

Speakers and presenters - Challenge Partners annual conference 2019

Keynote speakers

Charles Hazlewood - Where there is TRUST there is music and by extension life

Charles Hazlewood has conducted many of the greatest classical works with some of the best orchestras in the world. More than that, he is a visionary with a mission to bring the joy of orchestral music to new audiences and, in doing so, to change lives and communities for the better. He founded the world's first Paraorchestra - a professional ensemble of virtuoso musicians with disabilities - who made their debut at the London 2012 Paralympics closing ceremony and went on to headline Glastonbury Festival. His critically acclaimed music theatre shows tour the world; and he has won numerous awards including best Film at the Berlin Film Festival for his South African township opera company film *U Carmen eKhayelitsha*.

Kate Chhatwal, CEO Challenge Partners - Pushing the boundaries

Dr Kate Chhatwal joined Challenge Partners as Chief Executive in February 2018. and is passionate about education and social justice. She holds a PhD in education policy and has more than 15 years' experience of leading policies and programmes to improve educational outcomes for disadvantaged children. Her recent roles include Executive Director at Southwark Teaching School Alliance and Chief Programme Officer at The Future Leaders Trust. Kate spent 11 years at the Department for Education, where she led the Labour government's flagship National Challenge Programme, among other high-profile policies and initiatives. She is Trustee and Chair of Standards at STEP Academy Trust, and Co-Founder of the Leading Women's Alliance.

Workshop and masterclass one: Courageous Leadership

Confident Curriculum Design, Primary: The Willows School and Early Years Centre

Jo Orbell has been in education for 22 years and has enjoyed teaching abroad and in England. Many of her teaching and leadership roles have been in highly deprived areas. She has been head of The Willows school and Early Years Centre for nine years, which includes leading their outstanding Children's Centre. During this time, she has led the school through exciting changes and supported others schools as a LLE. Most recently this has included an interim headship of two small schools for two years, one of which needed a great deal of support to move out of requires improvement. Jo believes that working in collaboration and partnership with a wide range of stakeholders ensures that we all continue to strive for excellence.

Angela Garner is passionate about early years education and it is a specialism which has shaped her career. Starting as a nursery nurse in the private sector, she gained Early Years degree then moved to become a lead nursery nurse in a school and then decided she had to teach. Angela has been teaching for 14 years, moving into leadership after three years. She finds it extremely rewarding to support other professionals, schools and settings in developing their Early Years and considers having the privilege to lead and teach in early years and make a difference the lives of our future generation to be a dream come true.

Confident Curriculum Design, Secondary: Langley Park School for Boys

Zia Brooks is an Assistant Headteacher at Langley Park School for Boys in Bromley. She has worked in five schools in the inner city and in south London. She has been Assistant Headteacher responsible for a number of different areas over the years: safeguarding, teaching and learning, and now staff and student wellbeing. She is always looking for ways to improve the emotional wellbeing of the children in her care and works with iheart principles as a lead trainer and education advisor. The

new IHEART initiative to teaching children about their wellbeing has been taught to many of the students and staff at her school. Zia has trained teachers and facilitators nationally and internationally to deliver the IHEART curriculum.

Confident Curriculum Design, Special: Keyham Lodge and Millgate School

Mark Oldman is the director of schools for an outstanding Social Emotional and Mental Health (SEMH) federation and chair of Leicester city special schools. He also serves on the national SEND improvement board run through the National Association of Special Educational Needs and the Department for Education. He has a particular interest in pushing the boundaries on curriculum and ensuring that we challenge pupils to be the best version of themselves. He cares passionately about the outcomes for children who have the toughest start in life and believes that academic progress and attainment can act as the tonic for repairing a fractured sense of identity.

Christopher Bruce is a mainstream secondary trained PE and Maths teacher, who spent his first five years teaching in Essex and Australia. In 1999 he changed course and entered the exciting world of SEMH provision. Within five years, he was appointed a headteacher, later an NLE, and became Executive Headteacher after creating the Keyham Lodge and Millgate Schools' Federation. Schools within the federation are outstanding and as a National Support School they work intensively with Leicester mainstream colleagues and the local authority to reshape the SEND landscape for the whole community.

Generational Theory and Employability: Chloe Combi, Author of Generation Z

Chloe Combi is a writer, speaker, consultant and sought after expert on youth issues. A former teacher, she started her own education charity, Write Club, in 2011 to raise the aspirations of young people. Shortly after she began a column for the *TES* about life as a teacher and what young people were up to when parents weren't around. She is the author of the critically-acclaimed book *Generation Z: Their Voices, Their Lives*. Chloe is working with *Disney Studios* to develop a new concept, *A-Z of Modern Girls*, and has just completed her second book.

Curriculum Research: Rob Carpenter, CEO Inspire Hub

Rob Carpenter is the CEO of the Inspire Partnership in Greenwich and Medway and author of the very well-received book *A Manifesto for Excellence in Schools*. As an National Leader of Education and senior partner with Challenge Partners, Rob has experience of school leadership in a range of contexts, including special measures and schools serving a high proportion of disadvantaged pupils. Rob is also a member of the ASCL Council as a primary representative. In 2016, Rob worked with the DfE and Teaching School Council to review primary teaching.

Creating a culture of feedback to improve T&L through a research driven CPD programme: Heartlands High School

Mari Williams is a Deputy Headteacher in Heartlands High School in Haringey, North London leading on Teaching and Learning and Curriculum. Formerly Deputy at Ark Elvin, Wembley and the City Academy Hackney she graduated the Future Leaders programme in 2008. Mari stood for Parliament in 2015 in Cardiff North and cycled across the US in 2012.

Kieran Gates is 2nd in Charge of Computer Science and Head of the newly established Classics department at Heartlands High School in Haringey, North London. Having started his Teach First placement in 2016, he has just completed his NQT year and is now completing a Masters in

Educational Leadership at the IOE, whilst also working on making Computer Science and STEM exciting and accessible for girls, and introducing Classics in a diverse state school setting.

Authentic leadership & trust: Juliette Metcalfe, CEO Real World Group

Juliette Alban-Metcalfe is a Chartered Occupational Psychologist and Chief Executive of Real World Group, a University of Leeds spin-out company. In 16 years with the company, she has helped establish their approach to Engaging Leadership, based on research involving thousands of people worldwide, which established behaviours that distinguish leaders from managers. Juliette co-chairs a steering group of the UK government-sponsored Engage For Success, and is Adjunct Associate Professor at the Centre for Sustainable Business and Enterprise, University of Southern Queensland.

Masterclass: Sir Kevan Collins, CEO, EEF presents the latest findings from EEF research involving 1million+ children

Kevan Collins took up his post as the first Education Endowment Foundation (EEF) Chief Executive in 2011, having previously been Chief Executive and Director of Children's Services in the London Borough of Tower Hamlets. The EEF is a grant-making education charity dedicated to challenging educational disadvantage. Kevan started his career in education teaching in London and became National Director of the Primary National Strategy in 2003. He is a visiting professor at the Institute of Education University, and has been knighted for services to education.

Workshop and masterclass two: Sustaining Excellence

Outstanding to Stand Out: How we sustain excellence in Wren Academy

Gavin Smith has been teaching in London for over 20 years having started his career in Croydon and held positions as a pastoral leader and Head of Geography. Before joining Wren in 2008, Gavin was an Assistant Headteacher at East Barnet School in Barnet. When Wren opened he took a lead in developing the curriculum, assessment and reporting systems. Since becoming the Principal of Wren, GCSE and A Level examination results have continued to improve and the Sixth Form is oversubscribed. He is now focused on ensuring that the all through academy continues to develop successfully as well as aiming to start another new academy in Enfield for September 2020.

Improving outcomes for SEND: David Bartram and Alison Beane

David Bartram, OBE has led on SEND in London schools for over 15 years. He works with several Multi-Academy Trusts as their consultant SEND advisor and provides support to a teaching school alliances and local authorities on the strategic development of SEND provision. David is co-author of the SEND Review Guide, a national peer-review framework funded by the Department for Education. He is an expert adviser on the DfE's national review of school exclusions and is editor of Great Expectations, leading an effective SEND strategy in school. David has also been advisor to the Mayor of London's education team and worked closely with the British Council to support the development of SEND policy in countries including Ethiopia, Thailand and Malaysia.

Alison Beane, OBE is Executive Headteacher of The Solent Academies Trust in Portsmouth, a special school trust which leads the Portsmouth Teaching School Alliance and the Regional Maths Hub and works closely with the Portsmouth Education Partnership. She has been a headteacher for 16 years in four different special schools, and has worked successfully with special schools facing significant challenges as well as providing support to mainstream schools. She is a member of the

South East England and South London Headteacher Board and a Senior Leader and Senior Partner for Challenge Partners.

They will be joined by: **Cathy Seal**, SENCO, Trafalgar School, Portsmouth and **Gary Aubin**, Director of SEND, Future Academies, a MAT working across London and Hertfordshire. He has recently been involved as a mentor to two schools in Portsmouth, who are looking to make whole-school improvements to their SEND provision. He has a Master's Degree in Special and Inclusive Education from UCL and is passionate about supporting students to work with the most independence possible.

Equity and excellence in a global world: Lyfta & Swiss Cottage School

Serdar Ferit is a film-maker, digital experience designer, and teacher, who has worked in more than 20 countries on film, new media and education projects and has won numerous awards. As an early adopter of 360 degree storytelling and Virtual Reality, in 2010 Serdar learned how to take and construct 360 degree images and has been working on immersive stories ever since. He is Co-CEO of Lyfta, an exciting Finnish educational resource that specialises in immersive experiences for 21st Century learning. Lyfta's mission is to support teachers with the best tools to nurture global citizens.

He's joined by **Vijita Patel**, one of the Principals of Swiss Cottage School, a large special needs school for children aged 2 to 19 in London. The school is a designated National Teaching School, leading a large alliance of schools, organisations, and higher education partners to drive systemic improvements in the school system for pupils with special educational needs and disabilities. Vijita is a National Leader of Education, expert advisor for policy and legislation on SEND, co-author of The SEND Review, and a Trustee for the Varkey Foundation. Her school is one of eight schools in the country to have six consecutive 'Outstanding' Ofsted Inspections. @PatelVijita

Evaluating & improving impact: ImpactEd & Bengeworth academy

Owen Carter is the Co-Founder and Managing Director of ImpactEd, an organisation partnering with schools to support them in evaluating the impact of the programmes they run. Prior to running ImpactEd, he led a number of research and evaluation projects at education charity The Brilliant Club, and developed a digital platform for teacher professional development at Optimus Education. Owen is a winner of the 2018 Teach First Innovation Award.

Owen is joined by **Kirsty Shaw** who has worked as a school leader in Primary education for the last eleven years. She is currently Head of School at Bengeworth CE Academy Evesham, an outstanding three-form entry school and the lead school in the Midlands-based Bengeworth Hub. As Hub Manager, Kirsty has been closely involved with the work of Challenge Partners, facilitating and contributing to reviews and initiatives in the Network of Excellence. Kirsty's expertise in School Compliance and specialist knowledge of Safeguarding, LAC and provision for vulnerable groups has been integral to successfully 'closing the gap' at her own school. She is currently working to increase the impact of this work as a member of a new Multi Academy Trust executive board.

Natalie Snowdon is an experienced Challenge Partners reviewer and school leader based at Bengeworth CE Academy. She is responsible for standards in Key Stage One and the assessment strategy across the MAT. Under her leadership, combined Key Stage One outcomes have risen significantly above the national average and her ongoing work on Assessment has just been accredited as an Area of Excellence by Challenge Partners. With developers, Natalie has used her background in IT to refine the assessment for learning tool *Epiphany* to provide the curriculum tracking information teachers really need, in order to plan learning most effectively - and her work has led to Bengeworth becoming the training and development centre for *Epiphany*.

What works in promoting progression to highly-selective universities from under-represented pupils: The Brilliant Club

As National Programme Director, **Susie Whigham** oversees the impact, growth and development of The Scholars Programme. She was part of the first cohort of Teach First, and taught English in a secondary school in South-West London. During this time she set up a charity, Trust Youth, to support Year 10 pupils to develop the skills to run fundraising campaigns for charities. She worked as a Literacy Consultant for the government's National Strategies programme in schools. As Executive Director of Services at School-Home Support, Susie more recently had responsibility for programmes tackling the underlying barriers to learning within the home, including the Troubled Families and the Parent Support Advisor initiatives.

Susie will be joined by **Joy Morgan**, Assistant Head at Parliament Hill School. Having worked in eight diverse Inner-London schools, Joy is now the Professional Learning Lead at Parliament Hill School in the London Borough of Camden. She is a Specialist Leader in Education for CPD and for High Attainers, and has published a number of articles on innovative practice in schools. Parliament Hill School is the first school in the country to receive the Potential Plus UK Gold Award for its work with students with high potential and is particularly proud of its successes with high prior attaining disadvantaged students.

Addressing the challenge of computing in primary schools: GAIA technologies & St Swithun's Catholic Primary School

Bernard Dady is Head of Education Transformation at Gaia Technologies and has extensive experience of developing initiatives and maintaining partnerships between private sector organisations and forward-thinking educational providers. He has worked in education for over 36 years, as teacher, adviser/inspector, education action zone director and local authority strategic manager in Bradford. He is a published author and editor with strong ICT skills brought to bear to create text books, magazines and multimedia materials.

He is joined by **Kathy Smedley** (Gaia Associate Consultant) who is a lead trainer for the Gaia Primary Computing Framework (PCF) and she has been working with **Matthew Dunn** (IT Lead at St Swithun's Primary School, Portsmouth) to introduce use of the PCF as a curriculum planning and assessment tool.

Masterclass: Presentation by Nick Brook, Deputy General Secretary, NAHT on Intelligent Accountability

Nick Brook is Deputy General Secretary of the school leaders' union NAHT and previously ran his own successful education consultancy. He has 25 years' experience of public sector delivery in central and local government, and schools. As a senior civil servant he shaped policy and transformed delivery in some of the most high profile, high priority areas in Government including the Home Office, Training and Development Agency for Schools and Ofsted, where he led thematic and subject inspection and external communications.

Panel session:

Jo Saxton, Ph.D. is Chief Executive of Turner Schools, a small multi-academy trust working to overcome underperformance in Kent. She was previously CEO of Future Academies, a high-performing group of schools in South London and the Outstanding initial teacher training

programme which she founded there was recently ranked third in England by students. Jo has been involved with the reform of the National Curriculum under the Labour, Coalition and Conservative governments. She began her career as a university academic and her great passions are the arts, history and classics. Her art book for young children, *Snail Trail*, has been translated for children around the world.

Daniel Naqvi

Daniel Naqvi is a final-year Human Geography undergraduate at Queen Mary University of London. He is now President of the Queen Mary Geography Society and helping students develop skills necessary for life after university. He was born and brought up in South East London and attended schools in Greenwich and Bexley before completing his secondary education at Beths Grammar School.

Ray Hinds

Ray Hinds has worked in education for more than 25 years and has worked at senior team level for 20 years. He is currently Principal of Baylis Court, an all girls 11-18 secondary school in Slough, which is part of the Baylis Court Trust. Baylis Court has been judged to be Outstanding by OFSTED since 2007. In 2018-19 Baylis Court School achieved a P8 score of 0.97 and recognition from ALPS for sustained outstanding progress in its Sixth Form.

Rob Carpenter is the CEO of the Inspire Partnership in Greenwich and Medway and author of the very well-received book *A Manifesto for Excellence in Schools*. As a National Leader of Education and senior partner with Challenge Partners, Rob has experience of school leadership in a range of contexts, including special measures and schools serving a high proportion of disadvantaged pupils. Rob is also a member of the ASCL Council as a primary representative. In 2016, Rob worked with the DfE and Teaching School Council to review primary teaching.

Reflections and looking forward

Dame Sue John, Executive Director of Challenge Partners

Sue John was headteacher of Lampton School for 18 years, transforming it into an outstanding school, which became one of the first designated Teaching Schools and was included in the Ofsted publication *Twelve outstanding secondary schools: excelling against the odds*. She worked as a National Leader of Education, as project manager for some of London's most challenging and complex schools, and was the secondary director of the Leadership Strategy for the London Challenge. She has held directorships at the DfE, Future Leaders and Teaching Leaders and is currently a Director of Turner Schools Academy Trust, member of the Sutton Trust Education Advisory Group and of the Royal Society's education committee. She is Chair of the Brilliant Club Board of Trustees. And was awarded a DBE for services to education.

Workshop and masterclass three: Inspiring Commitment

Growing a sustainable and supportive pastoral hub to inspire commitment in the school community: St Albans Girls School

Paul Kershaw is the Head of Key Stage 4, and Teaching and Learning, and **Vicki Blackburn** is the Head of Key Stage 3 at St Albans Girls' School. Over the past decade, Paul has taught in Japan, the Middle East and the UK and has held the positions of Head of English and Director of Learning in addition to his current post. Vicki has taught for 15 years and has held the positions of Head of Year, SLT responsibilities for Teaching and Learning and Head of PE in addition to her current Head of Key

Stage role. St Albans Girls' School is a Hertfordshire school that has 1,300 students of which all are girls apart from a mixed Sixth Form. Over the past eight years, the Heads of Key Stage, along with the headteacher have designed and produced a Supportive Pastoral Hub to Inspire Commitment in the school community.

Workload that works: Charles Dickens Primary School

Cassie Buchanan is the headteacher of Charles Dickens Primary School and nursery in Borough, London. She established the London South Teaching School in 2014 and has worked with teachers and education leaders to make it one of the largest alliances in the country, currently leading work including reducing teaching workload, 'leading a mentally healthy school', lesson study, autism research, the value of Shakespeare in schools and peer review among other things. Last year, Charles Dickens also led a large and successful 'Challenge the Gap' project across Southwark. Until recently, Cassie was an Ofsted inspector and continues to work as a pupil premium reviewer and school improvement partner. She now focuses on supporting system-wide evidence-based improvements including accountability frameworks. She sits on the DfE advisory group for teacher workload.

Jemima Rhys-Evans is Deputy Head (Academic) of Charles Dickens Primary School in Southwark and Research Lead for the London South Teaching School Alliance (formerly Southwark Teaching School Alliance). In 2017, Jemima led a borough-wide research project investigating the impact on teacher workload and pupil outcomes of reducing written marking and has been talking about it ever since, including on the Department for Education's *Working Together on Workload* video. She has also written a booklet *Mark Less, Mark Better*. Jemima is now working on creating high quality schemes of work in Foundation subjects to reduce teachers' workload around planning and improve the quality of learning and teaching across the curriculum.

Developing a strategy for Recruitment & Retention: Portsmouth Hub

Sophie Venables has had a successful teaching and senior leadership career for 20 years in rural and urban secondary schools. As Director of Portsmouth Teaching School Alliance, she works across all schools in Portsmouth and beyond, leading a highly successful CPD programme, ITT training and school-to-school system leadership. The Teaching School Alliance successfully bid for and ran two SSIF projects in 2017-18 and the work has positively impacted a huge number of children and teachers. Sophie was seconded to initiate work on the Teach Portsmouth project in 2018 under the auspices of the Portsmouth Education Partnership which looks to address the significant challenges of teacher recruitment and retention.

Sarah Christopher has over 25 years' experience in education in London and Portsmouth. Her roles have included: Assistant Head Teacher, Special Educational Needs Coordinator, Curriculum and Pastoral management and local authority adviser. She is passionate about promoting equalities, emotional wellbeing and developing resilience. As manager of the Portsmouth Education Partnership, Sarah's role includes building a strong platform of collaborative working to maximise the collective resource available. She has recently developed Trans Inclusion Guidance and Information for Professionals and parents/carers on Ordinarily Available Provision for Children and Young People with SEND.

Re-imagining staff appraisal - Impact Ed & North-West Hub

Owen Carter is the Co-Founder and Managing Director of ImpactEd, an organisation partnering with schools to support them in evaluating the impact of the programmes they run. Prior to running

ImpactEd, he led a number of research and evaluation projects at education charity The Brilliant Club, and developed a digital platform for teacher professional development at Optimus Education. Owen is a winner of the 2018 Teach First Innovation Award.

Gary Handforth is the Director of Education and Executive Principal for Bright Futures Educational Trust, a Multi Academy Trust based in the North West.

Masterclass: Natalie Perera of the Education Policy Institute on Funding, Leadership of Curriculum & Pressures on Staff

Natalie Perera is Executive Director, Head of Research at the Education Policy Institute. She worked at the Department for Education, helped deliver the 2005 Childcare Act and led on research and policy to narrow the gap between disadvantaged children and the rest. Then as Head of the School Funding Reform Unit she led design of a new national funding formula, allocation of the pupil premium, reform of academies funding and funding for universal free school meals. She was seconded to the Deputy Prime Minister's Office in 2014-15, and is Director of a multi-academy trust.