"

Inspired and feeling like they had a supportive network of like-minded peers, the school began to build their practice around that common language and vision.

By the end of the year, Ainslie Wood was the third most improved school in the country.

This helped get buy in from the wider school community for what they were doing.

How did the school commit to a Whole Education approach?

Alongside a focus on reading and writing, the school invested in recruiting people able to deliver a whole education.

They appointed Claire Phillips to the SLT as leader of teaching. Claire introduced a collaborative team teach model based around adults supporting each other to constantly improve, which was recognised with an award at WE's 2017 Summer Conference. The school's

teaching profile has subsequently gone from 95% below good (with 60% inadequate) to 95% good.

They also appointed a leader of learning to develop a high-quality whole education curriculum. Kerry actually filled this role herself while serving as Headteacher until they found the right person to take the role permanently!

What did you do with WE that made a difference?

1. Projects and programmes

"[WE partner Iris Connect's] Film Club has become a pivotal tool for us."

2. The chance for staff across the school to share ideas with peers through the core offer

"Staff connecting with other staff has been the most powerful thing."

3. Collaborating with other schools in the network

"Lots of practice at Ainslie Wood is ideas we originally heard about from other schools at WE events"

4. Inspiration at annual conferences

"The conference every year is what I get excited about. It's brain food - I bring as many staff as I can."

What would your top tips be for other schools looking to get the most out of the network?

1. Take advantage of the hub days

"That's where you start to build your network and see some really great practice. It's brain food, discussion and networking all at the same time in an environment that is all Whole Ed - you know you're going to get good stuff"

2. Work with your dedicated relationship manager

Talk to them about what you're working on, your focus and what you're interested in. Keep discussions going – they'll be able to help you find the projects and research that fulfill your needs and help you deliver on your priorities"

Key annual touchpoints

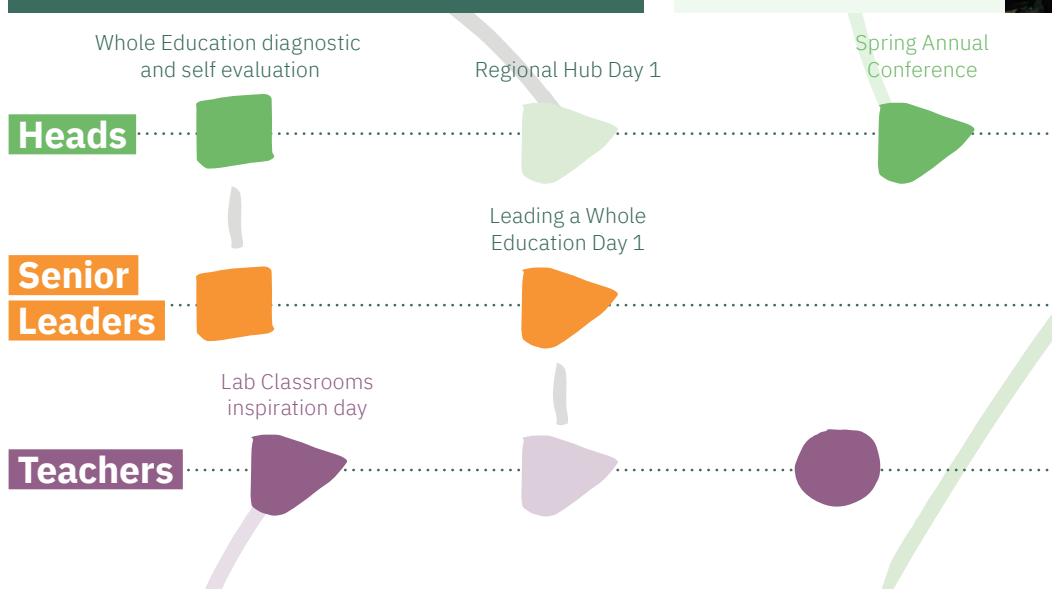
Hubs hosted in local schools are designed to showcase best practice. The 2018-9 West Midlands hub shared successful approaches to:

- + effective lesson study across schools

- + supporting children with complex needs
- + closing the vocabulary gap
- + principles of effective assessment.
- + Getting buy in from hard to reach parents

“A fantastic opportunity to share relevant, pragmatic and inspirational practice!”

9th Annual Conference delegate



“Useful time spent planning before returning to school to cement ideas and share. Plenty of depth and a wide range of ideas and strategies that could be explored.”

Lab Classroom pilot participant

“I felt welcomed and inspired at the hub day and have come back to school with great ideas and a project to begin. I would like to say thank you to everyone who

Our core offer will support people at all levels of your school to deliver a quality whole education. We work with headteachers, senior leaders and teachers to develop your curriculum, T&L and assessments to align with your whole education values



Face to face days



Virtual calls/meets



Visits to your school



Some previous curriculum leadership impact studies looked at:

- + auditing teacher knowledge and providing appropriate training in history, geography and science

- + developing the use of local area in curriculum planning
- + assessing and tracking children's skills across non-core subjects
- + creating better opportunities for outdoor learning

Regional Hub Day 2

Mid-year engagement call

Regional Hub Day 3

Schools summer conference

Leading a Whole Education Day 2

Leading a Whole Education Day 3

welcomed us into their classrooms. The consistency of good practice was evident.”
Helen Hadley, Foley Park Primary Academy

“It has put us ahead of the game in terms of the new Ofsted framework . It helped us evaluate our curriculum to ensure depth and led to the success of implementing ‘Mab’s Cross curriculum’.”
School leaders, Mab’s Cross Primary School

Getting the most out of your network

The role of the Sponsor

Your Whole Education Sponsor is a senior decision maker in your school – usually the Headteacher. They will set the vision and direction of travel and will work with your Whole Education Lead to set the overall priorities for your school’s engagement.

WE understand the challenges faced by Headteachers and therefore work closely with them to add capacity to schools. We are a values-driven organisation and as such we provide support to headteachers on their own leadership journey.

Your sponsor is responsible for **creating a culture** that enables others to engage and take action to deliver a whole education; and ensuring we can **collaborate effectively** by introducing us to appropriate leaders/practitioners in your school.

Choosing your lead

The vast majority of your school’s communications with us come through your designated Whole Education Lead.

Your Lead should be somebody with school-wide responsibilities, typically for curriculum, T&L, assessment or CPD. Your Lead will:

1. Be committed to implementing and embedding a ‘whole education’
2. Someone with the time to both engage with WE individually and support colleagues’ participation

Your relationship manager will work with this person to understand your school’s context and priorities, keep them informed of upcoming WE events and opportunities and help evaluate their impact.

“

The greatest respect you can give teachers is not to waste their time

”

This is the guiding principle behind how we work with you. We know how difficult it can be to release staff or yourself for programmes or events. Therefore we commit to high-quality face-to-face and virtual engagement to help you get the most value from your membership.

Technology and virtual

We use technology to give you more opportunities to engage and collaborate without leaving school.

We use Zoom for virtual meetings and webinars with experts and practitioners. We always try to schedule these after school (usually at 4pm).

We also use conference calls for coaching sessions. We'll send dial in details (a phone number and pin) in advance via email.

Feedback

We use Survey Monkey to help collect your feedback and reflection. This really does help us understand what you find useful and make our work even better going forward- so we appreciate the time you take to complete these.

Allowing yourself time

We do ask that you commit to making best use of events and programmes - for us and for your fellow participants. This means setting aside time for them; giving yourself permission to engage; and letting us know in advance if you can't attend.



Cost and commitment

£3 per pupil per academic year

(Minimum £500, maximum £1,500)

This investment gives you access to our full core offer for 2019/20. It reflects our commitment to deepening our work with schools to deliver a whole education for sustainable, long term impact.

The table below summarises what typical small, medium and large primary schools might get out of their investment in Whole Education.

Primary	Small School <180	Medium School 180 - 420	Large School >420
Average investment	£500	£900	£1,500
Leading a Whole Ed Primary	1 participant (£495)	2 participants (£795)	3 participants (£995)
Relationship Management	1 call	2 calls	1 visit 2 calls
Hub Event	2 participants	3 participants	5 participants
Lab Classrooms	1 participant	2 participants	3 participants
% saving on conference tickets	50%	50%	50%
% saving on innovation programmes	50%	50%	50%
% saving on partner offers	Up to 80%	Up to 80%	Up to 80%

Schools can apply to become a partner school to help shape the direction of the network and gain access to extra events/opportunities





Whole Education

Whole Education is a framework for thinking about education that is holistic, integrated, and transformative. It is a vision of education that is centered on the whole person and the whole community. It is a vision of education that is rooted in the values of equity, justice, and sustainability. It is a vision of education that is grounded in the realities of our world and the needs of our people. It is a vision of education that is bold, brave, and beautiful.

Annual Conference

“We have been part of Whole Education for quite a few years now and it has impacted greatly on the work we do in our school and Trust. I’m incredibly grateful to Whole Education for the influence they have had”



“In terms of my personal experience of Whole Education I would always say it gives you time to get off the treadmill and reflect on what you do and have a dialogue with people from similar or different backgrounds and see what works and what doesn’t. It’s hugely beneficial to get out and network nationally”

“It reminds us of what is important in education. Creating that engaging curriculum, a curriculum that has a real rationale and intent behind it and engages our pupils with wider community and relevance of what they’re doing”



“Being part of Whole Education gives us the opportunity to network and learn from and with some of the most inspirational school and thought leaders around. These connections influence and inform our pedagogy and practice, and ensure we continue to offer a broad, purposeful, forward thinking and exciting curriculum which meets the needs and aspirations of our learners.”



Additional benefits

Visits to schools

There are lots of opportunities to visit other schools to see a particular area of practice. Your relationship manager can facilitate this and we hope you will open up your school to others as well!

Share your story

Opportunities to share the ways your school is delivering a whole education with our national network, both virtually and in person.

Access to leading educational experts

Our conferences, programme days and virtual webinars give you unrivalled access to national and international leaders in education. In the past we have had the pleasure of hosting some of these fantastic minds:

- + Sir Tim Brighouse
- + Andy Hargreaves
- + Becky Francis
- + John Hattie
- + Rose Luckin
- + Alison Peacock
- + Andreas Schleicher

National Conferences

Whole Education hosts two major conferences per year. The Annual Conference in Spring term brings together national and international experts around a whole education theme.

The Summer Conference is a celebration of brilliant practice happening in schools across the network.

Our 2019 Annual Conference looked at the curriculum, teaching & learning and staff development approaches to preparing young people for their futures. Speakers included Venki Ramakrishnan, Alex Beard, Vivienne Porritt, Alex Quigley and Rachel Lofthouse.





Probably the most inspiring CPD in the last 10 years!



Participant in the 8th cohort of our Spirals of Enquiry programme

Opportunities to join subsidised programmes and funded projects

In addition to our core offer programmes we are constantly reviewing and researching approaches and partners which could help our schools to deliver a whole education. Current opportunities include:

Spirals of Enquiry | A framework for transforming learning for all

A year long programme supporting schools to use a collaborative enquiry framework to address underperformance by vulnerable students. Supported by coaching calls and 3 face to face days, schools gain a deep understanding of their learners' experiences and use them as the basis for evidence-informed action.

Film Club | Lights, Camera, Research In Action

This professional learning programme helps you to develop self-regulating and independent learners in the classroom. Born out of a successful EEF trial, Film Club gets teachers talking about teaching in a safe, evidence-informed environment. Topics include metacognition, feedback and group talk. 95% of teachers report improvement in their practice.

Access to partners

Whole Education is proud to partner with organisations who are as committed to delivering a whole education as we are. Schools enjoy exclusive discounts as well as opportunities to work alongside the partners for greater depth and impact.

Newsletter

We know how busy you are so our regular email bulletins will: summarise key recent developments in the sector; highlight the best stories and practice in our network; and alert you to partner opportunities and dates for your diary.





Whole Education partners



Asdan is an education charity whose curriculum programmes are designed to engage and motivate learners. Their courses foster personal, social and work-related skills.



Bounce Forward is a national charity delivering inspiring training programmes to engage teachers to develop their resilience skills and pass them on through role modelling and whole school approaches.



EPG is a leader in education recruitment and retention solutions and in the provision of ITT. Their mission is to collaborate with partner schools to provide quality support staff and teachers. They also work with schools to help them 'home-grow' teaching talent through a Teaching Apprenticeship Programme.



GL Assessment have been providing assessment tools for almost 40 years. They help schools deliver a 'whole education' by taking a 'whole pupil view' that takes into account their ability to achieve, current attainment and barriers to learning



IRIS Connect bridges the gap between effective professional development and classroom practice. The video-based platform gets teachers talking about teaching and enables them to improve formative feedback. 95% of teachers report improvements in their practice.

Whole Education works with a number of partner organisations that share our commitment to a fully rounded education and, more importantly, are helping schools in some way to deliver such an education. Members of the WE network can access exclusive discounts or trials of partners' products and services.



Lyfta is a digital platform where teachers and students can access stunning, immersive stories and curriculum-based lessons and project plans. Lyfta broadens children's horizons by giving them opportunities to explore new places around the world, and meet inspiring human beings who live or work there. The platform is used for teaching English, citizenship, PHSE, geography, RE and art.



OCR work to support the Whole Education Network of schools to develop curriculum confidence and inspiring teaching and learning. They provide GCSE, A-Levels and over 450 vocational qualifications.



Outward Bound is an education charity that uses outdoor learning to help young people learn key life skills, defy their limitations and grow their self-belief. Whole Education has designed a pilot with Outward Bound that aims to embed outdoor learning skills in the classroom in a sustainable way.



Place2Be is the UK's leading children's mental health charity providing in-school support and training to improve the emotional wellbeing of pupils and staff by providing access to the therapeutic and emotional support in schools using a proven model backed up by research and training.



Voice 21 is a charity that trains and inspires teachers and leaders to build capacity to teach students through and to talk. They grew out of School 21 in East London, which was a pioneer of the transformational potential of an oracy-based curriculum.

List of partners correct at the time of printing but may be subject to change.



Partner spotlight

Shenley Brook End is a large secondary comprehensive that serves the community of west Milton Keynes. As long standing members of the Whole Education network they are constantly looking for new ways to provide a ‘whole education’, which led them to become part of the pilot group trialling GL’s PASS Survey with Whole Education.

The PASS survey is a way of measuring Pupils’ Attitudes to Self and School in a standardised way and also to compare the whole school to the national picture, whether it be by gender, GL stage or other micro population.

The PASS Survey at Shenley Brook End

How does the PASS Survey impact your thinking?

“Following the survey, questions arose such as; “Why do our year 9 girls have lower confidence in learning than expected?”

“What is it about our Year 7 students that makes them have such a positive attitude towards teachers?” or “What do year 10 think about their behaviour during social time?””

How does the school use PASS data?

“Over time PASS data has become embedded into the school system, sat alongside data like Progress 8 or attendance. We use it for discussion in Leadership Group, in conversation with students through House and Year

Leaders, and to identify students for support from our wellbeing hub or mentoring scheme.”

What has the impact been of PASS?

“Increasingly PASS drives conversations about how students feel about their learning and their relationships in school, and is a powerful tool for developing the qualities and qualifications of young people — a balance at the heart of a Whole Education.”

Interview with Zara-Louise Peskett, Shenley Brook End’s WE Lead







To arrange a conversation with our Director of Schools about joining the network, email:
info@wholeeducation.org

Over ten years...

*100,000+ young people
impacted // 3,500
conference delegates
inspired and sharing
practice // 500 schools
committed to a 'whole
education' // 300 senior
leaders on curriculum
leadership programmes //
50 partner organisations*