



## GEP ACADEMIES WEEKLY BULLETIN

### WEEK COMMENCING 26 April 2021

#### Reminders for this coming week:

**GEP/AST JOINT EDUCATION COMMITTEE**  
28.04.21  
08.00 – 10.00

**TRUST ACTION COMMITTEE**  
29.04.21  
Time tbc

#### Forthcoming meetings:

**AST/GEP JOINT HEADS MEETING**  
20.05.21  
Time TBC

**RESOURCES COMMITTEE**  
20.05.21  
13.00 – 15.30

**FOCUS GROUP 3**  
26.05.21  
11.30 – 13.30

**GEP/AST JOINT EDUCATION COMMITTEE**  
09.06.21  
08.00 – 10.00

**TRUSTEES AND GLAC CHAIRS**  
14.06.21  
16.30 – 18.30

**GEP ALL HEADS**  
15.06.21  
TIME TBC

#### **A visit to mum – by Graham Tuck**

Visiting my 92 year old mum in the care home where she now resides involves a lot of stuff that I had never imagined, little more than a year ago. Then, visits were a relatively simple affair. There was no need to book in a time, my wife and I could chat with Mum in her memory-crowded room, or in the lounge area with a group of her friends or just take her out for lunch. It was fine to bring the kids or the grandkids who would sometimes wander off to talk with other residents or sit with them in the lounge to watch a TV programme that had captured their interest. But not anymore.

Now, as a “named visitor” I can, after completing a lateral flow test and waiting for half an hour in the car for the results, don disposable apron, gloves and mask and sit with Mum for an hour in her room. I will have signed a form to say that I understand that I can hold my Mum’s hand but that I mustn’t hug her or kiss her. That moment will have to wait. And this new arrangement is so much better than what it was like early on in lockdown. I remember Zoom calls where Mum’s iPad camera was pointed at the ceiling of her room and the first part of the call was dedicated to her trying to reposition it: or, later on, visits where we sat either side of a Perspex screen and tried to hear each other through the tinny intercom.

Mum is fiercely interested in my work. She always has been. She was delighted when I became a teacher and then headteacher but intensely suspicious when I started working for Ofsted. Intuitively, she didn’t like inspectors, describing them as “busy bodies”. Mum understands that I have now gone part time but is intrigued by what I do if it is not actually teaching or (horror of horrors) inspecting. “So what is it you actually do?” And because she is now what the doctors describe as “cognitively frail”, she asks the question a lot.

As a teacher, I found that spending some time on trying to answer the deceptively simple question was time worth investing and often helped to straighten out my thinking. Like when I was asked by a student why the Friar in “Romeo and Juliet” conjured up such an elaborate and dangerous plot when all that the lovers needed to do was elope. Or why Shakespeare insisted on writing in verse (“Is it to make him more difficult to understand?”)

So, what is it that I will be doing as the trust’s Secondary Education Director over the coming months? Well first, I’ll be looking to develop a trust vision for the curriculum: an agreed statement on what we teach and - just as important – how we teach it. And I’ll be doing this in part because being clear about these things is vital for the success of our schools – and our trust - in securing a positive outcome in any Ofsted inspection. As Sean Harford, Ofsted’s National Director said back in February last year, “Our new (Ofsted) framework puts the curriculum front and centre of inspection.” However, more important than success at Ofsted is being able to set out

a rationale for learning that will help us focus our strategic thinking, our school improvement priorities and our allocation of endeavour and resources.

One tangible manifestation of that strategic thinking is also included in this bulletin. You will see we are advertising for three secondary Trust Lead Practitioners – not external consultants but colleagues working in our own schools who have a proven expertise in developing great learning in the classroom. We are looking for them to share that expertise with others. In return, we will fund them and their schools for a day of their time and use our trust's resources to continue to develop them professionally. I firmly believe that these appointments could make a significant difference to student outcomes across the trust. However, I also recognise that the model brings with it huge challenges. Not least of which is asking heads to release one of their most talented members of staff for one day a week to support teaching and learning in other schools. It's a big and difficult decision.

My visit with Mum is coming to end. It'll soon be time to remove apron and gloves, to wave to mum from the car park as she looks from her window and I – relieved – remove my mask and blow her a kiss and mime a hug.

In the car, I remember a distant science lesson that I covered and one of those deceptively simple questions. The student was lying back in his chair, his face etched with justifiable boredom. "I mean, sir, why do we have to learn science?" I think of where we are now, and the part that science is playing in bringing humanity back from the brink (and enabling me to see my mum) and feel a sense of nostalgia that such a naïve question could ever have been possible. The phone rings. It's my Mum. I answer on hands free.

"Hi Mum"

"Oh – hello, Graham, are you home yet?"

"No – nearly there. Why?"

"I'm just worried that I kept you so long. Do you have much marking and preparation to do for tomorrow?"

"No Mum. All done."

## Actions for heads

### Trust Lead Practitioner opportunities

Please ensure all eligible staff are aware of the Trust Lead Practitioner opportunities that have recently become available and referred to in Graham's article above. Please click on the following link to view the adverts and job descriptions [GEP AST TLP opportunities](#)

### Covid measures

As per government guidelines, please ensure that Covid measures are continuing to remain in place and that risk assessments are up to date and being adhered to.

## Actions for Governors and Trustees:

### Governor training

Andrew Roach, GEP Director of Education, will be giving the session: "**Ensuring accurate assessment and trust wide consistency**" this evening, Monday 26 April, online, for all governors at both Athena Schools Trust and GEP. This will cover:

- Education monitoring
- School improvement planning and quality assurance
- How to monitor and triangulate data including how to ask the right questions

[Book your place here.](#)

Patrick Overy, AST Director of Finance & Operations and Sarah Allen, AST Finance Officer will be giving the session: **"School funding, financial efficiency and benchmarking"** on Tuesday 25 May, online, for all governors at both Athena Schools Trust and GEP. [Book your place here.](#)

### Focus Group 3

Please be advised that this meeting has been cancelled and items due to be discussed at this meeting will be discussed at the meeting taking place on 26<sup>th</sup> May.

## School Improvement Update:

### Trust Lead Practitioner opportunities

As per Graham's article above, the trust is looking for three Trust Lead Practitioner roles for English, MFL and Teaching & Learning. For the job descriptions and adverts, please click on the following link.

[GEP AST TLP opportunities](#)

## Spotlight on schools

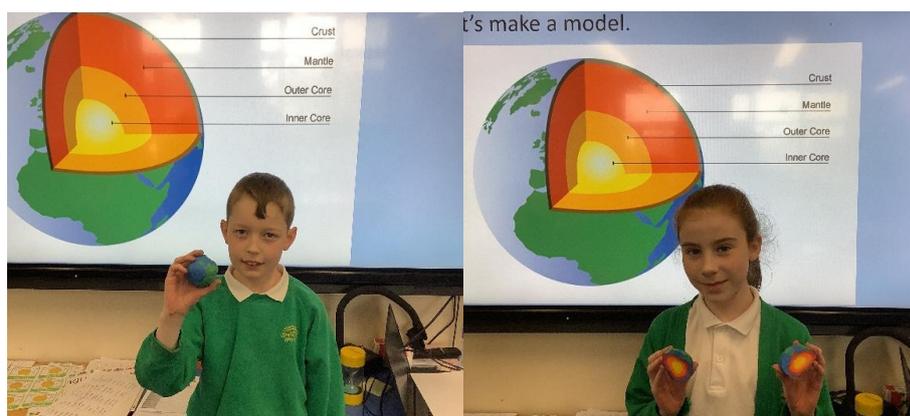
### Boxgrove – Evacuation Days

Year 6 held two "Evacuation Days" at the end of the Spring term, to bring together all their learning about World War II. As well as role playing the evacuation and billeting experience, the children employed their DT skills to design and make model Anderson shelters, cooked and sampled some wartime recipes and "Dug For Victory" by planting seeds in our allotment. They also got into the role of Bletchley Park code breakers to crack a variety of ciphers, learnt some essential First Aid and even had a go at dancing a Jitterbug!



### Guildford Grove - Celebrating Earth Day on 22<sup>nd</sup> April

In year 5 last week Guildford Grove started a new topic of 'The World's Most Extreme'. To celebrate Earth Day (22<sup>nd</sup> April) and understand why some of our natural and extreme disasters happen they learnt all about the structure of the Earth's layers and its tectonic plates. Children made their very own Earth from coloured plasticine, structuring it correctly whilst discussing each layer's features. At the end they cut open the Earth to reveal the layers inside before labelling their own diagram with the facts they had discovered throughout the lesson.



## Roots for the future at Loseley Fields

Roots for the Future are an organisation who engage communities in tree planting to cultivate a lasting legacy of environmental sustainability.



Loseley Fields Primary School were lucky enough to secure a grant from Godalming Town Council's Carbon Reduction & Biodiversity to fund a native hedgerow & orchard planting project with Roots for the Future. Every pupil took part in the project, including Cllr Shirley Faraday and Cllr Gerry Boyle. They are now looking forward to watching the landscape of the school change as trees and hedgerows mature bringing with them local wildlife.

## Sandfield Primary School



Congratulations to Teaching Assistant Jean Sherwin who celebrated 25 years working at Sandfield at the beginning of April. Many congratulations Mrs Sherwin and thank you very much for your continued hard work.

## Vikings at Sandfield



Year 5 and 6 had a fantastic Viking day to start off summer term and topic! They are reading "Viking Boy" and have complemented this with looking at Viking runes, re-enacting battles and creating artistic shield designs

## Sporting success at Fullbrook

As it has an elite sport status, Ice Hockey was a sport that was allowed to train and play as normal during lockdown. As part of a GB programme, Adam Erskine from Fullbrook was given permission to train with the senior teams at Romford which allowed him to test his skills and learn from players that have competed in leagues all around the world. During this time, Adam was selected to play for Romford's 2nd team in the Spring Cup which means Adam had his senior debut in a competitive, live streamed series against senior semi-professional teams from the south of England.

Last October Adam was selected for Under 16 GB trials at Sheffield in December. Unfortunately just after this announcement, the camps were cancelled or paused as we went into full lockdown again. With many clubs and leisure facilities closed, Adam's training with Romford has allowed him to continue working hard.

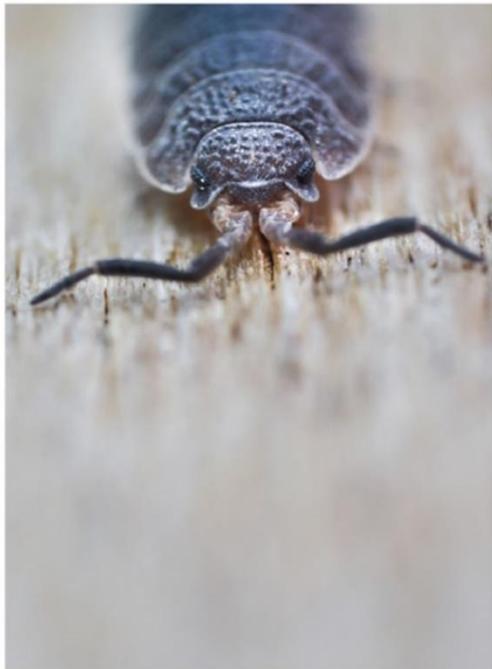
This dedication has now been rewarded with a letter from Team GB inviting him to 2 selection/training camps in June/July where he will be considered for the Under 18 group.

Congratulations to Adam for his commitment to his sport in the face of such a challenging year and for everything he's been able to achieve in spite of the pandemic.

### Photography success at George Abbot

Congratulations to Sam and Ben Hancock-Smith who have both won runner up prizes for their photography in the RSPCA Photography awards! This year the competition attracted 11,000 entrants. Judges met up over Zoom to consider 187 photographs across nine categories. A massive well done to Sam and Ben on their achievements. Please see the link to the RSPCA competition catalogue

here: <https://view.pagetiger.com/dpendhu/1?>



#### SMALL WORLD RUNNER-UP

'Woodlouse'  
Sam Hancock-Smith, 13

RSPCA YOUNG PHOTOGRAPHER AWARDS 2020 | SMALL WORLD



#### 16-18 YEARS RUNNER-UP

'The chase'  
Ben Hancock-Smith, 16

RSPCA YOUNG PHOTOGRAPHER AWARDS 2020 | 16-18 YEARS

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## School Operations:

### FFT Aspire

FFT Aspire is widely used within our schools, but they offer a wide range of other data assessment and reporting services. Moreover, to meet the current challenges we all face, they are providing the below services to existing FFT subscribers for no additional charge.

You can click on each of the services below to find out more information, but each can provide both schools and GEP significant benefits. GEP will also be looking to potentially use some of the reports generated below

as part of its governance process as we move forward, hopefully reducing some of the manual reporting processes currently in place.

If you require any further information or if I can provide assistance in setting these services up, please feel free to contact me.

Mike Sugden (msugden@georgeabbot.surrey.sch.uk)  
George Abbot School & GEP Data Manager

Secondary	Primary	Comments
<p>Available now</p> <p><b>FFT Attendance Tracker</b></p> <p>Track and compare all your weekly attendance data against other FFT schools</p> <p>→</p>	<p>Available April 2021</p> <p><b>FFT Attendance Tracker</b></p> <p>Compare and track your weekly attendance data against other FFT schools</p> <p>→</p>	<p>Compare all your school, pupil groups and individual pupil attendance against schools nationally. Automatically feeds data from SIMS. Currently being</p>
<p>Available April 2021</p> <p><b>2021 GCSE Benchmarking Service</b></p> <p>Benchmark all your Teacher Assessed grades prior to submission Includes next-day data delivery</p> <p>→</p>		<p>Detailed assessment of Teacher Assessed Grades, providing additional validation and moderation of grades prior to submission to Exam Boards.</p>
<p>August 2021</p> <p><b>GCSE &amp; A Level Results Service</b></p> <p>Your first full national analysis of attainment and value-added progress</p> <p>→</p>	<p>Available Summer 2021</p> <p><b>EYFS, KS1 &amp; KS2 Results Service</b></p> <p>The first full national analysis of attainment and value-added progress</p> <p>→</p>	<p>Provides early national analysis of 2021 results for each subject area and pupil / pupil group. These include key metrics including attainment, progress</p>
<p>September 2021</p> <p><b>Year 7 Transition Service</b></p> <p>Make sure that your Year 7 students get the best possible start Includes next-day data delivery</p> <p>→</p>		<p>Enables secondary schools to upload various types of assessment data as part of their prior attainment to enable generation of GCSE estimates.</p>
<p>September 2021</p> <p><b>Dynamic Estimates for Years 8-11</b></p> <p>FFT GCSE estimates based on your own assessments Includes next-day data delivery</p> <p>→</p>	<p>Available September 2021</p> <p><b>Dynamic Estimates for Years 1-6</b></p> <p>FFT estimates based on your own assessments Includes next-day data delivery</p> <p>→</p>	<p>This service will allow the use in-year standardised test data to produce a new range of targets/ estimates based on current progress.</p>
<p>Autumn 2021</p> <p><b>Secondary Pupil Tracking</b></p> <p>Track, monitor and compare ALL your students' assessments in one place</p> <p>→</p>	<p>Available now</p> <p><b>Aspire Pupil Tracking</b></p> <p>Track, monitor, record and compare all your assessments in one place</p> <p>→</p>	<p>Provides the ability to track, monitor and compare pupil summative and formative assessment data. The primary version also has a tailorable</p>

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**Jack's visits and meetings this week:**

<b>Joint GEP/AST Education Committee</b>	<b>28.04.21</b>	<b>08.00 – 10.00</b>
<b>Trust Action Committee</b>	<b>29.04.21</b>	<b>08.00 – 11.30</b>
<b>Data Manager and Education Director</b>	<b>29.04.21</b>	<b>12.00 – 13.00</b>
<b>Guildford Grove school visit</b>	<b>29.04.21</b>	<b>14.00 – 15.00</b>
<b>Fullbrook school visit</b>	<b>30.04.21</b>	<b>07.30 – 09.00</b>
<b>Exec team meeting</b>	<b>30.04.21</b>	<b>10.00 – 12.00</b>