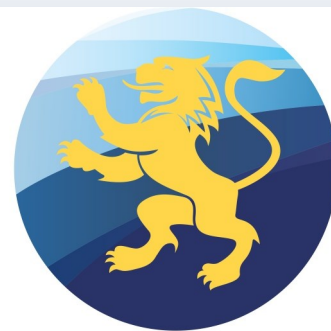


Finham Park Multi Academy Trust

World Class News

October 2021

Edition 20



FINHAM PARK
MULTI ACADEMY TRUST

FPMAT

**National Centre for
Excellence in the Teaching
of Mathematics**



**Warwick Classic Network
Prize Winners**



Empower Squash Foundation



Radio FPS



Welcome from Mark Bailie



Dear Parents/ Carers and members of the community,

Welcome to the latest edition of World Class News, with a special welcome to any new children and families.

I have been delighted with how quickly children in all of our schools have settled into the new academic year. It has been a pleasure to visit the schools and I have seen some excellent examples of children's learning. The start of a new academic year brings with it great opportunities to engage and excite learners in their education. I know that work will have taken place at the end of last term to help prepare, with curriculum maps being revised to reflect the powerful knowledge and skills that children will acquire during the course of this year.

Recently, the first of our termly Co-construction meetings took place. This enabled colleagues from across the schools to meet and share best practice, as well as co-construct opportunities for learners in our schools. I am pleased that we have been able to build this into the school calendars so that time is protected to allow these meetings to happen. The primary schools used this time to focus on writing, which they have identified as an area for further development. Much work has already begun individually within schools in this area, but the co-construction time has allowed colleagues to share their expertise. Moderation was completed in the first half of this meeting, with the second half focusing on curriculum and best practice. There were some great professional conversations. Primaries will continue their focus on developing writing, with the launch of Talk4Writing on the February training day. Through the shared resources of the Finham Park MAT, we have been able to support training for **all** primary colleagues on Talk4Writing—something that would not normally be possible otherwise. I look forward to seeing how they work collectively to develop writing.

Secondary schools used their Co-construction meeting to focus on a variety of different aspects of teaching and learning. It is really powerful for colleagues to be able to work together and co-construct. Some examples of the impact of this meeting include:

- Reviewing the Religious Education curriculum to be more academically rigorous and sharing the RE 'Learning Journey' across the schools.
- Engaging boys
- Planning for Immersive Learning days for Mandarin as part of the Mandarin Excellence Programme
- Discussion to engage students in Languages through a variety of strategies such as French and Spanish experience days
- Moderation for GCSE and A Level

Co-construction meetings are scheduled termly and support ongoing work across the schools in the FPMAT. Co-construction is another benefit of schools being part of our Multi Academy Trust rather than working in isolation and I look forward to seeing the impact in schools.

September saw the launch of our next 3 year teaching and learning cycle: Responsive Teaching through Instructional Coaching. Staff across our schools received Instructional Coaching training and this work supports the important emphasis we place on improving and developing the quality of teaching and learning in schools. Instructional Coaching is rooted in academic research and pedagogy. Providing constructive and precise feedback enables teachers to refine their practice effectively. It also allows teachers to be identified as 'experts' within their fields who in turn can support and develop others. This benefits children's learning experiences in all of our schools.

I am very excited for the year ahead and look forward to seeing more examples of the children's learning and experiences they are able to benefit from.

I would like to thank students and their families, as well as staff, for enabling such a positive and smooth start to the year. I hope you all enjoy the half term break.

Mark Bailie
Executive Headteacher

School Improvement

Thank you to everyone who has contributed to the latest editions of FPMAT World Class Education and FPMAT World Class News.



This academic year is certainly in full swing; the nerves and excitement of preparing for September seem a dim and distant memory. Students have settled well and already we have reached the midway point of the Autumn term.

I have been really pleased with the launch of Instructional Coaching as part of our three year Responsive Teaching programme. At the start of September colleagues from across all 7 schools within the Finham Park MAT came together for Instructional Coaching training. This is now being rolled out within the schools and is already having a positive impact. Frequent and precise feedback is given to enable teaching staff to refine their practice. To support and sit alongside this, there is a comprehensive Continuing Professional Development programme in place both at MAT and school level. You can read more about Instructional Coaching on page 6.

October saw the first of several Co-construction meetings for staff. On Wednesday 6th October, primary schools within the Finham Park MAT were hosted by Lillington Nursery and Primary School. Colleagues came together to moderate writing, and share best practice. Emma O'Toole, Primary Support and Innovation Leader worked with the primaries to support this. It has been great to have Emma as part of the School Improvement Team, and you can read more about her work this half term on page 8.

In addition to the primary co-construction meeting, colleagues from the FPMAT secondary schools came together online on Wednesday 13th October.

Work included exploring: curriculum planning; assessment; moderation; CPD opportunities; sharing resources; and opportunities to work with the primary schools. We are really fortunate to be able to enable staff to come together to share expertise and best practice. This is just one of the benefits of being part of a primary / secondary Multi Academy Trust.

Finham Park Multi Academy Trust invests in opportunities to support professional development for staff. We pride ourselves on having a range of colleagues who are at the top of their field professionally, for example Examiners and Senior Examiners for GCSE and A-Level qualifications; National and Local Leaders in Education (NLE and LLE); as well as staff who are highly regarded within specialist areas of education. We have a co-ordinated approach to using our own staff to support others, both within our Multi Academy Trust and through School to School support for other schools and MATs in the West Midlands. In conjunction with our Lion Alliance partnership of schools, we develop a comprehensive programme of training and development for staff. Examples across the academic year include: FPMAT Training Days; and Co-construction meetings, as well as 'Specialist Days'; 'Meet the Expert'; 'TeachMeets'; and Leadership courses. We see the positive impact in school through our commitment to staff development.

I am delighted that our FPMAT School Improvement team continues to grow, with Emma O'Toole, our new Primary Support and Innovation Leader already having a positive impact in our primary schools.

I am looking forward to the year ahead and hope you all have a lovely half term break.

Bernadette Pettman
MAT Senior School Improvement Leader

Instructional Coaching



FINHAM PARK
MULTI ACADEMY TRUST

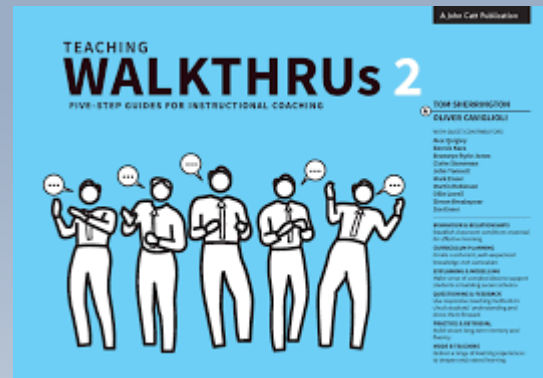
Finham Park MAT are committed to developing high quality teaching and learning. As such, we recognise the importance of Continuing Professional Development (CPD) to support staff in developing pedagogy. We embed a 3 year teaching and learning cycle, routed in action research, which enables staff to refine practice.

Summer 2021 saw the conclusion of our most recent cycle, Responsive Teaching, and we are excited to be developing this further in our next cycle. Launched in September 2021, our 3 year teaching and learning cycle, is:

Responsive Teaching, incorporating Instructional Coaching.

A selection of colleagues from across the FPMAT attended one of two days which offered training on Instructional Coaching. Phase 1 will see the introduction of Instructional Coaching in our schools. Coaches will be trained to support coachees, who we hope will develop their own practice, with a view for some of them to potentially become future coaches. This is already having a positive impact in our schools.

Our work on Responsive Teaching will continue, using Instructional Coaching to fine tune feedback for staff. At the heart of Instructional Coaching is the ability to give precise feedback which maximises impact. Many of you may have received or bought copies of WalkThrus (Volume 1 &2). These books are rooted in action research and are used to help inform feedback.



Instructional Coaching is firmly based on technical knowledge of specific spheres performance. As such, an instructional coach must have a large repertoire of methods to share with teachers. The WalkThrus compliment Instructional Coaching.

Leverage Leadership by Paul Bambrick-Santoyo covers several areas of school leadership, including Observation and Feedback. The ideal scenario is where a teacher and their coach meet regularly to discuss and agree new action steps in a cycle with regular short observations. The emphasis is on supporting the teacher to identify their own precise action steps through discussion, with a time-specific plan for implementing them.



The A|D|A|P|T Process.

This is a key principle of WalkThrus. These books have been designed to be generic and therefore require adaption to your specific contexts.

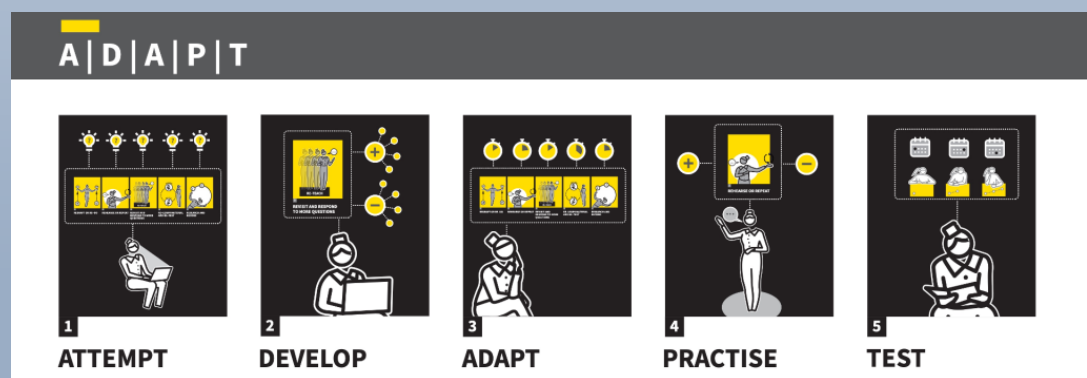
Attempt

Develop

Adapt

Practice

Test



Over the course of the coming year, there will be opportunities for you to learn more about Instructional Coaching.

Bernadette Pettman
MAT Senior School Improvement Leader



Primary Support and Innovation Leader



It has been an exciting start to the new school year beginning my new role as Primary Support and Innovation Leader working as part of the MAT central team. I have been into all three of the primaries and have been made to feel very welcome in all the schools, becoming involved in daily school life. I am getting to know lots of new staff and children. There are just a lot of names to remember!

The role is proving to be very varied and interesting as the support is personalised to each of the individual schools. I am enjoying the variety of working across the different year groups and have spent time in classrooms from nursery to year 6. I have been supporting teachers with planning and resourcing the curriculum helping to match it to their children's needs, abilities, and interests.

Across the schools, I have been supporting the senior leadership teams in monitoring activities across the different phases and subject areas and then working on development areas. I have also been working with subject leaders on developing their subjects and leading on assessment.

Staff from the primary schools attended training on instructional coaching at the beginning of term and this is now being introduced to other staff in school through Professional Development sessions and coaching sessions have begun.

As part of the MAT central team, I am also involved in contributing to the publication of the MAT magazines, organising co-construction meetings between the primary schools and the MAT training day.

I am really looking forward to developing this new role further as the year progresses and continuing to support all the primary schools.

Last week the staff from all three of the primary schools, Lillington, Pearl Hyde and Finham Primary all met at Lillington for the primary co-construction meeting to moderate writing. It was lovely for the staff to all meet in person and to work with colleagues from the other schools. Everybody really appreciated the opportunity to work with teachers in the same year group as them, sharing ideas and good practise.

Emma O'Toole
Primary Support and Innovation Leader

Primaries within the Finham Park Multi Academy Trust





THE LION ALLIANCE

A Primary/Secondary Partnership

Alexandra Ford – Head of the Lion Alliance

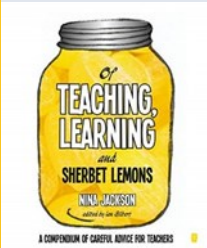
We've had the absolute pleasure of welcoming our incoming cohort of trainees for 2021-22 this month and have enjoyed seeing them settle into their host placements. On Monday 20th September Finham Park and Finham Primary hosted the first Alliance Day of the year, and it was fantastic to be able to bring all our trainees together in person. We spent the day discussing lesson planning – from the cognitive science behind planning principles to the practical approaches behind individual staff planning. A huge thank you to those staff who lead sessions for us; we couldn't have done it without you.



Of course one of the most exciting developments this year, is the trial of our SWIVL robots with all trainees. This state of the art technology has been loaned to all our host schools and trainees are encouraged to film themselves at least twice across the academic year. What better way to truly reflect on your developing skills in the classroom! We're excited to hear how they get on.

We've also had the pleasure of welcoming back Nina Jackson as guest speaker on our Alliance Day. Her session on Behaviour Management was a brilliant introduction to bringing inspiration and positivity to your

lessons. We look forward to working with Nina again in the future and can highlight recommend her book: *Of Teaching, Learning and Sherbet Lemons*.



Nina Jackson
Independent Thinking Ltd - Associate Director
13:00 - 14:30 on Monday 20th September 2021 - Webinar

Impact, Inspiration and Positivity for all learners in your classrooms.

During this session you will develop your knowledge, skills and understanding of how to develop positive learning relationships with your children and young people. From classroom values to meeting the challenges that some learners may face to celebrating progress, respect and valuing each and every person. There may be times when you will question behaviour. Exploring 'Behind the Behaviour' of children, there are reasons 'WHY' they display different needs. A journey of learning about 'WHAT' skills, strategies and techniques you can use in classrooms to support these unique children, from the mental and emotional needs of a learner to those with Specific Learning Difficulties. The whole spectrum of learning and living differences. Knowing and developing effective relationships to engaging with those who are often disengaged. This will be very much a journey of collaboration of how to help yourself so that you can help others. The session will be a safe and secure environment to share your concerns and an opportunity for questions that you may find difficult to ask others. Together we will take a journey to create a positive learning environment for all. I am very much looking forward to working with you all.

Super smiles - Nina Jackson @ninajackson

Lion Alliance EGTs - £25 / person
Lion Alliance members - £35 / person
Non-Alliance members - £45 / person
[Please fill out the Google Form here to sign up to the event](#)

Upcoming Opportunities

TeachMeets:

- Two planned for the Autumn Term.

Lion Leadership Pathways:

- New cohort sign up late Autumn term

New NPQs:

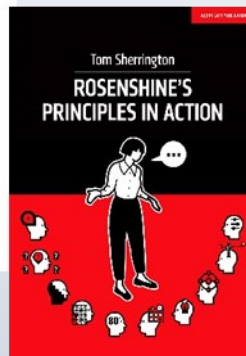
- New NPQs (including SL, H and specialist) cohorts to start November 2021.

The Chartered College:

- Exciting opportunities to engage with the 'new look' Chartered College offer

Meet the Expert' Events including...

June 2022– Tom Sherrington - details to come soon!



My name is Tom Sherrington. I am an experienced former Headteacher and teacher and, having worked in schools for 30 years starting my training in 1986, I am now exploring the world of education consultancy to see where it takes me. Through my consultancy – [teacherhead consulting](https://www.teacherheadconsulting.com) – I am interested in working with teachers and school leaders to explore and implement contemporary educational ideas that help us deliver an excellent all-round education for all young people. Hopefully the range of posts in my blogs will give an idea of the scope of what that covers. I regularly contribute to conferences and CPD sessions locally and nationally and I'm busy working in schools and colleges across the country and around the world."

School to school support

We are continuing to identify expertise and need across our Alliance partner schools.

Recruitment

If you, or someone you know, would like to train to teach then do please get in touch. We'd love to hear from you!

Get in touch

Website: www.thelionalliance.co.uk

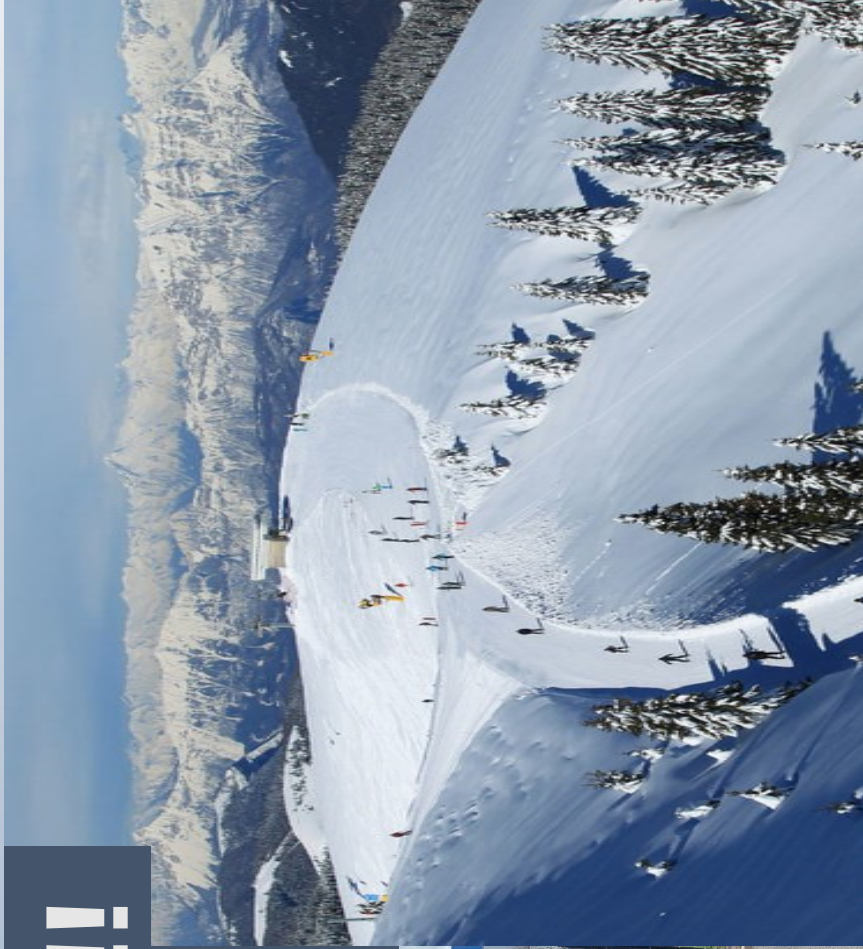
Email : admin@thelionalliance.co.uk

Twitter : [@lion_alliance](https://twitter.com/lion_alliance)



Ski trip 2023!!!

We are pleased to announce a ski trip for Feb half term 2023.... More details and how to sign up will be coming out very soon.



rayburntours





OPPIDAN FOUNDATION

The Oppidan Foundation mentors aim is to reduce exclusions and tackle the KS3 problem of children getting lost early in the secondary system. It involves a peer mentoring scheme that train aspirational Year 12s, who then become peer mentors to Year 7s and Year 8s. A team of ten mentors has impact for 60 young people in the school.

The Year 12 pupils completed an intensive 6 week training program and were then allocated their KS3 pupils. These children were met once a week for an hour where they worked through a series of programs from a focused workbook.

OPPIDAN FOUNDATION

REGISTERED CHARITY 1190682

REDUCING EXCLUSIONS

74%

of children have never had a mentor.

HIGH INTERVENTION
High-quality intervention from trained mentors. Having a dedicated hour every week to personal development and up-skilling, our students embed a focus on personal excellence into their routine.

90%

Of students understand their benefit to younger students yet only 5% have any interaction.

'This is incredibly exciting and groundbreaking!'

- Karen Emmott
Head of 6th Form, Chiswick School

49%

of exclusions take place before children finish Year 8.

LOW COST
We ask that schools cover up to 25% of the specific project cost, £4,000 for a group of 60 students to benefit and represents a very low 'per student' intervention cost of £67.

STRENGTHENED SCHOOL COMMUNITY

1 MENTOR : 6 STUDENTS

Role models, friends, advisors, guides - mentors help students set out expectations of themselves.

300

kids on the digital programme so far.

76%

of students said their mentor improved their self confidence in 6 weeks.

'It was amazingly impactful and a really impressive and compelling way to build and boost confidence in students. This is a great programme.'

- Lord Hastings of Scarisbrick

RAISING ASPIRATIONS

HIGH QUALITY
Yr 12 students apply to the programme and we are able to track their motivation and attainment developments.

Students from school cohorts A, B, C, were asked to rate their self-confidence from 0-100% at the beginning, middle, and end of the programme. The progress is visible in the table opposite.

100%

reported positive changes in their lives following the programme

OPPIDANFOUNDATION.COM

School	Stage 1	Stage 2	Stage 3
School A	~40	~60	~80
School B	~20	~65	~90
School C	~30	~70	~85

Anmol Ejaz

“My week to London at Oppidan was a very eye opening experience of the world of work and what it takes/ makes for you to establish yourself and the key principles that make you stand out. This was achieved through meeting many well known people in different areas/businesses and hearing their story while obtaining valuable advice, which then helped me in making my own business/PowerPoint. Therefore this



Gursharan Jandu

“Attending the Oppidan summer programme was a great opportunity that helped us young individuals with connecting with inspirational business people, which gave us an insight to the diverse industry. This experience has allowed us to gain new knowledge and skills that are necessary for the future ahead. “

Anesah Akhtar

“The Oppidan summer programme was a great opportunity to build new relationships, be able to share new ideas and see differently from others perspective. The inspirational talks that were organised were based on finance, trading and business and we got an insight to how people initiated their own businesses, hence why we were to pitch our own ideas that we compared. This work experience enabled us to gain more knowledge and possibilities within future in business. This was a



West Midlands Lord-Lieutenant's Awards



Every year, there is an opportunity to nominate a student for the Lord Lieutenant's Award. A prestigious award for a student who has gone over and above to support others in the city. This year the topic was for those who had helped out during lockdown and we are pleased to announce that the award went to Julia Artewicz. Julia was also a key stage 5, Headteacher Award winner. Please see below the reasons Julia was nominated



Julia's thirst for knowledge and desire to serve her community has always set her apart from her peers. At a time when everyone was experiencing trying times, and when her own Lyng Hall journey was coming to an end, she didn't allow that to stop her contributing. We established her as an academic mentor to a gifted group of year 9 students and on a weekly basis, she created a specific intervention tutorial to support students in raising the sophistication of their interpretations. Students responded to her target tasks. Once submitted, Julia took the time to provide personal feedback – a clear dialogue was established to drive their work forwards. This peer to peer collaboration was very encouraging for our year 9 students. It highlighted it was not just about personal success but collectively we were committed to achieving excellence. Her patience and kindness, at an incredibly trying time, was an invaluable investment in our younger students. Whilst they benefited from her outstanding skill in English Literature, the more significant impact was in promoting the importance of routine, dedication and communication through the lockdown journey. Her investment helped to maintain a sense of belonging for the students in a wider collective, beyond their teacher. They thrived on their interaction with her – both academically and holistically it moved them forwards.—L. Hagan & C. Smith

In September 2021 the new music department started at Whitley Academy. With a whole array of new equipment, including keyboards, guitars and drums, to name but a few, the department is very well resourced. The pupil's response to the newly introduced subject has been incredible. They are extremely keen whilst still maintaining an understanding of the rules and expectations of using the instruments. The academic year has begun with a focus of learning basic practical skills on the keyboard. The students had been playing melodies on the keyboard with their right hand and trying to add an accompaniment with their left; which is one of the most difficult tasks to initially conquer. The focus and resilience of the pupils has been demonstrated on multiple occasions as they perfect each piece lesson by lesson. Next half-term the students will focus on djembe drums, which we have a complete set of, one for each student. They will learn about the various sounds the drum can produce, how to create rhythms and perform set djembe pieces. An exciting time lies ahead with the new experiences the pupils are embracing.

Some comments from the pupils:

TO (9I): I extremely enjoy music with Mr McDonough. I feel like I improve every lesson.

RS (8W): Music is great and teaching me how to listen.

AA (8W) Music is basically amazing. I'm learning to play chords with songs and I think I'm really good at it.

BC (8W) I enjoy music a lot because it's calming and fun. I love learning how to play different instruments. It is very challenging at times but the results make me feel proud of what I have achieved.

AA (9W) Music is great, especially when you can learn it in school with an experienced teacher. This subject is highly enjoyable and should be taught in all schools.

CO'L (9W) Music is a great lesson included in school. The subject is highly enjoyable and not only is it a lot of fun but it also brings people together and teaches them new things.



At Finham Primary, we are super excited to be involved in working with the 'National Centre for Excellence in the Teaching of Mathematics' (NCETM). We went through a national application process and have been selected to work on two of their upcoming projects: the Mastering Number Programme and the Mastery Readiness Programme.

Mastering Number Programme:

As part of the Mastering Number Programme, children in Reception, Year 1 and Year 2 will have a daily teacher-led session of 10 to 15 minutes, designed to ensure that pupils develop fluency with, and understanding of, number, which is crucial to future success in maths and academic progress generally.

Teachers will be expected to deliver a daily session of 10 to 15 minutes in addition to their daily maths lesson, which may be a little shorter as a result. This programme will develop solid number sense, including fluency and flexibility with number facts, which will have a lasting impact on future learning for all children.

During the year, teachers in the Work Group will work together to share experiences and reflect on the impact of the programme on their pupils and on themselves as teachers. This ongoing cross-fertilisation of experiences, ideas and successes will create a vibrant and sustained professional learning experience for all those taking part. It will also significantly benefit pupils in their early experiences of mathematics at Finham Primary School.

Mastery Readiness Programme:

As part of the Mastery Readiness Programme, Finham have been selected to be one of eight schools in the 'Central' workgroup, who will work together to develop the teaching of mathematics mastery in their schools.

During the year, we will work closely with the workgroup to develop subject and pedagogical knowledge as well as supporting teaching, learning and leadership of maths across the school by looking at the Five Big Ideas of Mastery Readiness.

Following each workshop, our school will also receive a visit from a mathematics consultant. During their half-termly visits, they will work with the mathematics subject leader and additional teacher on priorities matching the school's specific needs, stemming from the group workshop content.

Finham are excited to be working with the NCETM and we cannot wait to see the positive impact such experiences will have on our children's' mathematical understanding.



Conor Fitzhugh
Deputy Headteacher



King, Pankhurst and Angelou classes have been enjoying the Stargazers topic. The project focuses on the following key questions:

- ◆ Why do planets have craters?
- ◆ How do levers help us?
- ◆ How does the Moon move?
- ◆ How do rockets lift off?
- ◆ How do we know the Earth is round?
- ◆ Can we track the Sun?
- ◆ Why are zip-wires so fast?

To start the project, the Black Hole Planetarium visited the school and the children had a Space presentation inside the dome. During the presentation, the children found out about the planets in the Solar System, star constellations and other important facts about the universe.

To start the project, the Black Hole Planetarium visited the school and the children had a Space presentation inside the dome. During the presentation, the children found out about the planets in the Solar System, star constellations and other important facts about the universe.



Stargazers is taking the children on a journey through space, the final frontier. The children have studied the Sun (the magnificent, blazing star at the centre of our Solar System), investigated the eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune and taken a close look at the Moon, a celestial body that orbits Earth.

As part of the project, the children have programmed a rover to traverse a lunar landscape on Scratch and worked scientifically to investigate gravity, and what happens when there is none.

Undoubtedly, the most exciting (and tiring) part of the project so far has been the Stargazers Sleepover. During the evening, the children used telescopes to look at Jupiter, Uranus and Saturn, had a talk about the planets in our Solar System, toasted marshmallows on a fire and feasted on burgers and sausages - the International Space Station also made a pass by (as requested by Mr Fortune). Here are some photos...





Warwick Classics Network

Congratulations to Pearl Hyde Primary School



Congratulations to the children of Pearl Hyde who won third prize in the Roman Coventry Projects creative Coventry challenge last term.



The Roman Coventry Project has been created by Dr Paul Grigsby from the Classics department at the University of Warwick. It includes a range of online resources to support and enhance teaching about Roman Coventry, bringing together information and artefacts from local museums and Roman sites such as Lunt Roman Fort.

As part of the topic on the Romans all the children in year 3 and 4 were involved in a Travelling Museum session led by students from the University of Warwick. The children learnt about Roman vases, using them to find out and discover information about life in Roman Britain. Although these sessions were online this time, the children really enjoyed hearing from experts and learning about life in Roman times. Hopefully, in the future these sessions will be able to be in person so children can see and handle the artefacts.



The children enjoyed lots of creative projects linked to their learning about the Romans, creating mosaics and designing and making Roman shields.



There are exciting plans to develop the Roman Coventry project further, continuing to develop the online resources and lessons and the travelling artefacts which can then be borrowed by schools. There is also the possibility of using VR to bring Lunt Roman fort to school children across Coventry.

If you would like your school to get involved in the Coventry Roman Project please contact Dr Paul Grigsby

paul.grigsby@warwick.ac.uk

All Paul asks for in return is some feedback so that they can continue to improve.



When books saved the day!

You have to admit, there is a certain comfort staying in the same year group for a few years. Generally, you know what to expect. You know how the year tends to pan out. Think about it – you know what trips you will go on; the topics that you will teach; the texts that you will use; the challenges and pressure points that may crop up at certain points of the year.. there is genuine comfort in knowing all of this.

However, this year, after 9 years of being out of Year 6, it was time to go back home. Back to the year group that I absolutely relished teaching for years and years.

There is something very special about teaching in Year 6. There is an incredible responsibility to ensure that the eldest children in school, who are in their last year of primary school, get the send-off that they deserve before they embark upon the next part of their journey in both education and in life.

I did have doubts though. I'd been based in Key Stage 1, mainly in Year 2 for the past 9 years. Working with younger children is a completely different ball game. There is a completely different set of skills that you need develop and hone when working with the younger ones. Realising this quite quickly when I first moved to Year 2, I did need time to adapt and develop these skills... However, did that mean that I had lost the ability to work with older children again? I must admit, this question did give me more than a few sleepless nights!

The only way that I could keep my thoughts of self-doubt at bay, was by concentrating on one of the things that I knew would make a difference. The very thing that if you get right means that the children are absolutely going to love coming to school – and if you get wrong – then it means that the children switch off, and you have an absolute disaster on your hands! What am I referring to? Books, of course. Which books would I choose to ensure that our Year 6 had the most magical start to their last year of primary school?

As soon as I found out that where I would be teaching in September, I began to do my research. My focus was picture books. Sadly, there are those who feel that picture books and shorter stories do not have a place in Key Stage 2. Obviously, I don't subscribe to this point of view. There are an incredible number of picture books out there, where the content is perfect for older children and the illustrations are an integral part of enhancing the powerful messages inside these wonderful stories.

Whilst carrying out my research, I had to focus on the 'what'. What did I want the children to get from these stories? It wasn't just a case of let's look at any old book.

First of all, I wanted the children to understand and believe that they are wonderful, lovable and unique just as they are. They don't need to be perfect. They simply need to be themselves. This is where 'The Barnabus Project' by The Fan Brothers, was a perfect choice. This beautiful story tells us about the journey to freedom for the 'reject' toys, failed projects that were not perfect, therefore not good enough to be sold in the shops. One day, it is decided that these failed projects will be destroyed – and led by Barnabus, the group of rejects unite and try to escape their impending fate. The Year 6's loved this story. Naturally, they were rooting for Barnabus and his friends all the way through. Each and everyone recognising that at some point in our lives, we have felt that we are not perfect or have been deemed not good enough – that there is a Barnabus – a hero - inside all of us.



The next book that we looked at couldn't have been more different! Where 'The Barnabus Project' was heart-warming and definitely had the 'feel-good' factor - 'The Island' by Armin Greder was deliberately chosen for its dark, thought provoking message – a complete contrast.

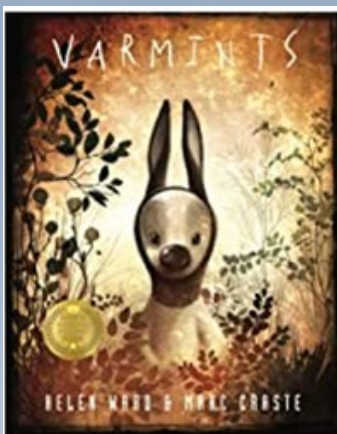
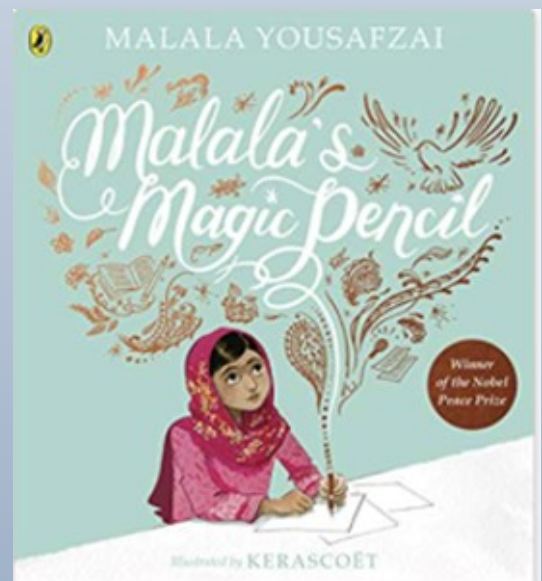
'The Island' has dark and ugly illustrations. A story about a stranger – a man who one washes up on a beach of an island. The islanders see him and instinctively do not want to help him. They mistrust him and his



intentions – why? Because he is different. He looks different, he speaks a different language and they just don't want to help him.

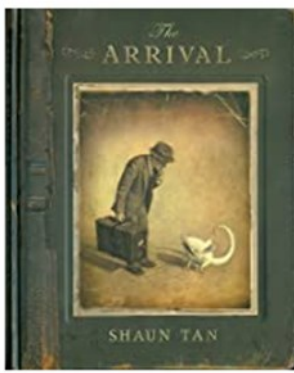
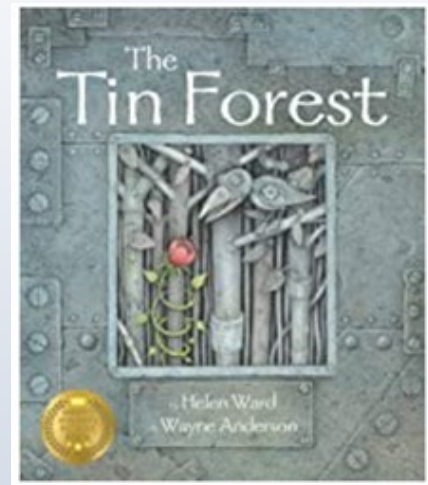
The discussions and questions that this very short and simple story raised, was phenomenal. The children were outraged! How could people behave this way? Why did they do what they did? During these discussion with these 10-year-olds, I was reminded once again about incredibly pure and just, children are. When I asked them if they enjoyed this story, their response was very interesting! They explained that they could not 'enjoy' the story – because the content was not 'enjoyable'. However, they loved the experience of reading a story that a) didn't have a happy ending; b) made them think about what was happening in parts of the world. A huge success in my eyes!

Although I hadn't originally planned on it, I found myself sharing this beautifully written and illustrated autobiography by Malala Yousafzai called, 'Malala's Magic Pencil'. The children were gripped by every single word. Again, this thought-provoking story made them ask so many questions and left so many of the children inspired – knowing that anything is possible, if they believe...



I must admit, there wasn't much love for 'Varmints' as the children found it challenging to engage with.

However, the beautiful story of 'The Tin Forest' truly captured their imagination and they loved this simple story of a man transforming his tin forest into a real one. A story about how you can create beauty from something that initially appears to be ugly.



The final picture book that sadly we did not have time to finish – but was a huge hit with our children, was 'The Arrival' by Shaun Tan. A story without words. Only illustrations. Every single – a piece of stunning art work. Shaun Tan's story makes you work. You have to piece the story together. He doesn't tell you the story – he puts the onus on you – piece together the story – you work out what is happening! And, oh my goodness, there was an incredible buzz across Year 6 as they worked together trying to decipher and make sense of what was going on.

A month has now passed – and I realised that being back in Year 6 is just as exciting and brilliant as I remembered. The discussions, the debates, the honesty, the questions that we have are absolutely wonderful and there is buzz. A real buzz as the children love what we are reading and love as they learn.

Books did this. Thought provoking, awe-inspiring, beautifully illustrated books. Get your book choices right – and you've got a great week/term/year ahead.

Anita Thakor
English Lead

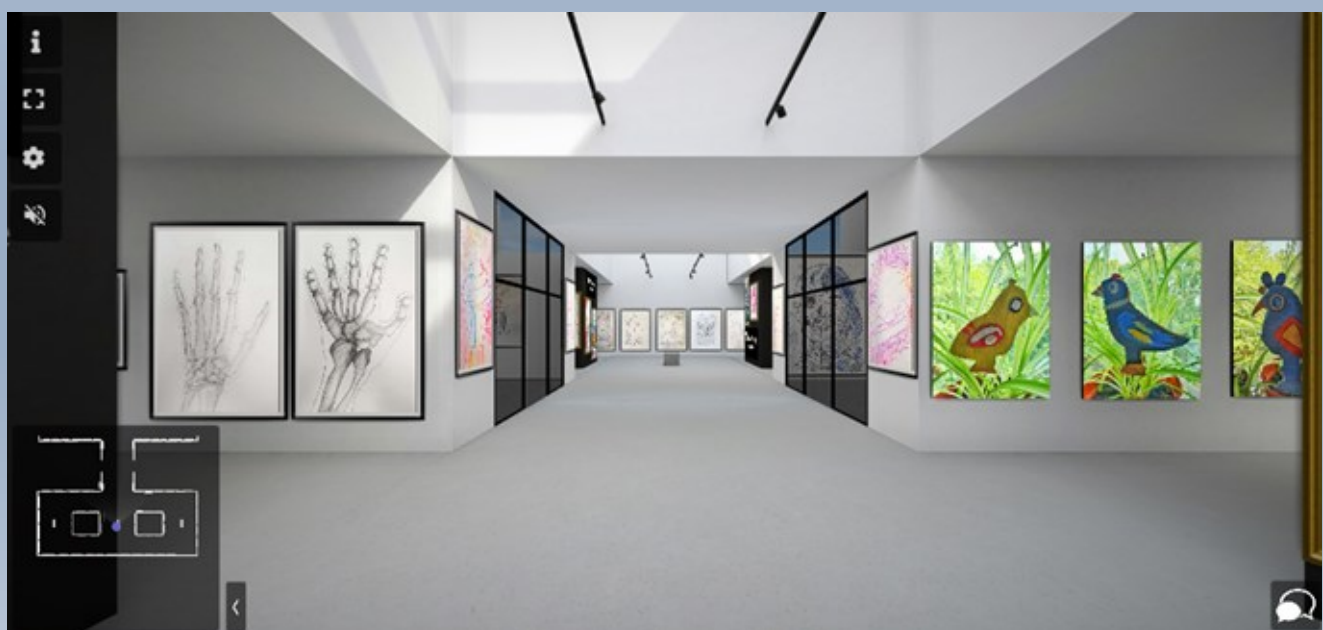
We were very disappointed not to be able to hold an art exhibition at the end of the last academic where people come into school and see the amazing work that our do, so like a lot of our teaching last year, we had to adapt.

We are pleased to have created a Key Stage 3 virtual art exhibition.

You can have a look at some the great pieces by visiting:

<https://www.artsteps.com/view/60e44e12d42a9629501957da?currentUser>

You can navigate your way around our fantastic artwork.





Design Technology at Whitley

Staff at Whitley Academy are so pleased to now be offering Design & Technology as a subject. Having completed health and safety lessons, students are now starting to enjoy all about the different tools and machinery. Year 7 and 8 are making wooden trinket boxes, learning about different types of wood and the correct tools to use. Year 9 students are making a multi tool. They are learning about different processes linked to metal work and the correct tools to use. Year 10 Design & Technology students are learning all about different plastics while making a tangram. Year 10 engineering students are learning however to use a computer aided design package and then 3D printing their designs, while learning about other technical drawings such as working drawings and 1st angle orthographic projection.

The Design and Technology department will be launching a weekly robotics and drone club after half term. Anyone interested in working on robotic or drone platforms to immerse themselves in the areas of Science, Technology, Engineering and Maths (STEM) are welcome. It will be fun and an opportunity to engage in the interactive designing, building/3D printing and programming of robots and drones. Anyone interested should attend 15:00 – 16:00 Tuesday 2nd November or speak to Mr Maguire for further information.

Corrine MacLean

Subject Leader Art and Design Technology



Empower Squash Foundation

Lillington Nursery and Primary School have teamed up with Leamington Squash Club and the Empower Squash Foundation to give twelve year 5 and 6 girls a unique sporting opportunity.

The Empower Squash Foundation is a charity that raises money to give enthusiastic, kind and driven young children the chance to better their lives through a **free** integrated **squash, education & nutrition** programme.

Every week throughout the school year the students are given:

- ◆ A **squash lesson** by a professional squash coach showing them the importance of leading a healthy lifestyle.
- ◆ A **life skills class** encouraging them to be more confident in their own abilities.
- ◆ A **hot nutritious meal**, which they eat with their friends and fellow squashers.



The Empower Squash Foundation is all about inspiring, supporting and encouraging young kids to strive for a better future.

Leamington Squash Club's coach (Jason Pike) has led the squash sessions and Ginny Lee, a team player at the club has worked with the girls during their life skills sessions. The girls have really enjoyed the sessions so far and it's been amazing to see them pick up the skills of squash so quickly. We are hopeful that some of the girls will enjoy squash so much that they continue to play once the sessions have finished.

Also, as the sessions have been aimed at girls, there have been some disappointed boys who have desperately wanted to play. We're hoping to be able to offer the boys some squash sessions as well at some point throughout the year. As well as a boys' session, we're also looking to set up an open day at the club where anyone from the school community can go along to try out squash.

Here are some photos of the girls in action! Have a look at the Lillington Facebook page for more action shots and videos of the girls playing - there are some very impressive techniques.



RAF 'Mighty Minds' D&T/Engineering STEM day



60 Year 8 students took part in an exciting day with Hyett Education. They were in Edwards Keep for the whole day working in teams to build robots and programme them to complete challenges.

The students were brilliant all day – enthusiastic, engaged and very creative with the adaptations they made to their robots to be successful at the different challenges.

The day demonstrated the importance of Math and Science in Technology and Engineering. It showed that the subjects link really well and how D&T uses Maths and Science through practical tasks to solve problems.

Josh and Ashrith were the overall winners and they were awarded with a big full of prizes and a medal each.

Liz Allton

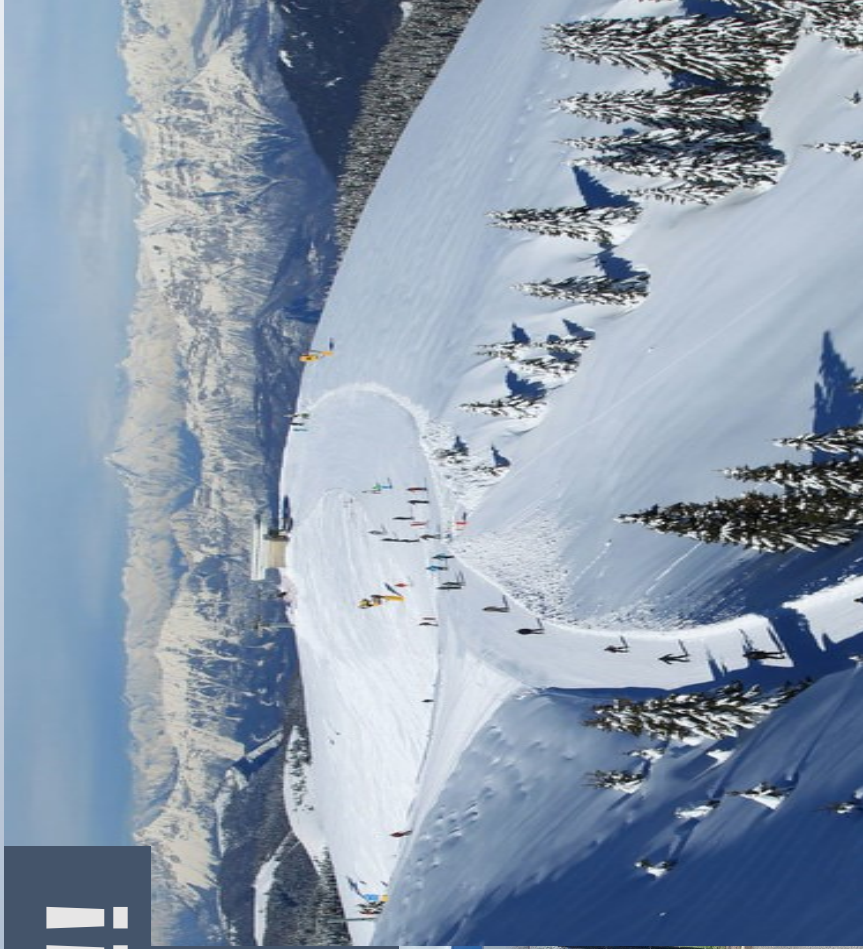
Assistant Headteacher





Ski trip 2023!!!

We are pleased to announce a ski trip for Feb half term 2023.... More details and how to sign up will be coming out very soon.



rayburntours





FINHAM PARK
SCHOOL

Media and Performing Arts

The Finham Media Department is straight back in the saddle with Radio FPS making a welcome return to our speakers. The number of students participating has increased greatly this year, and we're training more as we speak.



This week also marked the start of Black History Month with a week-long take-over of the station reserved for artists and songs by BAME artists, including interviews from students and staff alike about the influence of Black music on mainstream culture, and its significance in modern Britain.

We've also combined Film Lab and Creative Writing Club together in a collaboration which has brought students across all year groups into the editing suite to create new ideas for creative writing and film, which we will be developing as the year goes on.

Finally, the Film Department's success continues at national level despite lockdowns, with two of our students nominated for national Film Awards.



Mia McCann (Year 13) was nominated against strong opposition for the award of Best Film Extract in EDUQAS's National Moving Image Awards,



and Finlay Gibbs and Mara-Jade Rushfirth were both nominated by the MediaMagazine for Best Screenwriting Award in August, which Fin won: Congratulations! We hope that they will be the latest inspirations to our other students, and will follow in the footsteps of former student Mitoshka Alkova, whose university documentary Melita won the Best Documentary prize at this year's Royal Television Society Awards. *Ad astra!*

Mike Gunn

Head of Media and Performing Arts

A morning of sport at the Coventry Building Society (CBS) Arena

Written by Alesha –Year 10 student reporter and edited by Mrs Nguyen

"Sports just isn't for me!" You may think this but so did I for as long as I can remember. That is before I tried out rowing – especially land rowing!



On Sunday 12th September 2021 Whitley Academy students were given the opportunity to benefit from some expert training by coaches from the University of Warwick rowing team on how to 'land' row.



Working with the social enterprise 'Here for Sport', the students competed in teams on Erg rowing machines and tried to out-perform each other using guidance from their coaches. This was an amazing opportunity offered to Whitley Academy students and other schools across Coventry to try out rowing; a sport not very common in our city.

The event was set outside of the East Wing of the CBS Arena. The weather was perfect: clear skies and sunny spells even on a September morning. We arrived at 10:00am on the spot at the CBS Arena to join the group of familiar student faces, Miss Jones and Miss Nguyen and the 'Here for Sport' founder Sam Winton, who had invited our students to improve their rowing skills, whilst he completed his Centurion Challenge. We soon started trying out the machines which was very exciting as most of us had never got the opportunity to try out rowing, especially land-rowing.

Do you know:

Sam Winton - the founder of 'Here for Sport' in 2018 - is an Economics and International Relations student at University of St Andrews. Currently Sam is in his final year. Founded in 1413, the University of St Andrews is Scotland's oldest and highest-ranking university. In 2001 Prince William attended this University.

Sam has been working with the British Rowing, Sport England and the National Lottery to help fund a rowing club in Coventry The sole passion of Sam and his team-mates is to promote the vision of a healthier, fairer and more inclusive society.

First things first: the coaches from the University of Warwick rowing team gave us students and parents some tips and advice on how to best use the land-rowing machines as most of us were beginners. While we practised, Sam was completing his rowing 100 kms (around the same distance of Coventry to Oxford) in one epic 8-hour session! This was to raise money for the 'Here-for-Sport' enterprise to provide a land-rowing machine facility for the young people of Coventry. This is a big project needing support from across the City to bring rowing to Coventry. You never know this could be the sport for you too!

One of the most exciting things about this event was how the team encouraged parents to go from watching their children having a go at these land-rowing machines to taking part in the event themselves. They even competed against their own children!



Sam who has been passionate in rowing only since he started university two years ago, spoke to us about the “sport-never-being-for-him” mind-set and confessed he hated sport for most of his childhood. He would do anything to avoid P.E and Football games, until he found the right sport which you may tell was rowing. This gave Sam the idea to create the charity 'Here-for-Sport' to help people realise the power of sport to build a better, fairer, and fitter society for everyone.

Personally, I never enjoyed sports, so this was inspiring for me to try out. The Warwick coaches showed everyone how to row, and soon enough, we were all competing each other trying to get the highest scores (which were noted down on a whiteboard on display at the front of the tent). This was a fun experience for all the students', parents and coaches to have, especially it was our first time. I nervously sat down on the machine chair, listened to the instructions and then had a try out myself. Surprisingly I got the first place in the girls and the under 18s category!

It was so much fun, and I realised it wasn't that sport wasn't for me, I just hadn't found the right one that is until I tried rowing.

What was even more inspiring during this time with the rowing team, was knowing that while I was trying my first attempt on one of the rowing machines, Emma Raducanu, aged 18 and just finished her A levels, just won the US Open, and is now 1.8 million pounds richer! At this precise competition Emma was even considered as a "wildcard.". Everything is possible, isn't it?

Thank you to Sam Winton, all the teachers involved, 'Here for Sports' and the Warwick Rowing team for giving us this opportunity. Hopefully rowing/ land rowing does become more popular in Coventry so more people can be inspired like me and remember if you think something isn't for you just give it time and soon, you'll find the right one.



This is the reflection from Miss Jones – Assistant Head Teacher from Whitley Academy...

“Sunday 12th September was a very proud day for me. Seeing our Whitley Academy students participate in a rowing event outside the CBS arena, working alongside members of the University of Warwick rowing club. Not only did those students that attended fully enjoy themselves they also produced some excellent results and showed an excellent aptitude for this new sport.

The event organised by Sam Winton, who alongside our students trying rowing, took part in a 100km row, finally finishing in a time of 7hrs and 54mins, with no breaks or help!

Sam wants to raise awareness of his mission to break down barriers to access to sports in Coventry for its young people, through his social enterprise ‘Here for Sport’. Working alongside Coventry schools, Sam wants to find a sport for all. Sam found it hard himself growing up in Coventry, facing challenges and often giving up. I know this well because Sam is my SON and I am proud of the mission he has created and strives to achieve.

Seeing the excitement of our students alongside my son’s epic challenge was heart-warming. The engagement of our students encouraged Sam to complete his goal. I was also proud to see our Whitley Academy students immersing themselves in this amazing opportunity. Thank you to all students and parents who attended, and a particular thanks to those parents that also took part and had a go.”

"Believe you can and you're halfway there."- Theodore Roosevelt (U.S President from 1901-1909)





FINHAM PARK
SCHOOL

Food Technology

All Food Technology students are now benefitting from our completely refitted classroom, which includes a wheelchair access station with a rise and fall hob, sink and prep table.



The new peninsular layout has increased the number of cookers available to students and also has a fantastic teacher wall, including a teacher prep and cooker area. Using the visualiser, key skills can be projected directly onto the screen.





A new technician prep room, additional fridges and equipment racking has vastly enhanced working practices.

Our Year 11 students worked very hard for Open Evening producing a range of products which was very well received by prospective year 7 parents, we also received lots of positive feedback on our beautiful new food room.

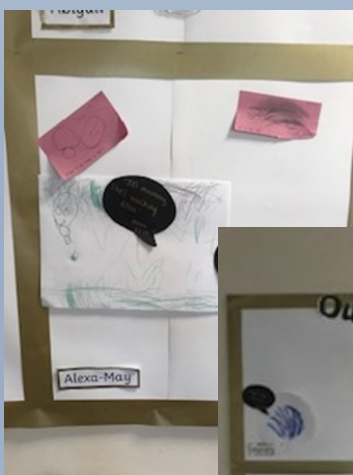


Michelle Checklin



In Reception we have a child led approach to learning, focusing on children's individual needs and interests. We recognise that children learn and develop in different ways and at different paces. The environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, developing and learning, before planning challenging but achievable activities and experience to extend the children's learning.

To further develop this focus on 'The Unique Child' we have began a new way of displaying children's work and interests in the classroom. Following an approach by Blogged about by Alistair Bryce-Clegg, we have transformed our classroom displays! Each child will add a family photo to personalise their Special Square. It looks quite a dramatic change from our displays before but we feel they will be more meaningful and interactive.



Each child has their own display where they put their best work. Even though it is the beginning of the year, the children who have put work into their Special Square are already proud of their work and we can also quickly see who has and hasn't produced work for their Learning Journal. We are excited to see how this develops throughout the school year!

For more information to see how this will develop throughout the year follow the link below to Alistair Bryce-Clegg's Blog. <https://abcdoes.com/abc-does-a-blog/2019/09/21/early-years-display/>

Carrie Lomax
Reception Teacher

Extra-curricular activities

It is great to have extra-curricular activities up and running at Finham Primary School for the Autumn Term. We have clubs running throughout the week for children from Year 1 through to Year 6. We aim to ensure there are a variety of options for all children. This term we are running clubs including Choir, Film Club, Netball, Dodgeball, Girls+Boys football, athletics, ball skills and street dance. We are continually developing what we offer and we are looking at offering different clubs for children to choose from throughout the academic year, and from different areas of the curriculum.





FINHAM PARK
MULTI ACADEMY TRUST

Schools within the Finham Park Multi Academy Trust

Schools in the Finham Park Multi Academy Trust set out to pioneer, innovate and deliver a “World Class” education for all children from the age of 3-19 where the artificial barriers of stage and age are removed. Our education aims to exceed the highest national and international benchmarks for academic achievement, whilst ensuring young people develop a passion for learning in all its contexts and are ready to take their place as active members of our global community.

The schools in our Trust have moved beyond collaboration and into co-construction – ensuring our education is developed with and by all members to reflect the needs of our children, their families and the wider community. You can find more information about our schools and what it is like to work in our Trust on our website: www.finhamparkmultiacademytrust.co.uk and by following the various links.



Finham Primary

Headteacher: Sarah Bracken

Address: Green Lane, Coventry, CV3 6EJ

Tel: 024 7641 5425

Website: <http://finhamprimary.co.uk>



Pearl Hyde Primary

Headteacher: Theresa O'Hara

Address: Dorchester way, Coventry, CV2 2NB

Tel: 024 7661 0165

Website: <http://pearlhyde.co.uk>



Lillington Nursery & Primary

Headteacher: Victoria Wallace

Address: Cubbington Road, Lillington, Leamington Spa
CV32 7AG

Tel: 01926 425144

Website: <https://www.lillingtonschool.org/>



Finham Park School

Headteacher: Chris Bishop

Address: Green Lane, Coventry, CV3 6EA

Tel: 024 7641 8135

Website: <http://finhampark.co.uk>



Lyng Hall School

Headteacher: Paul Green

Address: Blackberry Lane, Coventry, CV2 3JS

Tel: 024 7672 4960

Website: <http://www.lynghallschool.co.uk>

FINHAM PARK 2 

Finham Park 2

Headteacher: Russell Plester

Address: Torrington Avenue, Coventry, CV4 9WT

Tel: 024 7771 0720

Website: <http://finhampark2.co.uk>



Whitley Academy

Headteacher: Kathryn Wright

Address: Abbey Road, Coventry, CV3 4BD

Tel: 024 7630 2580

Website: <https://www.whitleyacademy.com/>



Finham Park MAT

Executive Headteacher: Mark Bailie

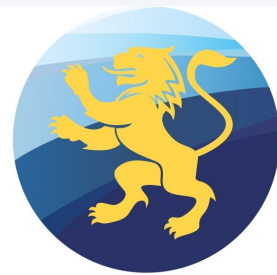
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