

PRIMARY STANDARDS NEWSLETTER



Issue 15 Spring 2010

Working in Partnership - Gifted and Talented Primary School Children Link Up With Afghan Teenagers

Gifted and Talented students from Elmhurst, Sandringham and Selwyn Primary Schools are all taking part in an exciting new project that links them with young carpet making apprentices in Afghanistan.

The children are working in partnership with Afghan Action, a charity set up to support young Afghans to develop a trade which will drastically improve their standard of living in war torn Afghanistan. All the apprentices, many of whom have never been to school before, are given lessons in literacy and numeracy skills as well as meals and an allowance while they learn their trade. Chris Beales from Afghan Action is excited about the project, "The exciting thing about this is not only the positive response of the schools and children, but the involvement of Jane (Robinson, GT Co-ordinator for the borough) and Twist - as this is "mainstreaming" the work we're doing to raise awareness about Afghanistan in schools".



During their first session this term at Elmhurst, students sniffed cinnamon and ran their fingers through silk as they



learned about the rich trading history of Afghanistan. Chris Beales described the session as, "a successful morning, ably facilitated by educational consultants The Twist Partnership". Later sessions will involve the GT children making contact with the apprentices on the internet

and learning more about the difficulties of their lives which have been devastated by war, poverty and drought. They will also engage with Afghan culture through getting to grips with Afghan kite making, cookery, music, literature and Art. In spring, there will be a visit to the House of Commons where the children will debate issues around Britain's involvement in Afghanistan.



The project will end in June with a grand Afghan fair at Elmhurst. The children are aiming to raise £5,000 in order to commission the apprentices to make a spectacular Newham carpet which will hang in a prominent venue in the borough.

For further details or if you would like to donate some money towards the carpet contact jane.robinson@newham.gov.uk

Message from the Editor

Happy New Year in 2010!

Thank you for your interesting and informative contributions over the years as we approach the end of the newsletter as we know it. We are soon to become part of a shorter corporate primary newsletter. There will be links to longer articles to be posted on a website and eventually within the MLE. We welcome suggestions or comments from readers in schools about the direction of change that you would like to see for a primary newsletter. Please send to yvonne.collyer@newham.gov.uk and I will forward your ideas.

Yvonne Collyer - Editor
yvonne.collyer@newham.gov.uk

Improving PSED Outcomes For Children, Practitioners And Parents : Buddying In Action at Altmore Infant School, 2009

PSED results rose from 32% in 2008 to 42.2% in 2009, an increase of 10.2 percentage points. Gap narrowing results decreased by 5.1 percentage points.

The percentage of children achieving 78 points and 6+ in PSED and CLL at Altmore Infant School rose to 43.9% in 2009, an increase of 22.4 percentage points. The gap was narrowed in 2009 by 8.6 percentage points.

There are 114 children in the 2009 cohort at Altmore Infant School. 50 children have achieved at least 78 points and 6+ in PSED and CLL. In 2008 out of a cohort of 130 children only 28 children achieved this level. In the lowest performing 20% of children the average total EYFSP score has increased by 14 percentage points from 2008 to 61%.

Based on 2008 EYFSP outcomes, the LA identified Personal, Social and Emotional Development (PSED) as the main focus of the Buddying programme in order to narrow the gap in achievement between the lowest achieving groups of children (in particular for the most vulnerable children in each setting) and the rest in Newham.

On average, targeted schools made 10 percentage points gains in each of the 3 scales of PSED. Analysis of vulnerable children's individual progress data indicates that across all 4 aspects of PSED there has been a reduction in the number of children identified as being at early development and 22-36 months and an increase in the number of children identified as being within 40-60 months development matters statements.

How these gains were secured :

Input was provided on the **identification of and support for vulnerable children**. The session provided practitioners with improved understanding of certain groups and characteristics that are potential indicators of low achievement. Practitioners were asked to identify 5 vulnerable children in their setting, across the range of indicators, and to monitor progress of the targeted children at 3 key points throughout the project.

Practitioners were provided with training on how to use ICT (both photographs and film) to **support observations** and then how to use these materials to develop learning stories for individual children. Training was then provided on using observations to assess children's levels of well being and involvement in self initiated learning and strategies for sharing this information with parents in order to identify interests and patterns of learning that were present in both the setting and home learning environment.

Practitioners were then supported in using well being and involvement, parental feedback and children's feedback **to develop areas of the learning environment**, both inside and outdoors, that built on and supported children's PSED and communication skills.

Practitioners reported changes in their thinking, practice and their understanding of PSED. Many highlighted how these changes had impacted on their interactions with children, colleagues and parents. Information is used more effectively to support and challenge children's learning both at home and in the setting.

Through opportunities to create their own learning spaces observations indicate that **children's confidence in making their own choices to support their learning** has increased. Visits have enabled practitioners to share their knowledge and experience across sectors.

Training on developing **Communication Friendly Spaces** enabled staff to think creatively about how space in both the indoor and outdoor environments are provided in order to support children's needs and interests. The focus on creating outdoor spaces for children raised the value of outdoor learning and provided equity of access to the indoor and outdoor provision. This was particularly important for a number of boys and children who did not have access to outdoor spaces at home.

**For further information please contact :
Sarah Rowlands, Altmore or Jacqui Hardie,
Group Manager EYFC**

Maths : New Resources & Support

Dear Colleagues,

Happy New Year!

Look out for the following new resources that will be available this term :

- Numbers and Patterns : laying foundations in mathematics
- Moving on in mathematics - Narrowing the Gaps
- Overcoming barriers Level 4-5
- Securing level 5

These will be sent to your schools FAO: maths co-ordinator. Alternatively they will also be available on the standards site. nationalstrategies.standards.dcsf.gov.uk

Requests for support

If you would like support from the maths team please email Vanessa Malik outlining what support you would like. If you are not an additionally supported school then this work is chargeable.

**Best Wishes,
The Mathematics Team
vanessa.malik@newham.gov.uk
karen.kershaw@newham.gov.uk**

Read Our Favourite Books!

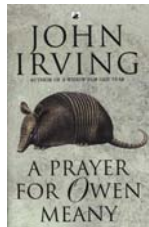
As part of our Teachers as Writers Project we have been writing and reflecting upon the process to develop our teaching practice. We proudly present our book reviews for you to enjoy!

Twilight by Stephenie Meyer

Take one normal 17-year-old girl add one 107 male vampire and you get 434 pages of magic. Twilight tells the story of Bella, a clumsy 17-year-old girl, who has just moved to Forkes to live with her dad. She meets and falls in love with Edward -who on first glance seems like the perfect 17-year-old. Gradually he lets his guard down and love blossoms between the unlikely pair. Edward worships Bella and strives to keep her safe. He takes her to meet his family at a baseball game and unwittingly puts her life in grave danger. Their love tale suddenly becomes a battle to keep Bella alive. The story picks up pace as Edward tries to keep Bella from a very premature and painful death. Twilight is written for a young adult reader but don't let that put you off reading it because each page is to be savoured. Believe me, this is one book that you won't want to end.



By Helen Taylor



A Prayer For Owen Meany by John Irving

"IF YOU ARE LUCKY ENOUGH TO FIND A WAY OF LIFE YOU LOVE, YOU HAVE TO FIND THE COURAGE TO LIVE IT."

Owen Meany talks in capital letters, he has to, he's diminutive and has a voice stuck in its

higher register. His impact on those around him however, is colossal and his philosophy has a resonance within his own world that goes beyond human proportions but then it would, wouldn't it?

The story chronicles the coming of age of two young friends and a perhaps younger nation. Initially set in 1950s small town America the following decade sees Owen, John Wheelwright and America itself wrangle with their belief system and authority and as they inevitably career toward the war in Vietnam.

A darkly comedic book with warm and well drawn characters who each add their own indispensable layer. Told in retrospect the reader is cautioned right from the start not to expect a happy ending. Still, it doesn't prepare you for how much you'll miss the cast and small town life and the safety of the 1950s when it's all done.

By Louise Wilcox



The Silence Seeker by Ben Morley

Doesn't the title of this book just draw you in- the search for silence in our busy world? The premise of this story is a delightful one, a teenager moves in next door to the young narrator. He is an asylum seeker, a title our narrator duly mishears as the 'silence seeker'. Cue a touching journey to find peace in the bustling city brought vividly to life through a series of vibrant and unusual illustrations by Carl Pearce. A short story with big themes- children will fall in love with the characters and want to pour over the images.

A must read! By Emma Parker

The other side of the Dale, Over hill and Dale, Head over heels in the Dales and Up and down in the Dales.

By Gervase Phinn

For all those teachers expecting or going through an OFSTED inspection, then these are the books for you - if you have time! Told through the eyes of an Inspector, Gervase Phinn himself and the children he meets whilst at these schools in the Yorkshire Dales. Light hearted reads that show you the funny side of what children and teachers actually say and do!!!

Read and reviewed by Nicol Compai



The ASBO Fairy Tales By Hans Christian Asbosen

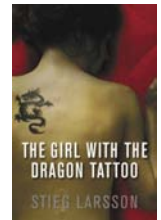
Bored of re telling the same old fairy tales?

Need a change from Little Red Riding Hood and Cinderella?

Then read on! This book brings the traditional fairy tales bang up to date with the introduction of Little Red Riding Hoodie, Blingerella, The crack Piper of Camden and many more. These will definitely have you smiling and wanting to read more! Teaching fairy Tales will never be the same again!!!

Read and reviewed by Nicol Compai

The Girl With The Dragon Tattoo by Stieg Larsson



Published originally in Swedish in 2005, this book became an instant bestseller. Perhaps this success was partly because the author suffered an early and unusual death just after handing

over his manuscripts to the publisher, and that everyone seems to love the romantic notion of posthumous success. However, I would argue that success would not be possible had Larsson's first novel not been such a gripping and thrilling crime story. Part of the Millennium trilogy, this is the first of the series and introduces us to two intriguing and unusually flawed central protagonists. Larsson skilfully interweaves the stories of his characters, Blomkvist and Salander; leading them to discover a grisly secret of an extremely wealthy Swedish family, the Vangers. It is the character of Salander that gives this novel its distinct flavour as she is unlike most heroic characters. A 24-year old loner with several piercings and tattoos, a history of mental illness, a photographic memory and some useful - and never explained - computer hacking skills. She is also a fearsome opponent and exposes several corrupt criminals in her moral crusade that does not necessarily conform to the rules of the law. This is an excellent novel that works so well because Larsson has created such powerful characters in a story that is a passionate exposé of right-wing fascism that has deep-rooted links with misogyny - something that Larsson himself worked during his lifetime to combat.

By Ellen Worrall

WHERE THE WILD THINGS ARE



STORY AND PICTURES BY MAURICE SENDAK

Where The Wild Things Are By Maurice Sendak

There are so many children's books I have read and used with so many classes but I somehow always come back to this book.

I love the flowing just enough words of the book which are almost poetic and so easy for a class to be able to read by

heart, to recite using expression.

I love the way the book almost taunts you to fathom out what the story within a story is really about.

Children easily identify with Max and how he feels and are able to develop quite deep discussions about what the storyline conjures up but at the same time feeling safe to explore their emotions.

The book offers a wealth of ideas for teachers to use as a creative resource for exciting varied genres of writing/ role play and drama/ dance ideas.

Every time I use this book I always find something new and stimulating within the pages.

The night Max wore his wolf suit and made mischief of one kind and another. His mother called him 'WILD THING' and Max said 'I'LL EAT YOU UP' and he was sent to be without eating anything. That very night in Max's room a forest grew and grew and grew.

I know this book so well that I can recite it without looking at the text and through the years I have never forgotten the words. For me that is a timeless very special book.

By Elaine Brewood

Teachers' International Professional Development

Every year the DCSF provide opportunities for teachers in schools and local authorities to build links with international settings. They do this through the Teachers' International Professional Development (TIPD) programme which provides opportunities for participants to develop their teaching skills through short study visits. Newham takes full advantage of this annual programme and is entitled to an initial 11 spaces with a possibility to bid for extra places towards the end of the school year. Since our first participation in 2001, more than 100 teachers representing Newham have participated in visits to countries as diverse as Sweden, Singapore, Dominica, Jamaica, Australia and the USA and have researched topics which have included Transition, Boys' Achievement, Thinking Skills and Creativity.

A report follows each visit, the most recent of which records a successful visit to Western Australia. In addition to visiting private and state schools, the Department for Education hosted discussions at their headquarters in Perth. The full report is available on the CPD website which may be accessed through <http://cpd.newham.gov.uk/SWD/index.htm>

Obvious benefits of participation are the opportunity to conduct first hand research in another country and 'to create valuable international links between schools, facilitating international school partnerships and information sharing on a global level.' Taken from <http://www.teachernet.gov.uk/professionaldevelopment/tipd/whatistipd/>

What is not explicit on the teachernet website is the immediate impact that some visits make to raising standards from the raised confidence of practitioners with their fresh ideas for lessons.



Edith Cowan University, Perth where we visited the Initial Teacher Training Faculty

Previous programme participants have also found that a rewarding and lasting aspect of the programme has been the opportunity to network with colleagues from the borough's wider teaching community. This has taken many forms including the ongoing sharing of ideas, experiences and in some cases, gaining experience by teaching in each others' schools. Few would argue that this has a positive impact on the children's learning experiences.

Competition for inclusion in February 2010 was oversubscribed by almost 3:1. The next round to find participants for February 2011 will begin shortly before the summer term in May 2010. Schools will be invited to participate supporting a theme chosen from a list of DCSF priorities. Teachers interested in participating submit an Expression Of Interest form (EOI), endorsed by their headteacher. EOI forms are then vetted against DCSF guidelines and the successful candidates are chosen.

Lyn Cooke
School Workforce Development Advisor

Languages in the Primary Curriculum

Happy New Year to you all!

2010 has started with a snowy flurry, and what better to engage in a little descriptive language - colours, feelings, hot and cold! A little poetry perhaps...

There is a lot on the MFL agenda this year. We have a group of teachers currently applying for a British Council grant for the Two week primary teacher project in Lille in May/June. A fantastic opportunity to network, be immersed in French language and culture and ultimately link up with a partner school that could be the springboard for Future Joint Curricular Projects (funding is also available from the British Council for the JCPs).

As always there is an exciting programme of **Local Support Group** meetings - free cpd opportunities across the 6 boroughs that comprise the London East LSG. On **February 11th Newham and Tower Hamlets** are hosting a 'Show and Share' session based in Tower Hamlets (the flyer was sent out on 8th January), and LTs and ASTs from both authorities will be sharing how they make creative use of primary resources to support language learning. If you haven't booked yet, or have lost the flyer/registration form, please do contact me.

Our leading teachers continue to offer dates for demonstration lessons so that primary language practice is also shared and compared - a forum for discussion around pedagogy and methodology relating to language learning. If you haven't yet had the opportunity to visit a leading teacher now is the time and the current dates on offer are listed below :

Chafika Bensadok at Essex currently has these two dates ;

Yr4 on the 28/1, am 9-11 Yr5 on the 15/3 am 10-11:55

And Indie Ubhey at Upton Cross can offer these ;

Y5/6 on the 29/1 am Y3/4 on the 24/3 am

Y5/6 on the 30/4 am Y3/4 on the 9/6 am

Yannick MinevielleDebat and Robin Shepard will be joining the Year 6 MFL Cluster on the afternoon of 4th February. This is a session

of **French Dance** linked to the Catherine Cheater Scheme of Work - there may be capacity for a few extra for the afternoon only. If you are interested and haven't yet managed any of the dance suggested in the scheme, please contact me as there may be capacity for a few extras (and for a small charge only).

Our spring Subject Leaders Network takes place on the morning of 3rd February - the agenda has already been sent to you and I hope to see you then and welcome your contributions to the items listed for discussion.

If there are any items you would like to be included in future network meetings please let me know, and if you have something you would like to share with colleagues - resource idea, creativity with the curriculum; cross-curricular link; international links etc, that would be most welcome.

Some snowy thoughts to sign off

Chanson pour les enfants l'hiver

Dans la nuit de l'hiver
Galope un grand homme blanc.
Galope un grand homme blanc.
C'est un bonhomme de neige
Avec une pipe en bois
Un grand bonhomme de neige
Poursuivi par le froid.
Il arrive au village
Il arrive au village
Voyant de la lumière, le voilà rassuré.
Dans une petite maison, il entre sans frapper.
Dans une petite maison, il entre sans frapper.
Et pour se réchauffer
Et pour se réchauffer
S'assoit sur le poêle rouge
Et d'un coup disparaît.
Ne laissant que sa pipe
au milieu d'une flaque d'eau
Ne laissant que sa pipe
et puis son vieux chapeau.

Karen Kershaw - Primary Adviser Mathematics and MFL
karen.kershaw@newham.gov.uk
07989 168 318 / 020 3373 4271

The OFSTED Journey - Gaining and Sustaining Outstanding St Helen's Catholic Primary School

In 1999 St Helen's was placed in special measures and removed from that category in 2001. By the 2003 inspection, OFSTED had graded the school as good and in 2007 the overall grade for St Helen's was outstanding. The whole school community, including the children, staff governors and parents had been totally committed throughout this journey.

This had all been achieved in a building that was literally falling down around us, with severe subsidence, including a sloping corridor and cracks in the wall that were so big you could fit your hand in them; a condemned fire alarm system; and sewerage in ducts under the classes; - to name but a few of the extreme problems.

Engaging with the children to support their learning was always the priority throughout our journey, whilst bidding to the DCSF for a re-build. One of the key factors during this time was working in partnership with other schools to stimulate creativity, improve provision and therefore raise standards.

The Creative Arts Partnership

In 2004 St Helen's started to work with four other primary schools, as a cluster within the South West Newham Education Action Zone to raise standards in writing through the provision of creative opportunities. Projects began to develop around drama, art and music in particular. The work has expanded across other curriculum areas to encompass maths, Every Child Matters and now has an international perspective.

Although the schools have changed slightly during the past six years, the method of working and improving provision has continued. Currently Britannia Village, Ranelagh, St Edward's, St Joachim's and Star are planning together. The Headteachers were fundamental to setting the overall aims and success criteria. Half termly meetings were necessary to ensure each element of the plan progressed and to ensure effective communications across the school. A project was devised, for example developing characterisation and plot in literacy. The following actions would be developed:

- An experienced subject leader from one school would lead the group.
- Tasks were planned to meet the aim of the project and to meet the overall success criteria
- Key staff from each school then worked together sharing their knowledge of curriculum, outside providers, artists and authors.
- A leading teacher from each school would deliver INSET for their own staff
- Clear outcomes for each project were identified, including evidence of progress, portfolios of work, displays across each school and an evaluation report.
- At the end of each project the lead teacher would produce a report to evidence the impact on standards.

Over the six years there have been considerable impacts across all schools through this way of working :

- The schools have improved the overall quality of provision, with all now graded as outstanding
- All schools' contributions to the arts (included annual arts weeks and a joint schools' choir performance) are recognised through Arts Mark Gold.
- International visits for children have further enhanced provision and added new dimensions to learning.

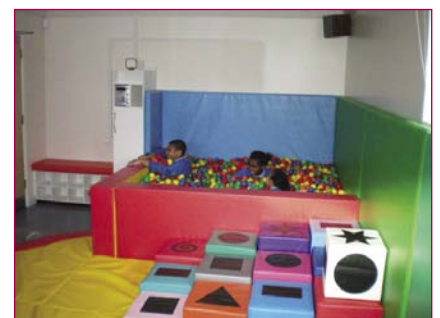
Sustaining Success

The next challenge for St Helen's arose in the autumn of 2007 when work began on the new building, on the same site as the existing school. With the current building continuing to deteriorate and areas closed off, including the school hall and the playground, how would the school sustain this level of provision through the building works and manage the move into the new building?

Effective communication with the staff, governors, children and parents was clearly essential. The Headteacher took a lead in liaising with a range of professionals, including the architect and contractors. Staff, parents and children were consulted regarding the design. The head attended all site meetings to ensure all stake holders were informed and design features were incorporated.

The other members of the well established SLT ensured there was a continued focus on school organisation, curriculum and standards, whilst adjusting timetables to take account of daily changes. The SLT were meticulous in planning the physical move into the new building during summer 2009. (A much delayed move due to considerable contractual difficulties). The amazing staff morale, positive attitudes and again outstanding commitment from everyone ensured that the classrooms were organised to exceptional standards and the curriculum could continue for the children from September 2009.

The structures and provision within the school are so embedded in the practices at St Helen's that the school has been able to sustain standards throughout the two years of total disruption. With more space and some amazing facilities the school is now ready to move into a new dimension of curriculum provision.



Discover Story Centre - Workshops for Newham Schools

Discover - children's story centre based in Stratford, Newham - has announced their second festival of children's literature - The Big Write. The festival, funded primarily by London Borough of Newham, is taking place from 4-7 March 2010 and will include a fabulous series of literacy focused events for families and schools alongside workshops for teachers and adults. Discover has developed a festival concentrating on emerging writers and illustrators in combination with best selling authors and artists with national and international reputations.

Discover has developed a variety of exciting programmes of in-school workshops and visits to accompany the festival. There are four programmes available to KS2 pupils and one programme for KS1 pupils (all sessions are suitable for Gifted and Talented pupils). Each programme focuses on a different popular children's book and involves :

- an in-school workshop designed to prepare pupils for a visit to Discover Story Centre
- at Discover they will have the opportunity to meet the author/illustrator of the book.

All workshops are highly interactive and creative and aimed at getting children enthused about reading and creative writing. Books have been selected because of their proven appeal to this age group and because their authors/illustrators are inspiring and exciting role models for budding young writers.

At each visit to Discover children will be offered the chance to get their copy of the book signed by the author and we will offer opportunities to schools to pre-buy/order books such as:

5 March 2010, **Dirty Bertie by David Roberts, KS1 Y2**

Take part in a disgustingly fun workshop exploring the world of Dirty Bertie followed by a trip to Discover.

4 March 2010, **Varmints by Helen Ward and Marc Craste, KS2 Y3 or KS2 Gifted and Talented**

Take part in a soundscape workshop - where you will explore your responses to this beautifully illustrated book through sound and music, followed by a trip to Discover.

4 March 2010, **How to Train your Dragon by Cressida Cowell, KS2 Y5/6 and KS2 Gifted and Talented**

Take part in a 'From page to Film' workshop, exploring the process of turning a book into a film followed by a trip to Theatre Royal, Stratford to meet the author.

As part of the festival Discover is hosting a workshop for professionals keen to promote inclusion in their settings - Multicultural Children's Books for a Multicultural World (Thursday 4 March 4.30 - 5.30pm) with founder of Taramind Publishers and award winning author Verna Wilkins. The focus is on selecting and working with books that represent children's identity, culture and heritage. Verna will take about some of her bestselling books including The Silence Seeker and Dave and the Tooth Fairy and give tips on how to get the most out of books in the classroom or library. This workshop is free for people who live or work in Newham.

**For further information and to book:
Contact Zoe Kilb, 020 8536 5555 or
zoe@discover.org.uk
www.discover.org.uk**

The BIG write



Discover

making stories together

School Workforce Development (formerly Early Professional Development)

We thought we'd take some time out to reintroduce ourselves as the School Workforce Development Team (SWDT). As there have been so many changes throughout Credon in recent history, perhaps you are a colleague who is not at all sure what SWDT members actually do!

Our raison d'être is to skill up the whole of the school workforce which extends from midday supervisors to headteachers. We do this via an ever increasing portfolio which includes training, long and short term projects plus networking. Our success may be attributed in part to the nurturing of close working relationships with a variety of partners who include, the Department for Children, Schools and Families (DCSF), the Training Development Agency (TDA), the Children's Workforce Development Council (CWDC), the Institute of Education (IOE), the National Council for School Leadership (NCSL), the Centre for Literacy and Primary Education (CLPE) and Canterbury Christchurch University (CCCU)

We encourage midday supervisors, site supervisors, technicians, library and school admin staff to obtain a VRQ, a vocationally related qualification. This is often a valuable first step back into education for many who undertake this qualification and it is exciting to know that this may serve not only as a precursor to the more widely recognised NVQ, but may extend even further.

Did you know that the NVQ2 equates to GCSE A-C grade, whilst the NVQ3 is viewed as an 'A' level equivalent?

Teaching Assistants (TAs) who are employed here in Newham are considered 'unqualified' until they have passed an accredited TA Induction course which is developed and commissioned through the SWDT. This course is in the throes of revision and revalidation to include NVQ2 and NVQ3 qualifications which provide access to the Foundation Degree and ensure that we are still offering what schools need. We also offer a 3 day preparation or a 9 day training and preparation course to gain Higher Level Teaching Assistant Status.

It has been said that what sets Newham Foundation Degrees apart is the level of bespoke tutoring the Team undertake, which is tailored to nurture and support the diverse needs of our school colleagues.

Ambitious TAs and HLTAs with an eye to the future may, with the support of their headteacher or setting manager, undertake a Foundation Degree in Early Years or Childhood Studies. This two year Foundation Degree may stand alone, attracting 240 HE credits, may serve as two thirds of a BA (Hons) degree or as the first two years on a four year pathway towards Qualified Teacher Status (QTS). Students undertake the Graduate Teacher Programme in their final year. Learning Mentors and Education Welfare Officers (EWOs) may also study a Foundation Degree leading to a BA (Hons) in Working with Young People. SWDT members, as Associate University Tutors, are involved with developing, delivering, tutoring and mentoring the degree programme.

Newly qualified teachers (NQTs) are often enlisted through Recruitment Fairs or after having completed a final teaching practice in one of Newham's schools. Newham's Stand at all Recruitment Fairs is operated by a veteran member of the SWDT. The SWDT run the Secondary/Primary NQT Induction programme for the newly qualified teachers and are also involved with the appointment, training and networking of Advanced Skills Teachers (AST). Moving even closer to school leadership, the SWDT facilitate Leading from the Middle and Leadership Pathways courses which are offered in conjunction with the Institute of Education (IOE) as well as a Middle Leadership and a Coaching and Mentoring course.

In house, the SWDT are involved in both long and short term projects which include Return to Teaching, BME (Black & Minority Ethnic) Taster courses, Preparation for Senior Leadership and an innovative CPD Leadership project.

Lyn Cooke - To find out more about the School Workforce Development Team.
Visit our area of the CPD website at :
www.cpd.newham.gov.uk

Essex Primary School - Black History Concert, Oct 2009

During October Essex Primary School celebrated Black History Month. Each year group focused on a different area of Black History.

Reception and Nursery made Maasai necklaces.

Year 1 learnt about Nelson Mandela.

Year 2 worked with African drummers and learnt about Mary Seacole, a nurse in the Crimean War.

Year 3 learnt and wrote reports about the slave Ignatius Sancho.

Year 4 learnt about the Nanny of the Maroons.

Year 5 studied the Ancient Egyptians.

Year 6 researched the life of Ottobah Cugoano.



On Friday 16th October Year 6 children put on an exciting and moving concert about the life of Ottobah Cugoano. The children had been learning about the life of Ottobah Cugoano as part of their literacy unit and throughout the week leading up to the concert, they took part in a series of workshops led by a group of professional musicians. The musicians then accompanied the children for their performance in the concert.

The children used their ICT and Art skills to create images for backdrops which were shown throughout the concert. With the help of the musicians they composed their own music and song which they performed with great confidence.

Faye Spooner - Music Coordinator

Anne Claydon - EMA Coordinator

Essex Primary School



St. Stephen's Awarded Gold

Following the introduction of Investors in People Gold, Silver and Bronze awards, CQL (Capital Quality Ltd) Group, the Licensed Investors in People Centre for London, hosted a special presentation event on 22nd September 2009 at the Institute of Directors, Pall Mall, London. This was a fantastic opportunity to celebrate the achievements of London's most exceptional Investors in People accredited organisations.

St. Stephen's School was one of only two schools nationally that were awarded the Gold Standard. Head Teacher, Jane Johnson and Deputy Head, Neena Lall attended this event to receive the school's award.

Proceedings began with a champagne reception and an opportunity to network, after which guest speaker Michael Davis, Director of Strategy & Performance at the UK Commission for Employment and Skills (UKCES), addressed guests with a talk on UKCES's strategy going forward and skills targets that they were striving to achieve. The successful organisations were then officially presented with their Investors in People plaque and photographs were taken to capture the moment.

Among the other organisations present to receive their Investors in People Gold, Silver or Bronze awards were McDonalds Restaurants Ltd (Gold), London Bridge Hospital (Silver) and Landmark London Hotel (Bronze).

An update - Jane Johnson was also awarded the O.B.E. for Services to Education in the New Year's Honours List! Congratulations!

Primary Standards Area Team

Dave Lee

Rajinder K Johal, Sue MacDonnell, Janice Eacott

Natasha Ttofalli

Vanessa Malik

Karen Kershaw

Emma Parker

Julie Kendrick

Yvonne Collyer

Brian Hughes

Pam Clarke

Lesley Webb, Ann Collier, Becky Hempstock, Clare Barber

Karen Amos, Sobia Akram

Acting Senior Primary School Improvement Partner

School Improvement Partners

Group Manager Primary

Primary Consultant Mathematics

Primary Consultant Mathematics and MFL

Literacy Team Leader / Primary Consultant

Literacy Consultant

Primary Consultant, ISP

Primary Consultant, L & T

Lead Consultant English & CLLD

Early Years Consultants

Support Staff

If you have any comments / suggestions please contact
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