

# Secondary Network 2019/20



**“ Whole  
Education is  
an inspirational place  
and space for people  
wanting to build a  
broad, balanced and  
rich curriculum that  
helps young people  
to flourish. ”**

James Pulle,  
Headteacher

**“ 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





## Contents

Welcome to the Whole Education Network	4
Why work with Whole Education?	6
Our 2019/20 core offer	10
Relationship management	11
Secondary Headship Summit	11
Leading a Whole Education Secondary	12
Lab Classrooms	13
How it works	16
Key annual touchpoints	16
Getting the most out of your network	18
Cost and commitment	20
Additional benefits	24
Whole Education partners	26

# Welcome to Whole Education

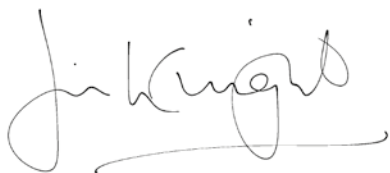
Whole Education was founded as a national network in 2010, emerging from the RSA's *Charter for 21st Century Education*. Our dynamic network consists of over 500 schools and partners committed to learning from and with each other to deliver a **'whole education'**.

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.



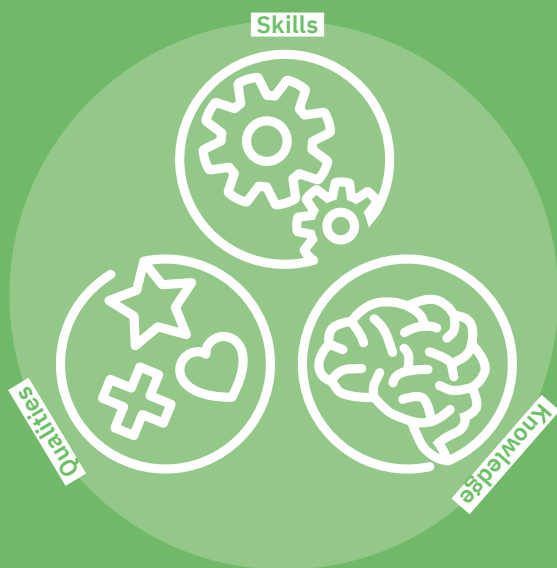
Lord Knight, Chair of Whole Education



# 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

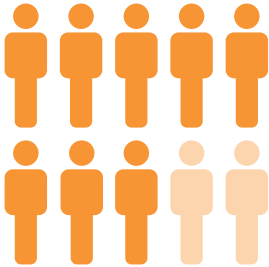
# The case for change



**35% decrease in arts entries at GCSE from 2010 – 18 (JCQ tables)**



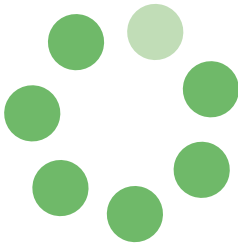
**51% of sixth form schools and colleges have dropped courses in MFL (Sixth Form Colleges Association survey)**



**78% of secondary teachers feel their workload is not manageable (NEU workload survey 2018)**



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



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

36 Other country

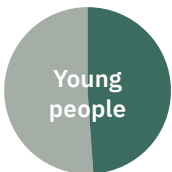
37 Other country

38 United Kingdom

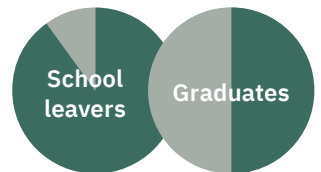
39 Other country

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

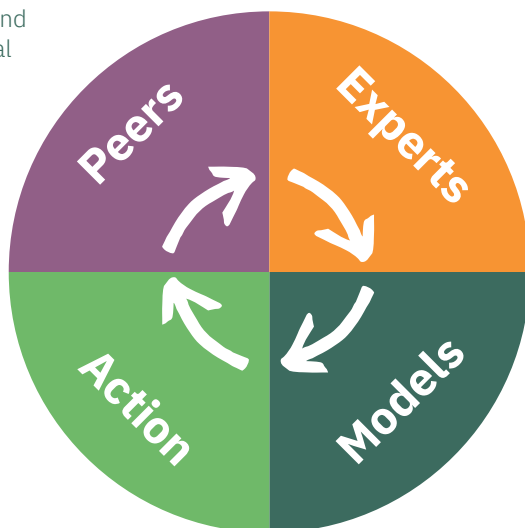
---

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



**Access to leading education experts** at Heads Summit and workshops



**Leading a Whole Education programme** for your senior leaders



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 school 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

**“Talk to them about what you’re working on and what you’re interested in. They’ll be able to help you find the projects and research that fulfill your needs and help you deliver on your priorities”**

**Kerry Scott, Headteacher**



## Secondary Headship Summit

---

*Our autumn term heads summit is a great opportunity to learn from national and international experts and build your own personal and professional network of Whole Education Secondary Headteachers.*





## Leading a Whole Education Secondary

---

### *A whole education approach to curriculum, T&L and assessment*

Delivering a high-quality whole education for all is an ongoing and complex challenge.

This leadership programme supports senior leaders at secondary to deepen and extend their knowledge of what works and how it can be put into practice.

It combines the structure of a programme with a broad range of opportunities that your team can pick and mix based on your school's context.

- + Diagnostic and support of whole education provision
- + Face-to-face and virtual training on key priority areas including: 'words for all', quality vocational education, and a KS3 curriculum for outstanding KS4 outcomes
- + 3 inspirational learning days with national experts
- + Visit stand out schools across our national network
- + Facilitated peer review process to assess impact

**"This course is having the impact of more confident and resilient learners who have improved outcomes and behaviour"**

### How one senior leader used our leadership programme to deliver on their priorities

---

Lindsay Johnson from Shevington High School in Wigan completed an impact study as part of the 2018 leadership programme to tackle low literacy levels in KS3 with a whole school approach.

Her key learnings were:

- + **People** "It is so important to allocate the right staff to new initiatives"
- + **Pilot** "Value the trialling stage, refine it before scaling up!"
- + **Prioritise** "Embrace the principle of abandonment when something is not working"

**"I am determined to sustain the change beyond the end of my involvement in this course"**

In the first six months of the 21 pupil pilot, 16 had made 6 months progress, 12 had made more than 1 years progress, and 5 had made 2 years progress.



## 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 has implemented two-for-one teaching in their classroom’**

---

**Who:** Rachel Kettle

**Subject:** Physical Education

**Group:** Oracy & Collaborative Learning

**Action taken:** Six week intervention to integrate discussion roles into tutor 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.

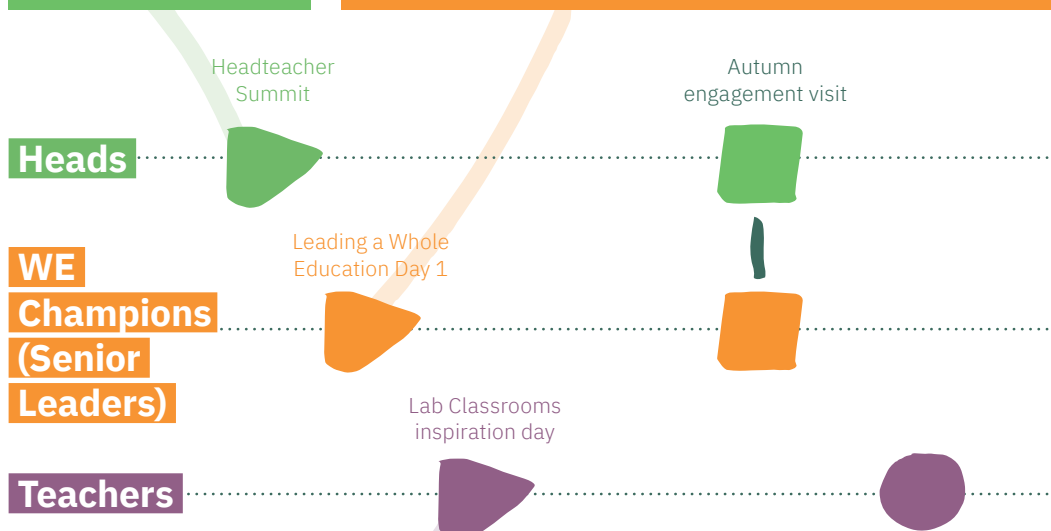
# Key annual touchpoints

At last year's Heads Summit, Geoff Barton shared his insights on delivering a whole education in the current climate.

Some previous impact studies carried out as part of our curriculum leadership series:

- + What are the most effective strategies to challenge our able students?

- + Are we doing enough to promote vocational options/career pathways at KS4?
- + How can we narrow the gap for white working class boys?



**“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.”**

**Ben Attfield, Crispin School**



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

+ Can developing and embedding an effective coaching model within school enhance teaching/learning/leadership?

Recent conference speakers have included Nobel-prize winning scientist Professor Venki Ramakrishnan, the OECD's Andreas Schleicher and John Hattie.

**"A fantastic opportunity to share relevant, pragmatic and inspirational practice!"**



Spring Annual Conference

Mid-year engagement call

Summer schools conference

Leading a Whole Education Day 2

Last year Matthew Purves, author of the new Ofsted inspection framework, led a session with the group to develop curriculum thinking

**"It is changing my approach to my leadership by ensuring my values are behind my actions and are also shared with staff"**  
**Lee Savage, Deputy Head**

**"I feel more informed, with time to reflect and determine next steps from my school."**  
**Colleen Burton, Assistant Headteacher**

# 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 (it usually makes sense for your Lead to be the Deputy or Assistant Headteacher involved in the Leading a Whole Education programme).

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 £1500, maximum £4500)

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 secondary schools might get out of their investment in Whole Education.

<b>Secondary</b>	<b>Small School &lt;750</b>	<b>Medium School 750 - 1500</b>	<b>Large School &gt;1500</b>
<b>Av. investment</b>	£1500	£3000	£4500
<b>Relationship Management</b>	1 visit 1 call	1 visit 2 calls	2 visits 2 calls
<b>Head Summit</b>	1 delegate	1 delegate	1 delegate
<b>Leading a Whole Ed Sec</b>	1 participant	2 participants	3 participants
<b>Lab Classrooms</b>	2 participants	3 participants	4 participants
<b>% saving on conference tickets</b>	50%	50%	50%
<b>% saving on innovation programmes</b>	50%	50%	50%
<b>% saving on partner offers</b>	Up to 80%	Up to 80%	Up to 80%

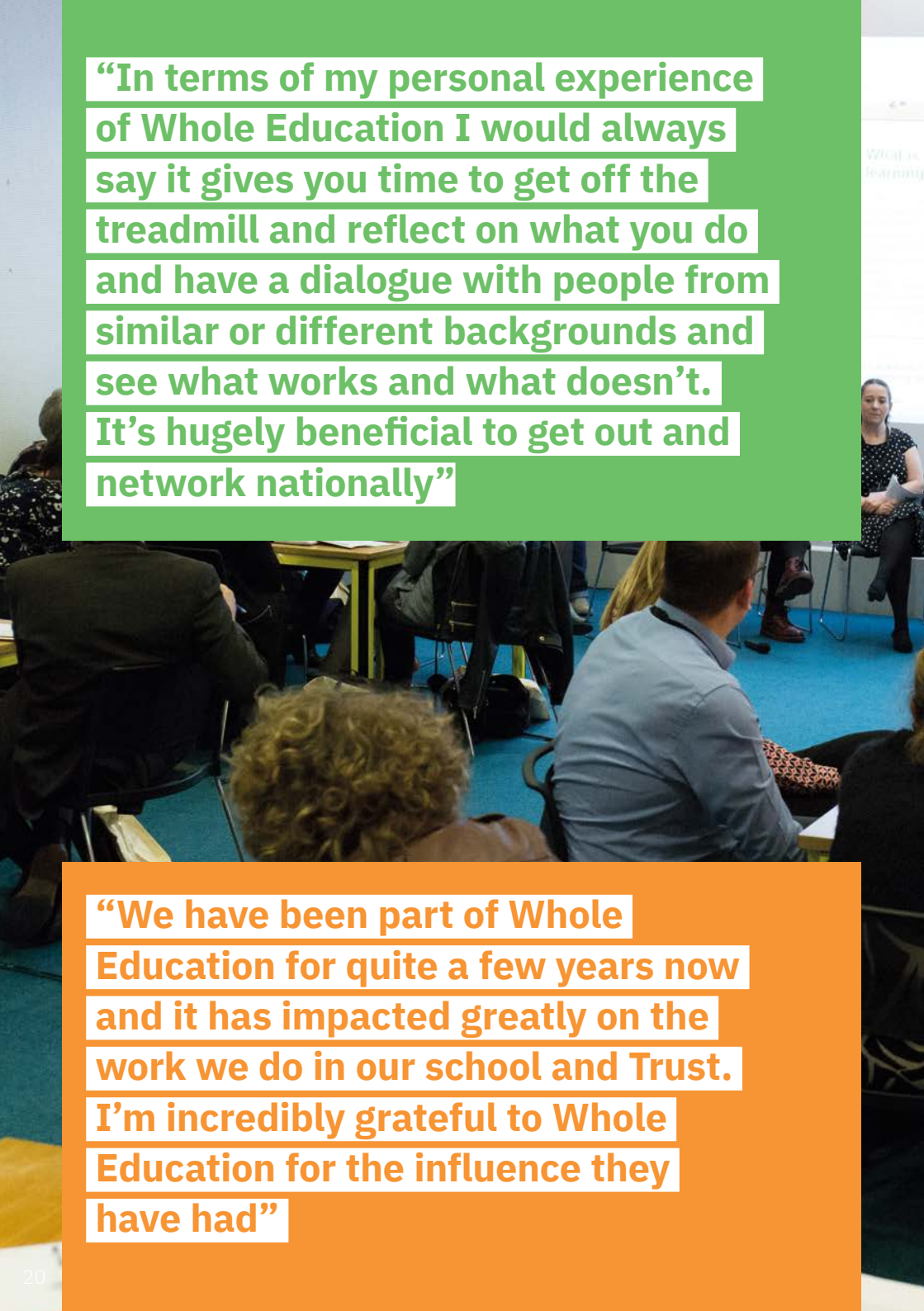
Schools can apply to become a partner school to help shape the direction of the network and gain access to extra events/opportunities





Whole Education

Annual Education



**“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”**

**“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”**

**“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”**

**“To find a network promoting a whole education in an increasingly knowledge and outcomes focused environment was inspiring and affirming. Especially helpful was connecting with similarly aspirational schools, like-minded colleagues with a strong belief that positive outcomes were the by-product of a great education and not its sole focus, that school should be a place where young people acquire both great qualifications and great qualities”**



# 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, we are constantly reviewing and researching approaches and partners which could help our schools to deliver a whole education. As these opportunities arise, we open them up to schools - keep an eye on the half termly newsletter or emails from your relationship manager so you don't miss out!

Current opportunities include:

### **Spirals of Enquiry Exclusions Project**

A school-led enquiry project for equity and quality to reduce inappropriate exclusions at KS3

### **Stand out schools initiative**

Using appreciative enquiry to understand how a high-quality whole education is delivered

### **Trust Leadership Series**

A series to help Trust Leaders learn from and with each other to embed a whole education at scale

## 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 half termly newsletter will summarise recent developments in the education sector, highlight the best stories from our network and point you to upcoming opportunities for your school.





# 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.



**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.



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.



**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.



**Unifrog** is a whole school platform for all year groups that empowers students to explore their interests and successfully apply to their next best step. They help schools manage the progression process effectively and track and analyse students destinations.



**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](mailto: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