



**WEST LONDON  
ACADEMY**  
PROUD TO LEARN

# Continuum

Issue 6, Autumn 2010



**Continuum celebrates the outstanding work of a remarkable team of people**

We always ensure that all sessions are fully evaluated for their impact and suitability and this feedback is used to design future training we have been particularly keen to ensure that the days have an impact on all members of the Academy team and not just those directly involved in teaching.

A balance between Learning and Teaching is essential for the students to reach a state of purpose with respect to learning

It is important that investment in staff is not a one-way process that there is opportunity for staff to demonstrate their personal development to the benefit of the organisation which serves to help learn and improve

The open door policy of the Department now means that no one is alone and everyone has a say from planning new Schemes of Learning to the AP and SEF, everything is shared and everyone has a role to play in the success of the department and not just the Curriculum Leader. This was never our culture at West London Academy.

A balance between Learning and Teaching is essential for the students to reach a state of purpose with respect to learning

We enable everyone to enjoy success and achievement and promote confidence and a state of purpose with respect to learning

How using people's varied skills and personalities to deliver a lesson is the only way to ensure a high level of success. Each time we hit, meet or exceed a target we set, WLA will simply start to relax, then start to improve and then start to improve and then start to improve and then start to improve.

Each person has been dedicated to each new level

Within the Department, Learning and Teaching can be shared. Within the Department, Learning and Teaching can be shared.

The opportunity to complete the Masters at WLA will, I think, continue to positively affect my teaching and how I approach my lessons in the future.

The Academy Leadership Team was pleased to have an opportunity to meet with the staff and discuss the importance of learning and teaching.

SEN encompasses a wide range of needs including gifted and talented, and not just the children that need to be pushed up a level to be in

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# Continuum – the West London Academy ‘brag mag’

**Gillian Hodgson, Vice Principal - Assessment for Learning, Data & Reporting**

Launched in October 2008 at the SSAT All-Through conference Continuum started life as a West London Academy publication designed to help All-Through Schools understand what being all-through meant to West London Academy. The publication has developed over the last 2 years into a termly magazine which recognises and publicises the outstanding work in our all-through Academy.

Being an all-through organisation is such an intrinsic part of the fabric of West London Academy that to a large extent staff no longer talk about what is done in the Primary or Secondary phase. We are one organisation and the successes we have and the challenges we face are met by the West London Academy Team. In its sixth edition Continuum has found its place. Through the voices

of members of the West London Academy community readers can develop an understanding of both the mind set and the skills set required to work within a complex All-Through

Academy. Continuum celebrates the outstanding work of a remarkable team of people. Contributors are rightly proud to see their words in print and published on our website.



## Continuum

Issue 6, Winter 2010/11

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**WEST LONDON  
ACADEMY**

PROUD TO LEARN

A strategy for improving the performance of the organisation is clearly defined and understood



## Good Quality Expert Staff ...not fancy furniture and gadgets

**Dr Hilary Macaulay, Principal and CEO**

For me in this ‘business’, our people have always been the most valuable and important resource. Schools can buy all the text books, multi-media resources, fancy furniture and gadgets they want but the reality is that without good quality expert staff, no amount of peripheral resourcing can make up for effective deployment and engagement of high quality human resources. In fact this was one of the three promises I made to my staff when I took over as Principal of West London Academy in November 2005 and one I continue to make no compromise on over five years later. Like most people, we are shaped by our own experiences. Having personally experienced both ends of the spectrum as a teacher where even today those schools which were prepared to invest in my professional development to help me contribute to organisational improvement contrasted with those that didn’t have

left a lasting impression on what I want and need for my own school. Genuine and significant investment in our personnel needs to be made to ensure that we recruit, retain but also develop our staff to enable the organisation to deliver holistic step improvement in outcomes for our children and not simply to tweak the periphery or pander to the latest governmental initiatives. It is also important that investment in staff is not a one-way process, that there is opportunity for staff to demonstrate their personal commitment to their professional development for the benefit of the organisation which strives to listen, learn and improve.

“For me, engaging the right mind set when recruiting staff is far more important than the existing

skills set which can generally be developed provided the mind set and buy-in is there, and there is now a distinctive WLA mind set”.

By establishing a commitment to the Investor in People standard and building the strategic leadership of it into the job description of a Vice Principal, it has been possible to establish the foundations upon which to make a consistent and clear statement to staff and indeed to our parents and children that we value all our staff and that they are critical to securing improvement. Removing the belief that investing in staff also has to involve lots of expensive off-site courses which often have no grounding in the context in which we



“Now over three quarters of our training is delivered by the outstanding staff we have in the Academy who are able to share their work, not only with our own staff but nationally, and indeed internationally such is the interest in several of the areas we work in.”

work and provides an often unhelpful one-size-fits-all approach has been a major transformation in mind set and expectation over the past five years. Now over three quarters of our training is delivered by the outstanding staff we have in the Academy who are able to share their work, not only with our own staff but nationally and indeed internationally, such is the interest in several of the areas we work in. Employing over 270 staff the Academy is well placed to draw on the expertise from across the learning phases but also the various Academy Businesses which now operate in-house under our umbrella. Having been awarded the Investor in People standard nearly three years ago, today our staff are well placed to and keen to reinvest in West London

Academy. The investment has paid dividends in outcomes for our young people with Ofsted (Jan 2010) judging student progress as Outstanding in comparison to the Inadequate of July 2005. The process of developing staff and developing the organisation is inextricably linked and needs to remain so if future success and organisational outcomes are to be achieved.

**“The process of developing staff and developing the organisation is inextricably linked.”**

## 2 LEADERSHIP AND MANAGEMENT STRATEGY

The capabilities managers need to lead, manage and develop people effectively are clearly defined and understood



### Development of Personnel is where the heart is

#### Dr Hilary Macaulay, Principal and CEO

'Which company are you HR Director of?' This is not the usual question that school leaders are asked but then again I suppose it is not that common for Principals or Head Teachers to be at HR conferences as Chartered Fellows of the Chartered Institute of Personnel and Development (FCIPD) or, in fact, CEOs of an organisation. Welcome to the world of 21st century Academies and the deliberate response of government to address the prolonged endemic underachievement of young people in areas of high socio-economic deprivation.

*"This is the context in which West London Academy was established and with it, the opportunities to do things differently, to*

*make a difference, to think outside the box and to raise standards and provide the young people and local community with tangible achievement, attainment and success."*

I read in a recent CIPD publication that CEO's of blue chip companies, having finally seen the benefit of admitting their HR Directors to the board, believed that HR Directors were arguably better placed than anyone in the organisation to succeed as CEO and lead it to the next level because they know the people, know and live the goals of the organisation, and know when to push on or hold off to ensure progress continues. What is more, they have the privilege of seeing the whole picture and have to

work to help balance it. Taking this full circle, West London Academy with its sponsor Alec Reed the founder of REED Recruitment, is at that place. Who could know better than the man who established the largest group of specialist and generalist recruitment providers in the country and which is very much a high street and household name. People are REED's business and West London Academy has taken its lead from the expertise of our founding sponsor and the REED Executives who sit on the Academy's Board of Trustees.

The complexities of leading an organisation with over 1500 learners and 270 staff brings with it a raft not only of educational legislation and strategies, but the need to compete for the best staff and be able to provide for them across the breadth of HR functions that a medium sized organisation would more traditionally

outsource. By employing our own Finance and HR team in house and with the expertise of a FCIPD, functions such as contracts, payroll, benefits and rewards, professional development, employment law and statutory entitlements are part and parcel of our daily language so that the best provision can be made for our staff. By introducing paid dependents leave days, ensuring clarity in leave entitlement, publicly rewarding achievement and recognising those who go the extra mile are just some of the elements which the Academy employs in its HR strategy. From the

mechanisms and processes for staff recruitment, induction, support and mentoring, performance target setting and review, involving all staff in the cycle of improvement planning and inviting staff to contribute to further areas of improvement, those moving from the commercial sector or other schools are often quick to comment on the openness and transparency in the way the Academy operates. In reality we have a job to do and children only get one chance at a good education so it is important for everyone to buy into this and avoid procrastination. For many children

we are helping them to play catch-up on a major scale and anything that can make the working lives of staff more straightforward by cutting out bureaucracy, modelling effective practices and also ensuring succession planning to reduce the breaks in student experience are important. Our strategies for managing people and their development to achieve organisational goals are designed to promote equality of opportunity and the quality of our people is a demonstrable testament to what we value and strive for.

## The leadership and management of Learning and Teaching in the classroom

### Neha Modha, Subject Leader - Extended Mathematics Awards



The relationship between Learning and Teaching is key in order to maximise participation, aspiration and attainment within the classroom. A balance between the two is essential for the students to feel a sense of purpose with respect to learning and gain ownership of their own learning. As a leader in the classroom we have the responsibility to support students to achieve by building and maintaining a positive learning environment for the students and to motivate and develop the individual.

It is imperative that all learning and teaching in the classroom is student-

focussed and student led. Teachers need to encourage students to rise to the challenge by scaffolding what they need to be inspired and learn, not what they want. As part of their education students need to build on their soft skills and not merely focus on academic work. It is clear that social interaction amongst the students plays a major role in their learning and there are significant benefits to students learning from each other. This can be extended to students teaching their peers by encouraging them to lead from the front of a classroom and explain a concept, which creates room for peer discussion and helps to clarify any misconceptions within a topic.

This builds confidence and a support network between peers within the classroom and encourages them to persevere through challenging topics.

As teachers we have to adapt our teaching styles to suit the students' needs so individuals can learn in way they feel comfortable with and in a way that enables them to access the curriculum and progress. The most

important factor, I believe is having a clear goal of what I would like the class to achieve by the end of the academic year and expectations within the classroom environment.

Students gain a higher sense of respect when they can see that respect and moral behaviour is part of human culture and not something that is simply expected from students. To lead and manage in a classroom the teacher needs to act as an authentic chameleon, be genuine whilst simultaneously adapting their style and method for different groups and individuals.

For all this to work we continuously give timely and constructive feedback with the attitude of how can we go forward. This allows teachers to manage the classroom in order to energise and motivate individuals to higher performance.

### 3 PEOPLE MANAGEMENT STRATEGY

## Promoting equality of opportunity and the development of the organisation's people



### Development of staff is essential to any team

#### **Danny Flynn, Curriculum Leader for Design & Technology**

During my time at West London Academy I have had the unique experience of developing my skills and knowledge from a supportive role as technician to trainee and qualified teacher and now Curriculum Leader of an exciting and vibrant team. This has given me a clear insight into how Design & Technology functions to support our students from a variety of backgrounds and abilities. As a leader, and through my personal experience, I believe that development of staff is an essential part of any team.

All this would not have happened though without the faith and support of the Academy Leadership Team who appointed me to the position. During my GTP I was provided with many opportunities to train further than beyond my position. During my NQT year I attended middle the Academy's

in-house Middle Leaders training over a nine week course.

This taught me an important lesson in how using people's varied skills and personalities to promote a happy and equal department is the only successful way to grow. From working closely with teachers and associate staff I have improved my leadership skills by not only using people's strengths in the classroom as well as managing their time and input, but to allow myself to be inspired by new ideas. Now, through the Academy Improvement Plan, I have a responsibility in providing training for the D&T team to promote growth of knowledge and skills within the curriculum and to improve aspirations for staff and future leaders.

“Using people's skills and personalities to promote a happy and equal department is the only successful way to grow.”

# The journey of development - seizing opportunities

## Charlotte Bowater - Careers and Work Experience Co-ordinator



I joined West London Academy in September 2005 as a Music and Performing Arts teacher. From the beginning I knew that opportunities, should I choose to take advantage of them, were available for both my career development and that of the department. I jumped at the chance to contribute to the development of Performing Arts into an outstanding department with the development of Schemes of Learning, resources, equipment and extra curricular activities for both staff and students.

Once the department adapted to these changes my own self development was high on my list of priorities. I seized every opportunity that came along to demonstrate my keenness to move up the career ladder.

I applied for jobs in the Academy that at the time I knew I did not have enough experience for. But by making myself known to the Academy Leadership Team I was offered training alongside staff with more experience to help me gain the knowledge needed to successfully perform that job role should the opportunity rise again.

I was then given the opportunity to take on a job role in an area in which I had never been involved with before. I soon found myself in a new position developing an area which had been overlooked within the Academy. Throwing myself into the role I signed the Academy up to achieving the Investors in Careers Award, after

discovering the excellent work that goes on here. Shortly after taking on this new role I was given the opportunity to develop my skills as a Learning Manager to cover maternity leave.

I now found myself with two responsibilities alongside my job of Music and Performing Arts teacher. When opportunities arrive you need to grab them with both hands, even if you think that you are not the right person. You will never know unless you try. The worse that can happen is being told no, but that quiet teacher suddenly becomes known to senior staff and is considered for things they never realised they could achieve themselves.

“From the beginning I knew that opportunities, should I choose to take advantage of them, were available for both my career development and the department.”



2010-11 WLA Student Leaders

The capabilities managers need to lead, manage and develop people effectively are clearly defined and understood

### Focusing on the needs of the next generation

#### Kirsten Windsor, Curriculum Leader for Performing Arts



Over the last three academic years, attainment in the academic results and standard of extra-curricular work realised by Performing Arts students has improved dramatically. Our current department SEF shows that the department has moved from satisfactory with some inadequate features to good with some outstanding features with an outstanding capacity for future development.

“As with all positive improvements in schools there has been no magic involved, the changes are due to a number of successful strategies coupled with the consistent hard work and determination of the Performing Arts team.”

#### Planning

All lessons for all year groups are now planned in accordance with Academy policy. They are planned collaboratively, have the potential to create outstanding experiences for students at their core, are piloted and evaluated on a regular basis and are clearly based upon levels and a success criteria that is linked to a praise policy and shared with all students in all lessons.

#### Focus on the ‘next generation’

We are clearly focused on achieving outstanding results from KS3 as we know this is where our future exam results rest. All lessons are planned specifically to enable students to progress smoothly between key stages and ensure that students develop the skills and knowledge necessary to start their examined courses successfully.

#### Extra-curricular

We have developed a sizable extra-curricular programme which includes a range of clubs, concerts, showcases, trips and productions. This provides students with an invaluable amount of time to develop the skills, knowledge and understanding necessary for their examination courses in a more relaxed context.

#### Target Setting

Our standards are high and we aim for all students to achieve at least the national average in KS3 and

Passes and/or Cs and above in KS4/5. Although in some cases this is not always possible, we find that having this standard raises aspirations amongst students and staff alike and contributes to our outstanding value added figures.

#### Courses based upon student interest

Before 2007 there were two courses available to students in KS4 and KS5. We now give students the choice of seven courses that are reviewed annually in response to student interest. There are now over 90 students studying Performing Arts courses in Years 10-13 in comparison to 30 in 2007.

#### Leading people to deliver our goals

It is essential that all staff be both skilled and confident to deliver the courses that we collectively believe are best for our students. Since 2007 all staff in the Performing Arts Department have undertaken a rigorous ongoing programme of training, individual and collaborative planning, target setting and review. Each person has been dedicated to achieving our goals and determined to reach new levels of outstanding.



## Developing effective SEN practice

### Nora Aalit, Primary SENCO

Being new to the role of SENCO at West London Academy, there has been a lot to consider in terms of prioritising aspects of SEN and the impact on learning and teaching.

In the Primary Phase there were many staff who were in their first teaching post and it was crucial that an emphasis was placed upon teaching familiarised with the Academy's policy in conjunction with the SEN Code of Practice and the Every Child Matters agenda. A workshop was set up on IEP Writer and another whereby basic SEN terms were explained, and lists of children in class given so that they were aware of who were on the SEN register at School Action, School Action Plus or had a Statement, and reasons for.

I think that for effective SEN practice to take place there needs to be a

collective responsibility for the early identification of children with SEN and how best to meet their needs, as well as recognising that SEN encompasses a wide range of needs including Gifted and Talented, and not just children that need to be pushed up a level to be in line with National expectations.

At the Academy, I believe that there are many opportunities for all staff to further develop their skills and this is beneficial for the children who need it, such as having courses in Autism for CLASS Workers to help develop a programme of work for those children in their care. In addition, the role of the SENCO is one whereby there is access to a range of multi-agencies that effectively 'builds a team' around a child, such as the Educational Psychology Service or Behavioural Support Team. I believe that as an Academy we are very

good at identifying children's needs from a very early age, be it emotional, social, or academic, and draw from these agencies to help support us in delivering quality teaching and learning specific to each individual child.

Liaison with the wider community and having an open door policy has been proven highly effective also, as it is often the parents and carers that can offer us much insight into the background and sometimes, reasons for a child's difficulties. Staff regularly discuss with parents and children all aspects of their learning and through IEPs, and thorough tracking and assessment, a child with SEN can often excel way above expectations, as has been the case here at West London Academy.

# Managers are effective in leading, managing and developing people

## Professional Development across the Academy

### Phil Cosby, Vice Principal - Development & Operations



Within the Academy we place a high value on the professional development of our staff and it is a key responsibility of all managers to ensure that they are effective in leading the development of staff within their teams. The task of ensuring that each member of staff has access to training, that helps them progress within their role, is not only of value to the individual concerned in that it improves their skills and knowledge, it also benefits the Academy in making staff more confident, effective and happy in their position enabling them to carry out their role more successfully. The whole process of developing and leading the Academy workforce is also of great importance in terms of succession planning as it provides team members with the skills and understanding to apply for and achieve promotion. The success of this approach can be observed in the frequency with which our staff have achieved internal promotions within the Academy and how confidently they have taken to their new role.

In support of this approach the Academy guarantees that Professional Development and staff training are given a high priority by ensuring that it is a key part of the Academy Improvement Plan.

“Each individual member of staff is given the opportunity to discuss their training needs with their line manager both informally in weekly meetings and also in a more formal manner through the Performance Management target setting review process.”

This structure allows training needs to be identified, logged, planned and costed within the Academy Improvement Plan and as a result each individual can access training that will enhance their knowledge, skills and understanding of issues directly related to their existing, or future, career in an appropriate format at a suitable time of the year.

The team of staff within the

Academy is very diverse, as are their developmental needs and this can impact on the way that training is planned and delivered. In some cases a large number of staff require the same training and it can be provided in substantive groups at other times training has to be very specialist and be targeted at specific individuals. Within the Academy we are fortunate to have six continuous Professional Development days each academic year which provide us with additional time and opportunity to develop our staff and the planning of these days is always carefully thought through to ensure that the days are of value to all those involved. The days are used effectively to provide appropriate training in a range of formats to strengthen staff development. Sessions are adapted to meet the needs of teams and individuals across the Academy.

External trainers are used, as appropriate, to deliver sessions but we also rely on the skills and knowledge of our own staff who have a greater understanding of the way we operate at the Academy and can therefore better tailor the training to the needs of our workforce. We always ensure that all sessions are fully evaluated for their impact and suitability and this feedback is used to design future training we have been particularly keen to ensure that the days have an impact on all members of the Academy team and not just these directly involved in teaching.



## Leading a phase, the start of the journey

### Amy Troughton, Phase Leader - Years 4,5 & 6

Having worked at the Academy for three years I have seen and contributed to many changes, working towards improvement and development across the Primary Phase. Teaching in a range of year groups, I have worked with three different Phase Leaders, experiencing a wide range of strategies and styles for managing a team.

Stepping into the role mid-academic year, and changing year groups was an interesting start to leading a Phase. I quickly settled into the numerous day to day tasks such as dealing with behavioural issues and attending meetings, but many of the other responsibilities have been new challenges for me, including carrying out lesson observations and performance management reviews and target setting, which I have learnt

progressively through completing these processes.

I believe that leading a Phase is more than maintaining high expectations and raising attainment. It is also providing a support structure for the teachers and classworkers within the phase. Coaching and mentoring is imperative to providing effective support, as well as being reflective on what is working well and looking at areas for development, where each member of the Phase plays their role in the development process. It is important that the team have a clear vision of where we are trying to get to. Ultimately we want the best for the children, enabling them to achieve the best that they can. It is a part of the role of Phase Leader to use the strengths and abilities of the team to strive towards this, focussing on the

whole team rather than individuals, encouraging the sharing of good practice.

As Phase Leader, I feel that it is important to demonstrate a positive example of expectations and lead by example for both the children and staff, something I continue to strive to do as my journey as Phase Leader continues.

## 6 Featured Team : ENGLISH & MEDIA STUDIES



### Teach First and forever

#### Maria Zacheria, Deputy Curriculum Leader - English



When I started the intensive six week Teach First summer training, I had never even seen a scheme of learning?. My intention was to complete the required two years of teaching then try something completely different. How wrong I was!

The initial induction programme for new teachers at WLA was clearly structured with achievable, yet still challenging, outcomes and it

paralleled the Teach First training requirements. The mentoring and coaching I received from experienced staff enabled me to set myself goals and prioritise targets to meet these goals. With raising student achievement, attainment and aspiration at the core of every target, my main priority was learning and teaching and with that came classroom management strategies. Through weekly mentor meetings, regular observations, CPD and tailored support, I was provided with the guidance I required in order to focus on this but still meet the requirements for administration, AfL and extra-curricular activities.

At the end of my first year, I wanted a further challenge, so I was encouraged to apply for the role of Transition Leader for Literacy. This was a perfect

opportunity for me to experience an appropriate level of responsibility but would still allow me to focus on developing learning and teaching strategies, alongside completing my NQT year and the Teach First Leadership Development Programme. This role has helped me to develop skills in time management, leading others, networking and collaborating with schools from both WLA and other local primary schools. Above all, it continues to provide me with knowledge on the transition between primary and secondary school and this drives me to promote strategies to embed literacy to contribute to closing the achievement gap.

I believe that the skills and knowledge I gained from the training and guidance in my first eighteen months of teaching made me successful in

my application for DCL for English towards the end of my NQT year. The prospect of how much there was to learn, accountability levels and key areas of responsibility were daunting at first, but close collaboration with my CL and with the department made the transition to the role much smoother. I have been provided with experience of leading people and leading learning through training staff and implementing new strategies, and I am still learning! I am always keen to share this knowledge and support and I have achieved this through mentoring new teachers and delivering NQT INSET. Outside of school, I have delivered teaching and learning groups for new Teach First teachers and I am still part of the Teach First ambassador network. WLA's successful application to run the International Baccalaureate Diploma made me interested in the compulsory Theory of Knowledge

component of the Diploma mainly because it was something completely new to me. As ToK coordinator, I have had to learn new content and develop a subject area from scratch. The training, as well as the support and enthusiasm from other staff, has made this possible and successful and it has also impacted on my use of questioning in all lessons, which was one of my performance management targets last year.

Two major contributing factors to my progression to DCL and ToK coordinator have been: regular target setting and evaluating, as well as CPD opportunities. I am currently completing the second year of the SSAT Middle Level Leaders course, which is helping me prepare for my next step towards higher Middle Management.

“it continues to provide me with knowledge on the transition between primary and secondary and this drives me to promote strategies to embed literacy to contribute to closing the achievement gap.”

## Consistent support is available

### Louisa Brownlee, English Teacher



Starting any teaching job is a challenge but starting one where you train on the job is a pretty daunting prospect. I entered teaching through the Teach First programme where you train in the summer after university but learn the majority of teaching, once you start at a school. It is only through support and training from your department that you can learn to enjoy the job. Luckily, the English department at West London Academy

provided me with this in abundance.

Every week I met with my mentor. These meetings were an opportunity to talk about anything. She gave me lesson ideas, and helped me to ensure there was a climate for learning in my lessons. “Over the year, the consistent support allowed me to understand how to teach well.”

In those first few terms, I could count on at least one member (sometimes up to four) to swoop down on a problem. By observing their interactions with students, I was able to learn how to talk and solve problems with students.

The CLASS Workers in the English

and Media department were incredible, especially in those first few terms. They supported me in forming good, working relationships with students by getting to know them and their needs.

Observing lessons taught by other members of the department was also valuable. Each member has a different teaching style and different creative ideas that we can all use. I learnt so much from watching and using their ideas.

All this support has meant that, while teaching is still a challenge, the second year certainly isn't daunting. The support I have had from everyone in the English and Media department has been invaluable and makes me want to support my department in future.



### Circus Ringmaster, Evil Dictator, Chimps' Tea Party Co-ordinator, Agony Aunt, Lioness and UN Peace Keeper – or how to lead and manage the English & Media Department

**Lorna Stewart, Curriculum Leader for English & Media Studies**

Wednesday the third of September 2008 is a day that is seared into my memory. It was supposed to be one of the most exciting days of my teaching career so far: it was the day I became Curriculum Leader of the English Department. My vision for the first INSET day of an inspiring introduction to the wonderful world of the English department for my three new members of staff and a celebration of exam results was swiftly altered. English GCSE results were at an all time low, I was two members of staff short and by 11 o'clock my long term supply teacher had already picked fights with three members of the department. To say things had not run to plan would have been a gross understatement. On the bright side, things couldn't get any worse, could they? Oh, how wrong I was. By Friday my line-manager had gone, huge anomalies had been found in the marking of our SATs papers,

the supply teacher had insulted the Principal in the middle of the corridor and the WLA grape vine told of a sweep stakes betting on how long it would be before I cracked. None of this had been accounted for in my carefully crafted plan for the week.

Then came my exams analysis and target setting meeting with Hilary. An hour and a half later and things were slightly clearer: I couldn't change past performances and results but I could heavily influence where we went from here – the responsibility was huge. Her parting statement was to tell me that the two most exciting jobs in a school were 'being the Principal and leading the English Department.' At that precise moment in time I did not share her sentiments – the previous week Hilary had set me a challenge to talk to the other Middle Leaders and find out what they thought of my department. It was one of the most

humbling experiences and not one I will forget in a hurry.

I spent the weekend seriously pondering what I'd taken on and what on earth I was going to do next. Not one to be easily defeated, (and determined that I was going to win the sweeps stake) I traded in my planner for a large A4 notebook and started making lists. Lots and lots of them. From raising attainment and aspiration of my staff to the state of the Department stock cupboard every inch of the department was covered. One thing was perfectly clear – the Department had hit rock bottom and things had to change quickly.

#### ► **Step One: bribe them with cake.**

This may sound like a very simplistic approach but you would be amazed at the amount of good will generate by a couple of boxes of cakes every

week at department meeting - note the plural, I learnt the hard way that one box is not nearly enough and variety of cake is also expected. English Department meetings can be loud and raucous but their little faces light up when the cake hits the tables and the hands frantically grab before it all vanishes. The original concept for Aim2Gain was met with enthusiasm by a Department stuffed full of chocolate cake. Since then they have given up countless lunchtimes and after school sessions to help three sets of Year 11s prepare for their exams.

➤ **Step Two: Stalin meets Godzilla**

The department had a stock cupboard which resembled a teenage boy's bedroom. Everyone had to hand over their ID cards and all access was removed. All were assigned a shelf and a schedule for tidying. Now you can eat your dinner off the stock cupboard floor! A little bit of fear goes a long way (just ask the two members of my department who forgot to turn up for their Target setting meetings before half term). Whether it is completing their reports on time or putting target stickers on their exercise books the Department know that when I mean business, I mean business. At times it is very similar to being an effective Form Tutor – a little bit of tough love goes a long way.

➤ **Step Three: Onwards and Upwards**

Before the aspirations of our students could be raised, the aspirations of the department had to be raised. A year of positive thinking and working smartly to raise our pass levels in the summer of 2009 had a massive impact on the Department. Pass levels leapt and so too did the self-belief of the English Department. Pride and respect were restored during Hilary's exams analysis. Now the Department were full of ideas for early entries and how to stretch and

push our most able students. The two new members of staff this time around were given a very different welcome than the previous year. Now we constantly look forward and all share the vision for improvement.

➤ **Step Four: a Team that Laughs Together**

And boy do we laugh. Our collective sense of humour is dark, and bordering on the slightly unhinged. But it is the ability to laugh at ourselves that has helped to unite us as a very tight knit unit. When times are tough at least one person will provide the comic relief. I'm sure a number of staff saw the two members of my department who were stuck on the Target Round About at 4pm on Friday after they had run out of petrol! After settling Year 11 into their exam this morning and trying not to worry about their answers, this little gem instantly relieved the stress and refocused us on what was next.

➤ **Step Five: Take on One, Take on All**

Our student body know that if they try it on with one member of the Department then another two or three will quickly appear and consequences will not be far behind. The open door policy of the Department now means that no one is alone and everyone gets a say: from planning new Schemes of Learning to the AIP and SEF, everything is shared and everyone gets a say. Collective responsibility involves every one of the department and not just the Curriculum Leader. This was never more apparent than when Ofsted were here in January. Whilst the Department were fretting about their lesson plans and not wanting to let me down if they were observed, not for one minute was I worried about them – I knew they would shine. Instead, I was fretting about my half hour interview with one of the Inspectors; my main fear was what if I let the Department down!

After my interview the Department were so blas – 'we knew you'd be great, we trust you' was their response. This is the greatest compliment that they could have given me.

This morning I stood with a huge amount of pride and watched my team support Year 11 as they lined up to go into their exam. They were all there, including some who do not even teach Year 11. I have never felt as lucky as I did today. Hilary's comment that my job is one of the most exciting in the school is now a statement that I whole heartedly agree with. We are unrecognisable from September 2008 and that is the way I intend to keep it. If that means being an evil dictator or an agony aunt or a circus ringmaster, then so be it. I wouldn't trade my team for any other (even if they can't iron a shirt, or tuck them in, or do their top button up).

“Collective responsibility involves every one of the department and not just the Curriculum Leader.”

# The support network for Newly Qualified Teachers

**Matt Hawley, English & Media Studies Teacher**



There is a considerable time period between the conclusion of most PGCE courses and the beginning of the new school year, and for this reason the New Staff Induction Days were particularly important in terms of removing any niggling fears or doubts that I had about the upcoming year as a Newly Qualified Teacher. Not only did the gathering offer NQTs the opportunity to acquaint themselves with others in similar positions to themselves, we were also provided with insight into the immediate context

of the Academy, its roots, and its ambitions.

These valuable relationships were subsequently built upon throughout the year in weekly NQT training sessions, in which leaders and specialists from around the Academy came in to offer essential advice in aid of our professional development. The meetings focused on a number of areas that make the Academy unique, for example the Specialisms of Enterprise and Sport, LAP Records, and making the best use of Student and House Leaders. They also offered a chance for NQTs to share techniques, tips, and concerns, whilst of course gorging on the fine range of complimentary biscuits

My early teaching experiences at WLA varied greatly from my PGCE experiences. Most notably, I now felt like a permanent fixture, which enabled me to assert my own

ideas and teaching style. I was given opportunities to help move the department forward, whilst simultaneously developing my own skills. For example, creating and developing existing schemes of learning offered me the foresight to set students challenging, but still manageable goals.

Upon beginning my NQT year, I was assigned both a mentor and a 'buddy', who were always on hand to deliver any feedback and assist with any queries or concerns that I had. In addition to this, working within a young, close-knit department provided me with role models that influenced both my teaching and my conduct around the Academy. It is this support network, alongside the Academy's excellent provisions for new staff, that enables so many of its post PGCE staff to meet the NQT standards.





## An ambitious workforce - dedicated to improving learning

### Frances Dutton, English Teacher & SEAL Co-ordinator

When I stepped through the doors of WLA for my interview, I had already been teaching in Oldham for two years. My PGCE determined experience around a series of schools (one a boys' school – basically a grammar school regarding its intake and school philosophy, another based where 'Shameless' is filmed...need I say more?) and I knew I would be happiest teaching in a school with a diverse intake.

My previous experience had taught me a lot, but I was ready to move on to a school where I could be supported and developed; where my teaching could improve so that my students could learn more effectively within a positive environment.

Academies were notorious in the press at the time, yet I had moved

from a school that had just converted to an Academy, so I was fully aware of other people's views. However, I was more concerned about the positives: I wanted to be in a school that was forward-looking and had plenty of opportunity for me to start moving up the ladder in areas that I was interested in, such as SEAL and other similar pastoral services.

Within a few weeks, these opportunities were offered to me. I have several teaching friends who work in various schools across the country. Few schools seem to offer such further training, support with qualifications or extra responsibility points that are relevant, rather than simply a means to extra cash. The responsibilities at WLA give staff the satisfaction of seeing a direct improvement in their own learning and

development, as well as that of the students.

WLA encourages proactive staff to seek out a challenge, whilst being offered appropriate chances to develop their skills: surely that is a sign of an ambitious workforce.

“I was ready to move on to a school where I could be supported and developed.”

# People's contribution to the organisation is recognised and valued



## Recognition and Rewards

### Sian Davis, Human Resources Officer

The WLA Mission Statement requires that we enable everyone to enjoy success and achievement and promote confidence and a strong sense of personal worth. We are 'Proud to Learn' and in turn recognise and reward staff on their achievements. In striving to become an Outstanding Academy, it is imperative we recognise the achievements of staff and reward their performance so as to maintain high levels of motivation and desire to succeed.

We are proud to recognise achievements and continually seek out new ideas of how to improve our reward systems. There are numerous ways we currently acknowledge and

reward staff. Probably the most costly to the Academy is the SSAT Reward Scheme that the Academy buys into for staff. The scheme offers fantastic discounts for all staff at the Academy including over 3,000 offers with savings, discounts and Cashback, plus discounted gift vouchers.

The Academy also recognises that monetary reward is not always the best option and other rewards motivate and gain respect, such as the annual letter from Principal congratulating staff who have not been on sickness leave during the year. Simple recognition such as this costs nothing but shows that the Academy really value it's staff and their commitment to school life.

When staff are internally promoted or take on new and additional roles we always send out a congratulations email and copy in all staff not only to keep them informed, but to show how proud we are that our staff are progressing in their careers and striving for more.

We also send out birthday emails to all staff to remind them that they are viewed as individuals and not just workers. We believe that by identifying all staff and making them aware that we know who they are and value their work and recognise a celebratory time in their life that they will feel appreciated.

Over the past few years we have started to send flowers to staff on the arrival of a baby. As well as advising them on Maternity, Paternity and Adoption Leave, we like to contribute to the celebrations. I also ask for a picture of the baby to add my WLA Baby Wall which is rapidly growing in size!

The latest scheme that the Academy has been involved with is the NVQ Work-Based Qualification through

REED Learning which was funded by the Government. This enabled staff to gain NVQ's in specific areas of current expertise such as Customer Service and Business Administration. The beauty of this opportunity was that staff with qualifications comparable to, and less than 2 A Level's were eligible. The qualifications deliver a powerful combination of classroom-based training, e-learning and on-the-job study support and coaching over a period of three to nine months.

Learners will evidence their progress with the award of a Level 2 or Level 3 NVQ qualification upon completion, offering a stepping stone to further or higher education and a spur for their own personal and career development. The development of staff through this qualification is anticipated to have a positive impact on the Academy by creating an even more valued and motivated team of staff.

## Recognising the role staff play in Academy success

### Phil Cosby, Vice Principal - Development & Operations

At WLA we really recognise the role that staff play in the success of the Academy and we are constantly looking at ways in which we can celebrate the value of their contribution. The Leadership Team recognise that the Academy is a sum of many parts and are quick to recognise the impact that each member of staff has had on raising standards. Praise e-mails are a common occurrence especially after whole school events such as Open Evening and Progress Day with the

impact of each team being recognised. Another key aspect of this process is the Friday Briefing which is not only used to disseminate information but is a time when the efforts and hard work of the staff can be highlighted and both group and individual recognition can be rewarded. Certificates are regularly distributed for qualifications that have been achieved or training that has been delivered. It is also a time when we celebrate the success of our staff in leading our students to success in local and national competitions such

as the 'Speak Out Challenge' or Inter School Sport. Our involvement in the Jack Petchy award has enabled us to take this to another level as it is an excellent way in which our staff and students can recognise and reward the value of key members of our staff. We also recognise the commitment of our staff in that we have so many that have 100% attendance and this has been rewarded on a termly basis with a draw for restaurant vouchers.

## The Annual Jack Petchey Staff Leadership Award

### Winner 2010 : John Nolan, Design & Technology Teacher and Learning Manager

- *"Because Mr Nolan is very funny and he also believes everyone can achieve"*

“ Receiving the Jack Petchey Award was the last thing I expected to happen to me, and proved to be a very emotional experience that almost brought me to tears. Being able to read such lovely comments from both students and staff was a real confidence boost that I will treasure. ”

### Winner 2009 : Melva Donald, Hygiene Services Team

“ I had no idea that staff and students alike felt that way about me, that they looked at me as a role model and that they would say such wonderful things about me. I felt so special, I felt uplifted, I felt worthwhile, I felt as if I belonged; more important I felt appreciated for all that I had done throughout the time I have been employed by the Academy. To be honest mere words cannot describe exactly how I felt. I was honoured to be chosen as the first member of staff to be nominated for such a special award and I will always treasure this tribute given to me. ”

People are encouraged to take ownership and responsibility by being involved in decision making



### The design user group involving staff in the new build

**Gillian Hodgson, Vice Principal - Assessment for Learning, Data & Reporting**

A significant investment to extend the Secondary Phase accommodation by another 2000m<sup>2</sup> and expand the Primary to 3 Form Entry from 2 Form Entry is an exciting project for the Academy to be currently involved in.

With the expansion of an exciting curriculum, specialist classrooms for Design Technology, Art and Media Studies along with refurbishment to create additional specialist Science laboratories, an additional music suite and eight additional general purpose classrooms are needed more than ever before. Involving the Academy's specialist subject staff throughout the process of designing the building is an essential part of the plan. They need to use the spaces, they are expert practitioners and know the strengths and limitations of classroom, studio, workshop and laboratory design. Balancing this with future proofing to ensure that the spaces are flexible enough to be adapted for future learning and teaching opportunities is

the challenge.

The expansion of the Primary to incorporate an additional form of entry is testament to the popularity of the Academy which is heavily over-subscribed. The design of a specialist facility for the youngest learners in the Academy, The Arc for Nursery, Reception and Year 1 pupils will be a distinctive addition to West London Academy.

A good or outstanding school is not about the fancy building, it is about the work that goes on inside the building with the expert specialist staff. That said, a building can, if designed badly, impact detrimentally on the very work that will be done in it. For that reason at every stage of the design process from the competitive bidding stage to the creation of a design user group working with the preferred bidder requires that the Academy's specialist staff are involved.

As a result, our staff will be responsible for contributing to the vision and creation of an exciting learning and teaching environment. The resulting building will be more than the floor space it creates; it will result in teams able to drive forward with its ambition and drive.

“A good or outstanding school is not about the fancy building, it is about the work that goes on inside the building with the expert specialist staff. That said, a building can, if designed badly, impact detrimentally on the very work that will be done in it.”

# The Academy Improvement Plan

## Emma Linford-Relph, Curriculum Leader - Art & Design

The purpose of the online Academy Improvement Plan is to secure continuous improvement in the education experienced by students at the Academy, thereby raising standards and the effectiveness of the Academy in its core business. The involvement and engagement of all staff in the Art Department improvement planning process is pivotal to its success and cannot be underestimated when you consider these people are at the forefront of delivering these initiatives and meeting the targets. Although they all recognise the importance of their role in the planning process it takes the promise of untold amounts of biscuits, cakes and tea to bring them altogether to start the process. Once fuelled by sugar the creative juices flow and they

are usually the first to identify where and how improvements can be made and are creative in their solutions to improving the generic priorities set by the Academy. Within the Improvement Planning process the department creates an environment where innovation, experience and knowledge can be shared. Past experiences, be they successful or disastrous, bring humour to the discussion but most importantly give everyone the confidence to try something new. This can be empowering for both less experienced staff and those who continue in their endeavour to raise standards, attainment and student experience. Professional Development needs born from these discussions are identified alongside the improvement targets they relate to and again this

gives Art staff the confidence to take ownership and responsibility for target outcomes. Throughout the year, at regular stages, the department comes together to review and analyse the progress of the targets, enabling the department to refocus on the plan and ensure its success and most importantly to take stock of their achievements.

“The involvement and engagement of all staff in the Art Department improvement planning process is pivotal to its success.”



### People learn and develop effectively



## Re-inventing yourself the challenges and the drive

### Anne Franklin, Vice Principal - Student & Family Services



The Autumn term of 2005 was quite simply a pivotal time in my teaching career: we had moved into this wonderful building and WLA had a newly appointed Principal. Both of these situations presented opportunities for very real change to take place.

All working systems and protocols were looked at and reviewed. Key aspects that had not previously been working were identified and actions for change put in place. Through the new

Principal's leadership we have worked together over the last five years to define the success that we want to achieve and mapped out every aspect of what we wanted to accomplish – working and communicating with our staff along the way.

There are very few people who can possibly understand the drive and determination that it has taken for WLA to achieve its current level of success. Each time we hit, meet or exceed a goal we recognise the need to refocus. We sit down and set new targets that are equally or more challenging than the previous set. Why? Because if we don't, WLA will simply start to relax, then fail to improve further.

#### Lessons learned along the way:

➤ The Power of Positive Persistence is quite phenomenal

➤ Action needs to be purposeful. We need to be clear about what it is that we want. Without a clear vision there is starting and stopping, hesitation, and feeling stuck.

➤ “What’s the worst thing that can happen?” Often the worst thing that can happen is nothing, and nothing is what will happen if we don’t act.

➤ Believe in yourself. Be realistic on what change you can and should accomplish while challenging your own expectations.

➤ Identify your strengths. This will also let you see that you are doing well currently and help you to focus forward.

# Gaining Qualifications

## Sam Norton, P.A. to Vice Principals

My role is PA to Vice Principals. My duties vary from dealing with parents, students, outside resources to arranging Progress Day and the collation of data from parents.

In April 2010 an opportunity came about through REED Learning for associate staff to obtain an NVQ through a combination of e-learning and on-the-job study. There were a number of NVQ's offered and I decided to do Business and Administration Level 2 as this was most relevant to my current position.

The benefits of doing an NVQ programme are that they are delivered on-site at my place of work via one-to-one meetings with an assessor. The programme can be done over a three to nine month period therefore being able to study at your own speed. During the initial meeting with my assessor we went through the mandatory units in Business

and Administration (carry out your responsibilities and work within your business environment) and I had to pick another three optional units to complete; Manage Diary Systems, Store Retrieve and Archive Information and Organise and Support Meetings as these were most relevant to my job.

During my meetings with my assessor tasks were set and progress was evaluated against a nationally agreed series of standards, using an online tracking system which minimised paperwork. As a learner I was required to compile and produce evidence to prove my competency in these standards and these could take the form of written answer to questions, relevant documents or observations by the assessor which was directly relevant to my day-to-day work.

The benefits of me gaining this qualification was for my personal

development and also linked with my Performance Review. Going through some of the tasks set I was able to look at ways in which I could improve my skills therefore benefiting the Academy.

“Completing this NVQ has expanded my skills and knowledge within my job which in turn will make an impact on my role within the Academy.”

As part of my current Performance Review I will look to working towards my Level 3.



# Investment in people improves the performance of the organisation



## Value for Investment analysis

### Gillian Hodgson, Vice Principal - Assessment for Learning, Data & Reporting

Costs, benefits, inputs and outputs are difficult, within an educational context to put into monetary terms. At West London Academy value for investment analysis is a more useful term for what we do. After all, investment does not need to be a monetary amount. We invest time and energy as well as money.

The core business of WLA is learning, analysing how projects promote learning is essential in understanding how effectiveness can be increased. Understanding all of the factors that impact upon learning is not quite as simple to define. In an Academy serving an ethnically and culturally diverse population in an area of socio-economic deprivation the needs of individuals are varied. It is never forgotten that education gives people life chances and promoting learning in order to gain valuable qualifications is the role of the Academy. Developing

and investing in staff is not distinct from developing and investing in students. Learning is promoted through both and balancing the needs of both is essential for improving outcomes.

Academy Improvement Planning at WLA ensures that all staff consider efficiency and economy when they are considering how they can improve the outputs of the organisation. As the online improvement planning and evaluation is so transparent efficiencies and economy are created. Staff understand that just because they were allocated money does not mean they should spend every penny before a deadline. There is a collective team understanding that money unspent from budgets will be put to better use by being given back to the Academy to spend on something big. When, as we have at WLA, an entire staff understands this philosophy and

works for the Academy good and not their own mini-empire something special happens with efficiency.

The ethical considerations when running an educational organisation with over 1500 students and 270 staff are large. Targeting the right people to invest in and doing the right thing for the right reasons may seem a little removed from a usual analysis of investment. We can not forget that we operate in an original Academy and that we must be a vehicle for righting the social injustice that failed generations of children. As such we must pursue what we feel is right and just, with the people we consider need it, in the most efficient manner. This may not always be the most efficient way but it does ensure that the investment in people improves the performance of the organisation in an ethical way.

# The masters, the support, the development

**Rita Colson, Art & Design Teacher**



I completed a Masters level PGCE at the Institute of Education; a qualification that enables Newly Qualified Teachers to complete a higher degree by combining elements of their PGCE with further Masters level work. The course took three years to complete; the first year was the full-time PGCE year and the next two years consisted of studying and completing Masters level modules whilst teaching.

Whilst combining the teaching was challenging, it wasn't impossible. I discovered that a Masters in teaching was not just an academic writing but a research programme that had a direct and highly positive impact upon my teaching, the learning of my students and my own professional development. The pedagogical practice allowed me the opportunity to explore and develop my subject knowledge as well as my classroom-based practice.

The Art Department's strong ethos of reflective teaching and learning challenged me to focus my research on the low intake of boys to GCSE Textiles and find ways of attracting them to choose the subject. My research dealt with issues of gender in Textiles, the creation and reinvention of traditional methods and presenting them in a language which students could understand and relate to.

Students were invited to lunchtime clubs in which a series of traditional textiles techniques were introduced in the form of workshops. Traditional machinery such as the sewing machine were compared to the Xbox to suggest that, much like the Xbox requires stability, speed and control, the same skills are transferable to the sewing machine.

This year's intake of GCSE Textiles students saw an addition of two boys and an extra Textiles class. Although the intake of boys and the addition of an extra class showed progress, it is an ongoing ambition to attract more boys to the subject.

I have explored how feminized crafts such as textiles can prove very popular with male students, proving that the former stigmatism around boys and Textiles is no longer relevant when the processes and teaching methods are reconceived.

The opportunity to complete the Masters at WLA will, I think, continue to positively affect my teaching and how I approach textiles in the future and the fact that the Academy Principal and a Vice Principal visited my final exhibition shows how much interest and support the Academy gave to my Masters degree.

“I discovered that a Masters in teaching was not just an academic writing but a research programme that had a direct and highly positive impact upon my teaching”

## West London Academy is a centre for innovation

**Academy Research Practitioner Bursaries** are awarded annually to staff who want to conduct research, experience or develop new practice.

**Academic Bursaries** are also available for staff pursuing personal professional development, higher degrees or professional courses.

## 11 CONTINUOUS IMPROVEMENT

Improvements are continually made to the way people are managed and developed



### Unlocking the Strait Jacket

**Gillian Hodgson, Vice Principal - Assessment for Learning, Data & Reporting**



Accountability is often seen as a dirty word in education, a strait-jacket which ensures schools act upon government directives. This does not necessarily need to be the case. Accountability does not exist merely to prove what has been done it should be seen as a process designed to improve outcomes. If schools are to be granted

freedom to act in a way to improve their organisation then accountability is necessary to give legitimacy to their efforts. The problem with this is that when accountability is data driven it is not flexible enough to grant schools the freedom they crave and feels like a strait-jacket.

At West London Academy the IMPACT© Strategy was invented to bring creativity to the accountability structure. Improvement Talks, Monitoring Performance, Action Challenge and Targeting is the core cycle at the heart of organisational improvement. In essence, look critically at what you are doing and then act to improve it. It is simple, driven by improvement and coaching, outcomes are never forgotten as there must be an impact to the work and creativity is not stifled.

There are many accountability drivers

at work within the Academy. In Understanding School Leadership (2004) Earley and Weindling<sup>1</sup> identify four of the drivers:

- Moral accountability (to the pupils)
- Professional accountability (to the staff)
- Contractual accountability (to the DfE)
- Market accountability (to the community and potential market).

As an original Academy with an obligation to innovate and help other schools WLA has one further driver, System Accountability. The model of the IMPACT© Strategy along with its accountability drivers is shown in diagrammatic form.

1. Earley P. and Weindling D. (2004) Understanding School Leadership. London: SAGE

“Consistency and improvement within the organisation cannot happen without also providing the best learning and development opportunities for each individual child and member of staff”



At West London Academy the IMPACT© Strategy acts as a servant to moral, professional, contractual, market and system accountability. The process is used to ensure that there is consistency and improvement within the organisation. This can not happen without also providing the best learning and development opportunities for each individual child and member of staff so that the organisation, the community and the whole education system can be served by aspiring to be the best possible educational establishment. Using this system intelligently along with coaching and emotionally intelligent leadership is unlocking for the accountability strait-jacket and ensuring creativity is not stifled in the search for consistency at West London Academy.

## Making an IMPACT©

The IMPACT© Strategy lies at the heart of the work at West London Academy Improvement happens when we Monitor Performance and then ACT.

Staff at WLA are encouraged to be innovative and think outside the box. This is done within the framework of ensuring new practice is monitored and helps to improve outcomes.

The IMPACT© Strategy at WLA is an accountability framework which gives staff the security to try different things while supporting them to ensure standards rise.

- 1** Have a strategy with people at the heart of improving the organisation
- 2** Develop all people to be leaders and managers who strive to achieve the organisation's goals.
- 3** Provide equal opportunities for people to develop
- 4** Understand what leadership and management within your organisation looks like.
- 5** Know the mind-set which works in your organisation and develop the skill-set
- 6** Reward staff for the role they play in achieving organisational success.
- 7** Employ specialist staff and then listen, involve and engage them in improving the organisation
- 8** Help staff to develop themselves. Value personal professional development.
- 9** Ensure that the investment in people is securing improvement within the organisation.
- 10** Secure improvement through monitoring Performance, Action, Challenge and Targeting



## About West London Academy

West London Academy is a special partnership between Government and private investment benefiting from a stunning building which opened in September 2005 designed by world famous architects Foster and Partners.

The Academy Sponsor is Alec Reed, founder of the Reed Executive employment and training group.

The Academy comprises:

- A Children's Centre
- A Neighbourhood Nursery Initiative for 3-5 year olds linked to a 0-3 nursery nearby
- A Sure Start parenting programme with activities for children under 3 years
- A Nursery and Primary School for 3-11 year olds
- The John Chilton School for both primary and high school age students with special needs
- A High School for 11-19 year olds
- An Adult Education Centre
- A Community Sports Centre



**WEST LONDON  
ACADEMY**  
PROUD TO LEARN

# Continuum

*Making our All-Through, all-through*

**Continuum**

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