

Sedgehill School



Good 2 Great



Moving from Good 2 Great

Our Sedgehill journey from Good 2 Great has begun. We are making this special and significant journey in all areas of our School and this 'glossy' is our official sharing and launch of our work with our Sedgehill community.

Our vision sees Sedgehill as an inspirational place to study and work in with success for everyone.

We are celebrating our early achievements and offer you all an introduction to our plan and future work. In January 2008 our own self-evaluation judgments about Sedgehill were confirmed by the Ofsted Team. Sedgehill was described as a 'Good' School with 'Outstanding' features and 'an outstanding capacity for further improvement'. We have continued to focus on the Teaching, learning and student leadership opportunities to ensure we make all those important changes and developments to pursue our aim of Greatness!

In this glossy we have attempted to share just a few initiatives that we believe will make a big impact on the success of our students and contribute to higher levels of attainment in all areas of their social well being and development and their academic achievement. They are just 'tasters' of some of our projects and we hope you will follow the Sedgehill G2G achievements over the next academic year as we endeavor to share more of our projects and programmes. One of our aims is to involve many more members of our different community groups and partners from families to local people all explicitly working to raise the aspirations and achievement of our students. If you wish to comment or make any suggestions about the projects mentioned in this glossy please do so at info@sedgehill.lewisham.sch.uk

I hope you enjoy your reading and are as inspired as we are by many of the ideas.

Karen Bastick-Styles (Head Teacher)

G2G Strand 1 - Teaching and Learning

Aims: Our examination and academic success will improve further as teaching and learning is judged 'good' or 'outstanding' day in and day out.

★ Level 5+ at Key Stage 3 will be above 70%

★ 5+ A*-C GCSE results will be above 60%

★ 5+ A*-C GCSE including English and Maths will reach 50%

Year 10 Learning Culture – Making Students Great Learners!

We have recently been focused on improving the learning culture of our current Year 10 cohort, in response to some data capture results in the Spring Term that we believe does not reflect the true potential of the students in this cohort. This is a capable and able year group and we have high expectations of their abilities. There were also some concerns raised by Year 10 teachers and Tutors indicating that not all Y10 students were meeting our minimum expectations both in terms of learning and also regarding uniform, lateness and equipment (including mobile phones and mp3 players). This is of course despite much evidence that shows the vast majority of students are 'getting it right'.

Clearly an ethos that is not 100% focused on learning though caused us to reflect on what we could do to make a positive impact in the weeks left of Y10. The key message is easy – we want every single student to make a concerted effort to make a really positive contribution to their lessons by engaging with the teacher and other students in active learning. A special assembly was taken by key senior staff to explain the importance of a more positive learning culture in lessons for examination success. Staff have been invited to give ongoing e-mail

feedback on students who have not made a positive contribution to the learning within the classroom. This has been followed up by meetings with students and contact with parents/ carers. Key pastoral staff have been carrying out regular spot check visits to classrooms to support staff and students in the achievement of a more positive learning culture in Year 10 lessons. A number of meetings have been held with groups of Year 10 students to explore issues around negative and positive learning culture. Students were incredibly eloquent in describing what teaching and learning methods were most helpful in improving their classroom experience. The outcomes of these meetings have been initially shared with staff at a dedicated staff meeting, during which teachers who have been demonstrating success with their own Year 10 groups have shared their approaches and strategies with the rest of the staff. We are determined to continue this initiative by encouraging staff and students to work together on improving the learning culture within the year group and look forward to judging our success at the next data capture period. Enjoy the two articles below by Roger Hickman and Moira Nolan – two of the teachers who addressed staff at the Y10 meeting.

Dan Dickens (Deputy Head Teacher)

Science is a place for Y10 experimenting!

Roger Hickman our Science Subject Leader – he shares the following really interesting reflection on the work he has done this year with his Y10 Science groups.

I have tried a number of different approaches to teaching my year 10 groups this year, these include:

- Group work
- Project work
- Practical investigation work
- Role play
- Individual tasks
- Presentation work

Each group has had different challenges at different times during the year and what worked for one group did not necessarily work for the others. Through all of my teaching I have tried to link the topic being taught to the world around them and this especially true of the vocational group that I take. Linking it to the world around them allows the students to see that it is not just something they have to learn but it has relevance to their lives and how they live. With all of the groups it is necessary to break the work down into logical chunks and ensure that it follows a logical route of progression through the unit.

The Triple Science group that I teach has probably been the biggest teaching challenge that I have had this year. They come to the lessons with so much knowledge and so many questions from information they have gathered and observations they have made. This has been a great opportunity for me to try different styles of teaching that will enable these students to ask their questions and convey the information they already have. One method that I tried and was quite successful was where I gave them a diagnostic test at the start of a unit. This test had a series of questions with multiple choice answers and then they had to justify the answer they had given. The results from this test gave me some very useful information. The first thing that it did was to show me the areas of the unit that the students as a group already had a secure knowledge of and therefore I did not need to spend time going over. It also allowed me to see the areas of misconception and the reason for that misconception. With this information I was able to tailor the curriculum to the students needs and spend more time on these areas. This had two benefits firstly the students were not getting bored because they were not having to go over work that they already knew and secondly it gave them more time to go over the areas that had been identified as misconceptions.

Roger Hickman

Creating a Positive Learning Culture

The element of surprise. Once a week I aim to try something completely new, usually based on active learning techniques. This has included teaching other groups, whole class performance of a poem, hot seating characters from a poem or play, students transforming text from one style to another.

Celebrating success. Students routinely share good work to create a sense of pride in what they do. This may be verbally or in a written form. Sometimes when the work has striking visual elements, such as a film poster, I will start the lesson by showing the work to the group and asking them to feed back on its merits. Students will be praised for work that is of a higher level than their target – and their work is the most powerful tool I know to motivate those working at a level below their potential.

Finding time to work with individuals. Effective learners are those who know how to reflect on what they have achieved and how to improve it. Many students need help to develop these skills, especially with their coursework. I try to build reflection time into my planning so there are some lessons where students are revising earlier work. This also raises the status of coursework.

Moira Nolan (Advanced Skills Teacher at Sedgehill)

Is there life on Mars?

I have enjoyed leading and managing the Sedgehill Gifted and Talented work this year. We'd like to share some of Y7 work in this edition of the G2G glossy – Sedgehill won't be great until all our students are achieving their best grades and challenging themselves in their own independent learning. This is the principle at the heart of our Gifted & Talented programme throughout the School.

Our Y7 Gifted and Talented students have been working this year with Paul Merton on an exciting activity: 'Is there life on Mars?' The students were given the opportunity to conduct research using books and the internet to compile the scientific evidence supporting both arguments. They produced presentations summarizing their evidence.

Chloe Power 70: 'Young, gifted and talented is a group of Year 7 students who received very high marks in their Key stage 2 exams and are hoping to get all A* at GCSE. We get together once a week to work on specific projects. I like it in YGT because I enjoy the challenge of this work and it gives me a chance to be creative!'

Darnell Soyebo 70: 'In YGT we have been doing special work which helps to challenge us and give us an open task to do. It is also about getting to know the other YGT students better and I feel it has helped me prepare a little bit better for my aim of getting all As and A*s at GCSE.'

Moses Kabba (Assistant Head Teacher)

G2G Strand 2 - Curriculum and Assessment

Aims: Our innovative curriculum will meet the needs of all students of all abilities to ensure they are challenged and supported to achieve their best through a personalised programme.

★ We will have an appropriate curriculum in place for every year group

★ Our Assessment process will motivate, track and support high levels of attainment for all students

Key Stage 3 – Our Sedgehill Bacculaureate

One of the most exciting developments I've been involved in this year has been the development and expansion of the sedgehill Bacculaureate curriculum in Y7. What started out as a course covering roughly one fifth of the curriculum has expanded to the point that nearly 80% of the curriculum is delivered in a themed, project based fashion. A new team of teachers has taken the materials developed by the first Bacculaureate teachers and has turned them in to something very exciting and unique. This year the Bacculaureate team actually reduced the number of topics and activities but completed them in much greater depth and detail. So, for instance, the London theme involved a great deal of work in Art and D&T and we also increased the number of activities based around school trips.

The main Bacculaureate development this year has been the inclusion of Maths and Science. This has been both exciting and daunting. The Team have done a brilliant job of matching the themes already established and have developed some really interesting projects. Again, the students' learning has been supported by trips and other "fun" activities; for instance, when doing classification in science the school was able to arrange for a specialist in strange and exotic animals to come into school with tarantulas and other wonderful creatures including a python!

As a team we will continue to strive to ensure that students attain at a higher level than before, as they have done this year, and look for ways to develop our Sedgehill Bacculaureate

Ken Mackenzie (Deputy Head Teacher)

KS3 Mentoring -

Achievements, Developments and Initiatives:

The first group of 15 Year 8 students have completed the KS3 mentoring programme to initiate academic improvement in students who are not reaching their potential and are receiving no other support. The programme involved regular meetings with a teacher from the KS3 tutor team to action plan and target set. Students also received support in structured meetings with KS4 students who were trained as student mentors. They also received additional literacy support in the form of the accelerated reader programme on a weekly basis. There have been significant improvements in students' behaviour in other cases, when looking at subject teacher feedback on the KS3 mentees, and the reduction in some students' numbers of incident reports. Some students have made significant increases in their teacher assessments for English.

The KS3 mentoring programme now has a comprehensive set of resources, a structured time frame, and a full range of parent/carer documents and letters which can be modified for future groups. Both parents/carers and staff involved in the first 'pilot' group have given positive feedback on the structure and organisation of the project.

Priorities for this Year and Beyond:

We aim to launch a similar programme with our current Y7 students, with the current Year 9s mentoring them, again, before the end of the summer term. This group will need to have an academic focus also, but the specific focus is open to negotiation. This will mean that the Year 9s will need to receive full training by the Spectrum team.

Gavin Barnett (Assistant Head Teacher)

Aims: Students will lead key aspects of School life and their own learning as independent, motivated young people with a loyalty to Sedgemoor and our local community

★ Student involvement will be high with a successful Student Pledge and Parliament

★ Attendance will be above 92%

Great Students achieve success through Great Attendance

One of our ever increasing responsibilities at Sedgemoor is to promote good to great attendance for all students and to ensure we make life as 'difficult' as possible for those not achieving this!

Over the past few weeks we have been holding attendance panels with parents/ carers in an attempt to find out why some students attendance is consistently below 80% but also to encourage parents/ carers to help their child to succeed. Parents/ carers were chosen for the attendance panels because they had received 3 letters from the school at the end of the attendance cycles about attendance being below 80%.

Attendance at these panels has been excellent and parents/ carers who have not been able to make the time set have telephoned to re arrange. The minority who did not turn up will be called in again. Surprisingly at these meetings parents/ carers don't equate 80% attendance as being poor. It is only when we show them the attendance record on SIMS that they begin to realise the effect of the broken week syndrome. All the parents/ carers has reasons why their child's attendance was poor. The majority were willing to work with the school in improving attendance over the next half term. For some families we suggested that they bring them in for 8.30am and hand them over to a member of staff; this has so far worked well. All agreed that they need to be tougher with their child if they were ill in the morning or found it hard to get them out of bed. We also spoke to some of the children who said they didn't like getting up in the morning and that they 'feigned' illness to get to stay at home. For some they are the only member of the household who has to get up so the incentive to be in school on time, everyday is not there.

These interviews will be continuing throughout the summer term and for parents/ carers who have succeeded in raising their child's attendance we will be contacting them to congratulate them but also to set the target for next year. The most successful strategy to improve attendance is the personal touch. Therefore to become great in attendance more individual mentoring of students and more contact with parents/ carers and students will be needed.

Sue Willey (Deputy Head Teacher)

Student Observers at Sedgemoor

Two groups of Student Observers have been trained since January 2009. The first, made up from students from Years 9 and 10, has already completed a series of observations, all with a specific focus agreed in advance with the teacher, and is now working alongside a newly trained group of students from Years 7, 8 and 9 as they start their first observations.

Their brief is to work with the teacher on any aspect of student behaviour and learning in the lesson which is contributing positively or negatively to student progress, and can range from a focus on the amount of time a particular student spends 'off task' to a breakdown of time spent by the teacher with specific students. We hope Student Observer feedback to individual young people or groups of students will support their independent learning and ability to manage their attitude and skills allowing them to make a positive contribution to their lessons.

Teachers who have chosen to take part in this scheme so far have been very impressed by the responsible approach shown by the observing students.

It is clearly in the interests of both students and teachers to improve the learning culture in the classroom and throughout the school. This is one way in which students can become more closely involved in the learning process which will lead to an awareness of the responsibility which students need to take for their part in this process.

Viv Mundy (Associate Deputy Head Teacher)

Student Learning and Leadership

Student Learning and Leadership is at the heart of our work at moving Sedgemoor from Good to Great. It recognizes the power of a student body that feels fully empowered, involved and responsible for their learning and sets out to achieve this.

The principles behind this aspect of the 'Good to Great' programme spell out the ways in which Sedgemoor commits to its students and the way they commit to it. It also is explicit that trust, communication and involvement underpin the success of this work.

We want it to mean something special to be a graduate of Sedgemoor School and therefore we are developing a Student Pledge. This will specify what is unique about the Sedgemoor experience. Alongside this are our community guidelines which specify what behaviours will enable Sedgemoor to be successful.

To improve communication we are developing the use of a range of IT facilities that we have available in our new school with Fronter, sharepoint and plasma screens.

We have also launched a new cohort of Prefects to develop student involvement in the running of the school. They will work alongside Student Voice, Student Parliament and various focus groups so that more and more students are involved.

The prefects have got off to a fantastic start. Firstly we had an unprecedented number of applications showing how keen and dedicated our students are. After a rigorous appointment process all of the successful prefect applicants attended a training day at the Bowles development centre in Kent. Here they took part in several team building activities and planning sessions. They then had a lovely presentation evening where they received their prefect ties in front of their families. A number of prefects spoke or performed at this event and we also announced the Senior Prefect team.

We wish them all a great year in office and expect it will be one of our best Head Girl/ Boy and Prefect Teams ever!

Jenny Wood (Assistant Head Teacher)

National Programme for Specialist Leaders of Behaviour and Attendance at Sedgemoor

This is a National programme introduced to help teachers up and down the country to identify the causes of negative behaviour and poor attendance and to use this to lead change at both an individual and school level; all designed to impact positively on student learning and attainment.

We welcomed the opportunity to participate in the programme and we have 12 members of our School community currently studying and writing up case studies.

The programme has proved to be a successful tool in promoting thoughtful, factually based discussion about behaviour & attendance; it has provided participants with an insight into their own working styles, enabled participants to make better use of Sedgemoor support systems, and to start small projects across the school.

Viv Mundy (Associate Head Teacher)

G2G Strand 4 - Children and Family Support

Aims: We will develop a multi-agency provision to engage and support families in learning and develop our Inclusion programme further

★ Sedgemoor will be at the heart of the local community with students and staff playing a positive, key role

<p>SEAL AT SEDGEMOOR</p> <p>SOCIAL SKILLS EMOTIONAL LITERACY ALTRUISM LEARNING</p>	
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Sedgemoor's personalised SEAL acronym reflects our wish to encourage altruism and emphasizes the links between SEAL skills and effective learning.

The audits which took place in the Autumn Term have shown us what skills are particular priorities for development amongst our students. We have identified that the school is very effective in promoting social and emotional skills amongst those students who have been targeted as having particular needs in this area, and our challenge now is to promote SEAL skills in a systematic way for all students as part of their entitlement.

For 2009-10 we are working on

- SEAL skills being promoted in a systematic and co-ordinated way through the curriculum;
- One Tutor time a week in KS3 being used for discrete SEAL activities – 'social skills, emotional literacy, altruism and learning' to be broken down into student-friendly indicators to provide a focus for each half term;
- KS3 rewards system which validates and acknowledges SEAL skills in action;
- Implementation of Restorative Justice alongside SEAL .

All our SEAL work at Sedgemoor contributes in a big way to the learning culture and ethos of success. It has also provided us with a framework to ensure all student and staff contribute together to make our School a 'better' place to learn in and to support each other.

Vivien Molinari (Deputy Head Teacher)

World Day September 2009

On Tuesday 29th September our time table will be collapsed for the day as students work in vertical groups (Y7 through to Y13) with staff on a huge range of activities to promote group, social and learning skills. The tasks range from making puppets in a primary school to making pop videos to accompany our School songs. There will be trips to museums and galleries and students planning a lesson to deliver to their families! Students will be given opportunities to contribute to the planning of the day and will develop their Team and leadership skills alongside their peers and teachers. We will also be holding a celebratory exhibition to share the work achievement on the day when we return. Now that's what we call learning!

Karen Bastick-Styles (Head Teacher) and Vivien Molinari (Deputy Head Teacher)

Sedgehill Inclusion

'Effective inclusion relies on more than specialist skills and resources, it requires positive attitudes towards children who have difficulties in school, a greater responsiveness to individual needs and, critically, a willingness among all staff to play their part.' (DfES 2004)

'Inclusion is about much more than the type of school that children attend; it is about their experience; how they are helped to learn, achieve and participate fully in the life of their school.' (DfES 2004)

Our new school has enabled us to embrace the philosophies outlined above. The four existing areas of Learning Support, Spectrum, EAL and HIU have come together ideologically, as well as physically, in one purpose built area within the school. This has encouraged and motivated the staff from those areas to work together towards achieving an inclusive ethos that is reflected consistently throughout the Inclusion area.

The Thursday referral meeting is a multi-disciplinary meeting following the CAMHS model. Each week 7 members of our School Inclusion Group discuss the new referrals and make considered decisions about what type of support is required for each student and whether that should also involve a referral to an outside agency. To date, this system has brought over 120 referrals.

In addition, we are increasing the support made available to families. Family work involves counseling opportunities for parents; parent support meetings; family therapy and increased opportunities for parents to work with their children with the aim of building better relationships. We have run a mother and child art project with our Artist in Residence working on the designing of and then making of mosaic picnic tables for outside our area and Spectrum ran an extremely successful open day for Nail Art which was thoroughly enjoyed by all concerned, including some members of staff!

Lunch-times provide more vulnerable students the opportunity to socialize and eat together in a small, safe environment. Students can access L Zone games club; Spectrum lunch club and students from HIU and EAL are fully integrated and last term the Salsa Dance club was enjoyed by all on Friday lunch-times. Early morning teaching sessions are also available to HIU and EAL students.

The fantastic open space has enabled teams to work together and share practice and given students the opportunity to experience working with different groups. For example, EAL staff and students gave a presentation to Learning Support students on the Holocaust during Holocaust week.

The ground floor of 'C' block offers SEAL learning experiences on a daily basis for a large number of students with an extremely broad range of needs. It is an exciting place to work as each day brings not only different challenges, but also new opportunities for staff and students alike. We believe our work is helping Sedgehill students to be great every day!

Bev Morgan (Assistant Head Teacher)

Student Quotes

I am part of the new Student Leadership Group and I have already talked with teachers and students about how we can improve our school.
Y9 Student

I am so proud to be a Prefect it's something I have always wanted to do. I am a role model at Sedgehill and I hope younger students will look at me and see that they can work hard and have lots of fun too.
Y10 Student

I am a Student Observer and all my training has helped me reflect on the way I learn and behave in class. I am a better contributor to lessons since I started working on this project.
Y9 Student

It's great working with students in Key Stage to hear their experience of learning at Sedgehill Working in the Student Leadership Group means I'm helping our School to become Great!
Y8 Student

I love Sedgehill and am proud to be in the Student Leadership Group
Y7 Student

I've been talking to students in my class about teaching and learning as part of my work with the Student Leadership Group; it's really interesting
Y8 Student

At Student Leadership Group we are looking at how students can help to make the 'Rarely Cover' change work at Sedgehill.
Y10 Student

Aims: Our Performing Arts Specialist Status will ensure for opportunities within the curriculum and beyond the classroom for students to lead and engage in programmes that are unique to the experience of being a Sedgheill Student

Performing Arts and the Environment is Great at Sedgheill – see it for yourself!

Take time to sit in the Agora – the start and end of the school day are best when the sky is blue and perhaps dashed with ragged woolly clouds blowing in from the west – and gaze at the sky enclosed by the circle of buildings. On any day the light is stunning, special and undoubtedly related to the unique hilltop location of the school.

Our aim within our display and environment strategy is to compliment this natural beauty with art work of the highest quality – on walls, from ceilings, on roof tops, in gardens, in gallery spaces and as far as possible with every Sedgheill student – and member of staff – making a contribution so that our school really belongs to all of those who spend their time here – the whole school community.

Of course our brilliant Art teachers have a big role to play in this and will be the source of much 2D and 3D art work which will be framed and displayed. Wayne Lucas, our Artist in Residence, will work with large numbers of students to create – in the first instance – large scale hangings for the Atrium and 'stained glass' panels for the end of corridor windows in the teaching blocks while we aim to utilise corridor open spaces to create an art gallery in each building.

Apart from framed art work all corridors will be adorned with subject based work of the highest quality and the long curved walls of 'A' block will be perfect for the lyrics and poetry of our students – maybe etched onto aluminium sheets.

Perhaps the biggest challenge will be the gardens – we might start in the centre by the grand old oak trees with a sculpture garden designed by the students and work our way out. We could have allotments growing potatoes, beans and tomatoes, not to mention flowers and shrubs of all types – please can we start with rhododendron and trellises of honeysuckle. Imagine the scent and colour in spring! Our Agora will become a wonderful place to sing, dance and perform – and relax with friends. All designed, made and tended by our students – with a little help we hope from our friends in the local community and Sedgheill students of the future in our local primary schools.

We look forward to creating the perfect environment to enhance, inspire and support the learning and achievement of our students.

Dave Banks (Deputy Head Teacher)

Y11 - Achievement Portfolio Evening

Sedgheill School celebrated the achievements of the class of 2009 on a wonderful warm summer's evening. With the students first starting in 2002, it has been a long journey full of wonderful milestones culminating with the Achievement Portfolio Evening. Families and staff paid tribute to Y11 students who were nicknamed the 'Rainbow Year', because of the wonderful diversity and colour that they brought to the school.

The evening was a successful show of talent, poetry and student farewell speeches that were imaginative and heartwarming. In one of the speeches given by Zac Collier he commented that teachers talked about a wonderful togetherness about the year, Zac said that: 'it was much more than this .. the year group was more like a family'.

The evening ended with a dance show case that rivaled 'Diversity's'. It was a proud evening for teachers to say a formal fond, farewell and good luck to the first graduates of our new school.

