

FMATCONNECT

FAIRFAX MULTI-ACADEMY TRUST COMMUNICATION

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CONNECTING WITH CENTRAL OFFICE

The Central Office Team would like to take this opportunity to wish all of our colleagues a very Merry Christmas.

As always, it's been a busy period. This edition of FMATConnect gives a summary of just some of the activities that have taken place within our Academies.



Wishing you a Merry Christmas

FEATURED INSIDE

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› **SMITHS WOOD** - HEAD OF ACADEMY UPDATE, CONNECTING WITH OUR STUDENTS

CONNECTING WITH FAIRFAX

HEAD OF ACADEMY UPDATE

PROGRESS AND INCLUSION FOR ALL

At Fairfax, we believe in inclusion for all. As a fully accessible school with resource base funding for a number of physically disabled students, it is important for us to get the balance right with supporting needs whilst providing challenge for our most vulnerable youngsters.

I was delighted to receive such a glowing report from our Trust SEND Review. The review incorporated interviews with key staff, parents and Academy Associates as well as observations of teaching across a wide range of subjects. The review found that procedures and support are rigorous and that students with SEND perform above national averages at Fairfax. It highlighted there is a positive and inclusive ethos across the school and that relationships between adults and students are positive and respectful. But for me, the most significant findings of the review were that the students stated they felt part

of the school community and were fully accepted and included by their peers and that they felt happy, safe and fully part of the community at Fairfax.

The SEND Team at Fairfax work tirelessly to support our most vulnerable students and the review acknowledges the passion and commitment that these staff demonstrate on a day-to-day basis.

At Fairfax we talk about progress and inclusion for all and, thanks to our SEND Team, those students with identified needs are benefiting from the wealth of opportunity that Fairfax offers.

Well done SEND Team! #we are Fairfax #making Fairfax proud.

MRS D BUNN | HEAD OF FAIRFAX ACADEMY



DEDICATED TO DEVELOPMENT; TRANSPARENT IN OUR APPROACH

CONNECTING WITH FAIRFAX

PROGRESS FOR ALL IN MATHEMATICS

Results day was filled with a mixture of emotions not just for students, but for Maths staff also. This was the first time the new specification was examined and with no grade boundaries or real advice on tier of entry, it was always going to be an anxious wait for students and staff. I was overwhelmed with the results; even with staffing issues and ever-changing supply staff, we had the most amazing progress 8 score of 0.48. This means that students from similar starting points did approximately half a grade better in their Maths GCSE by attending Fairfax!

In 2015, the new Maths Curriculum was launched; a more demanding and challenging curriculum that made the Maths Team at Fairfax initially question how we were going to prepare our students for this new GCSE?

We wanted to prepare our students the best we could, not only for their exam but ultimately for their future. Teaching for mastery is teaching for understanding, which has always been at the heart of quality first teaching here at Fairfax. The final details of the new GCSE course were not published until significantly after the start of the course! We had a lot of work to do.

The scheme of learning was levelled under the 1-9 grade in preparation for a five-year journey, with a key focus on problem solving and developing strategies to help with problem solving. We started to devise tasks that embedded fluency and conceptual knowledge. Lessons had success criteria to aid process skills but then students experienced new problems and situations to relate to, to apply these skills.

Examinations have been updated in relation to NC changes, including content and format. Tasks have been updated to provide challenge to students' depth of understanding. We developed and adapted our approaches so that students were helped to develop a deep and secure knowledge and understanding of Mathematics. Helping students acquire mastery of the mathematical facts and the concepts they have been exposed to is ultimately our goal, equipping them to move on confidently and securely to material that is more difficult.

The belief that every child can succeed in mathematics, regardless of background and prior attainment, is fundamental to what the Fairfax Maths Team believe in.

To achieve these results this year, is testament to the hard work and dedication of students and staff. As a faculty team, we still need to develop further and, like the majority of schools, we have our challenges, but with the commitment and the professionalism of my team, I have no doubt we will continue in the same vein.

MISS ADELE ASHTON | DIRECTOR OF MATHEMATICS FACULTY



DEDICATED TO DEVELOPMENT; TRANSPARENT IN OUR APPROACH

CONNECTING WITH ERDINGTON

HEAD OF ACADEMY UPDATE

MATHS MASTERY

It is exciting to be part of a national teaching and learning initiative that has proved to be successful in “switching students on” to Mathematics and giving them the confidence and skills to achieve.

Mathematics Mastery is a professional development programme for Mathematics Teachers. It is a curriculum-driven programme which focusses on:

- Developing deep understanding of Mathematical concepts in order to confidently solve problems
- Using physical manipulatives such as blocks and bead strings
- Using pictures and diagrams to explain concepts
- Collaboration between Maths teachers to improve consistency of teaching across all groups

Only 4 secondary schools in the whole of the West Midlands have been accepted onto the programme and I am delighted that Erdington Academy is one of these.

The Maths Mastery programme addresses some of the concerns about Maths achievement in the UK. The UK is ranked 23rd in the world for Mathematics attainment (PISA 2012) and over a fifth (22%) of UK students are “low performers” in mathematics. (OECD 2015). Also, a socio-economically disadvantaged student is almost five times more likely to be a low performer in mathematics than a non-disadvantaged student; that fact resonates with us at Erdington as over half the students are disadvantaged and would benefit from the best teaching.

We had our first monitoring visit from the Maths Mastery team recently and we received some very positive feedback. The report stated that “the students were engaged and enjoying the programme. This was apparent in the lessons – the students were on task, enthusiastic and keen to share their thoughts and explanations”.

We look forward to sharing best practice from Maths Mastery with the other schools in the Trust

MR M RHATIGAN | HEAD OF ERDINGTON ACADEMY



TRIP TO BRAZIL

Like most people, Brazil has always been on my bucket list. I have a picture of Christ the Redeemer overlooking Rio de Janeiro in my living room. When I was invited to be part of a group going over to do some missionary work in Meio da Serra, a small village not far from Petropolis, which is roughly one and a half hours away from Rio, there was no way I was going to turn down the chance to visit the most beautiful country in the world, immerse myself in another culture and learn another language, as well as visit one of the New Seven Wonders of the World. But this trip was about far more than all of that. It was about doing something truly worthwhile and purposeful. It was a chance to put my faith in to action, in to service.

There are always people whose lives are more difficult than our own and this trip really made me aware of just how much we take for granted. The community of Meio da Serra do their best with what they have, they are grateful for the people in their lives and are guided and strengthened by their faith. One of the first things that struck me about the Brazilians was how friendly everyone is. It is in their nature to treat a stranger as a friend and it was inspiring to be welcomed with open arms in to their community.

Whilst there we worked hard, offering our time, effort and faith for the families and children of the village. It was a very emotionally and physically draining experience but it was also an absolute joy to be part of the mission and it has enriched my life. I would like to take this opportunity to thank again the staff at Erdington Academy who donated clothing and hygiene supplies, school and sports equipment, as well as those who contributed money which I put towards buying a defibrillator for the village.

KY STEVENS | COVER SUPERVISOR



CONNECTING WITH BOURNVILLE

HEAD OF ACADEMY UPDATE

Following a restful half term break we returned to school to receive a phone call on Monday morning heralding Bournville's long-awaited Ofsted inspection, which finally took place on 31st October and 1st November. Since joining FMAT in 2014 Bournville has changed quite considerably, having replaced its diminishing sixth form with a vibrant primary school to become the first all through school within the Trust.

The team comprised of two HMI's and a further two inspectors who spent two days gathering evidence from all phases of the school. Whilst it wasn't an experience I or my staff would want to repeat too frequently, it was extremely useful in many respects, and was, as my Deputy Head Mrs Yarker commented, "the best CPD ever".

The "Requires Improvement" with "Good" for EYFS outcome of the inspection reflected our own self-evaluation of the school and acknowledged many strengths as well as identifying areas for improvement. The report states that the senior team has "quickly improved many aspects of the school" whilst saying that "some of the changes have yet to make their full impact". It went on to mention how our well designed curriculum is having "a strong impact on current pupil progress as well as acknowledging excellent teaching in some areas. Of course, the rapid improvements made could not have happened without our committed team of teaching and support staff.

We were delighted that the hard work and commitment of our EYFS lead and her colleagues was acknowledged by inspectors who described aspects of the provision as being "thoroughly wonderful" during the course of the inspection.

As we would have expected, our students conducted themselves extremely well throughout the entire process and we all felt very proud of them.

The benefits of being part of the Trust are not lost on me and I would also like to thank Mr Barton and Miss Turnbull from Erdington who supported us with the inspection, along with Bournville Associates and Director of Education, Mr Stevens, who were extremely supportive and helped to make, what could have been a stressful experience, a mostly positive one.

MRS J COTTLE | HEAD OF BOURNVILLE ACADEMY

SCHOOL GAMES LEVEL 2 GIRLS ROWING COMPETITION

On Tuesday 21st November, 15 girls took part in the School Games Level 2 Rowing Competition, taking place at Shenley Academy. One year 9 team, one year 10 team, and two year 11 teams took part against other local schools including Shenley Academy, Lordswood Girls School, Hillcrest School and Colmers School. The experience was new to our girls; with the rowing machines electronically connected to a large screen, showing the positions of each individual rower throughout every race.

The Year 9 girls took part in an individual race lasting 2 minutes each, and then a 2000m team challenge. Lily Goldingay and Lamisa Siddique-Bowman both achieved 3rd place in their races, whilst Frances Collins and Ella Kinrade finished 4th. As a team the girls finished 2nd, behind Hillcrest.

The Year 10 girls took part in an individual race lasting 2.5 minutes each, and then a 2000m team challenge. Sophie Field finished 3rd in her race; Skye Jones finished 4th and Lillie Stacey finished 6th. As a team the girls finished 4th.

The Year 11 girls took part in an individual race lasting 3 minutes each, and then once again a 2000m challenge as a team. It was great that Bournville were able to enter two teams of Year 11 students; who committed to representing the school, despite being in the middle of their mock examinations this week.

Hannah Murray finished 3rd, Yasmin Osumanu finished 5th, Jenna Mils finished 4th and Niamh Cavoski-Murphy finished 6th in their individual races. In the Year 11 second team Katie Wallach finished 5th, Kelly Maja finished 3rd, Guilía Leahy finished 6th and Hannah Tolley finished 4th in their races. As a team the girls finished in 2nd and 3rd place, once again beaten by Hillcrest!

The girls represented Bournville with a really positive and enthusiastic attitude, and were supporting one another throughout the whole event. Well done!

MISS K HUGHES



CONNECTING WITH BOURNVILLE

INTER-HOUSE NETBALL

Year 11 inter-house netball took place afterschool on Friday 17th November. There were two teams from Tolkien and Boulton, and one team from Cadbury; with all teams comprising of both girls and boys. Each team participated in at least two matches against other houses; with matches lasting 6 minutes each way.

The matches were played with a competitive and sporting spirit demonstrated from all students; with encouragement from the side lines from other students and teachers.

Results were as follows:

Boulton 1 v Tolkien 1 = Boulton 1 won 6-5

Cadbury v Tolkien 1 = Tolkien 1 won 5-0

Boulton 1 v Cadbury = Boulton 1 won 10-2

Cadbury v Tolkien 2 = Tolkien 2 won 6-0

Boulton 2 v Tolkien 2 = Draw 3-3

Tolkien 1 v Boulton 2 = Draw 1-1

The final standings were:

1st: Boulton **2nd:** Tolkien **3rd:** Cadbury

Well done to all students who organised their teams, and participated in the event. There were 36 students participating, and an additional 11 watching. Thank you to Mr Kesterton for helping with umpiring the matches.

MISS K HUGHES

CONNECTING WITH BOURNVILLE PRIMARY PROVISION

We have had a busy half term so far in Bournville Primary Provision with Ofsted, weekly Forest School for all pupils and Children In Need being just a few of the events happening.

We were delighted with our Early Year's Foundation Stage rating of 'Good' and pleased that Ofsted recognised the journey the Primary is undertaking as it progresses and establishes it itself.

Bournville Primary Forest School is run by our specialist practitioner; Pam Bell. Forest School is a specialised programme where children are able to safely explore the outdoors. Mrs Bell is highly passionate about teaching children about the outdoors. She has been teaching Forest School for over fifteen years and joined Bournville Primary in September 2017. She has really enjoyed teaching our pupils Forest School and is looking forward to developing the meadow area with all of the primary pupils. Our Head Boy Aayan and Head Girl Rose interviewed Mrs Bell to find out more about why she is passionate about Forest School.



1. Why do you like teaching Forest School?

I like teaching Forest School because I like looking after wildlife and teaching others to look after wildlife. I like teaching children how to take risks and how to be safe doing them.



2. What is your favourite thing about Forest School?

I like being able to see all the creatures and birds in their natural habitats.

3. What do pupils enjoy most about Forest School?

This is personal to you. You might like den making and other children like making hedgehog homes.



Here are some pictures of our pupils enjoying Forest School for Children in Need where they had a special Teddy Bear's Picnic:

CONNECTING WITH SMITH'S WOOD

HEAD OF ACADEMY UPDATE

As I write this article, on remembrance Sunday, I find myself reflecting on why those of us in the teaching profession do what we do every day and how important the profession is to society. For the overwhelming majority of us it is to make a difference. We must not forget that we are able to do what we do, and what we love, because of those that we remember each November. The men and women that fought and lost their lives for us are our inspiration. Working in this profession, we are fortunate that we continue to be inspired by those around us each and every day.

I continue to be inspired by leaders at all levels, in all of the Trust schools. The resourcefulness and resilience of these leaders is remarkable. They care deeply about those around them and work relentlessly to pull the team and the community together. They are deeply compassionate people who really just want to improve life chances and shape our generations.

Our teachers and support staff are the bedrock of all that we do. They are determined people; mutually respectful and supportive. They give of their best, even when giving their best feels like the toughest thing to do in the current educational climate. They are resilient people who put children at the heart of all they do.

I have been inspired by the Newly Qualified Teachers that the Trust is incredibly fortunate to have appointed. They

are an incredible group of practitioners, full of vitality and optimism and have a real sense of wanting to deliver the Trust values in all that they do. They are the kind of people that the educational sector so desperately needs.

Perhaps most of all, I am inspired by the children that we serve. Young people are incredible. I was proud this term to appoint our Head Prefect team. A number of our existing Prefects put themselves forward for the Head Prefect Team positions; a highly prestigious role in any school. Following a gruelling selection process involving letters of application, presentations and an interview with a staff panel a Head Prefect team of four was selected. Their qualities as both citizens and leaders shone through. I am confident that these skills will be instrumental in supporting the leadership team in our journey of school improvement. I hope you enjoy reading the accompanying comments from the Head Prefect team.

As the term draws to an end I feel a real sense of invigoration and continued determination to improve the life chances of our children, not only those at Smith's Wood but more widely across our family of schools. This real sense of inspiration comes from those people I am fortunate to work alongside every day – thank you.

MRS K CRAIG – HEAD OF ACADEMY



DEDICATED TO DEVELOPMENT; TRANSPARENT IN OUR APPROACH

CONNECTING WITH OUR STUDENTS

STUDENTS LEADING THE WAY

As the lead Prefects at Smith's Wood Academy, leadership is a key skill we are developing every day.

To us, leadership is supporting a team to achieve a set goal and setting the standard for others. As Senior Prefects we are excited about leading our team as we set out to achieve a number of goals but primarily to support other pupils in the Academy. Leadership to us requires drive, commitment, passion and enthusiasm and is a huge responsibility. We believe it is the right time for us to develop this skill to aid our development in the future and maximise our potential.

Here at Smith's Wood Academy, part of our leadership responsibilities is to ensure that the other 26 prefects are comfortable in carrying out their responsibilities effectively and with care and diligence. It is for us as leaders to provide the guidance and support needed and to set the pace for the rest of the team.

As well as leading the Prefect team, we also take pride in leading the other 1200 pupils in the Academy and can offer help, encouragement and suitable advice for the issues presented to us. This is a privilege as students feel they can come to us and trust us to support them.

The four Senior Prefects each lead regular duties meaning that if a Prefect is struggling in resolving a problem or isn't quite sure how to resolve an issue, then it is for us to offer the leadership and support moving forward.

We already feel we have progressed in our leadership since September and look forward to doing so further in the coming months in our Academy's journey to Outstanding.

HEAD PREFECT TEAM - CALLUM SCRIVENER, LAYLA KELLY, CHARLOTTE GRIFFIN AND HARRY MAGUIRE

We are proud of each and every one of the 4000+ students in our Trust, all of whom we practice our five core values - ambition, excellence, dedication, integrity, tradition - with on a daily basis in the classroom and through extra-curricular activities.

There are of course also times when we are made aware of a student's extraordinary achievements outside of their Academy. In this edition of FMATConnect, we celebrate the successes of two Smith's Wood students who have demonstrated #ambition #excellence #dedication.

ADAM WINWOOD

Initially modest about his hairdressing skills, Adam Winwood is now being followed by around 29,500 followers on Instagram and one of his videos has had over 4.5 million views! That's certainly one way to boost a person's confidence.

In addition to his social media popularity, Adam recently visited New York, where he was invited to a large hair show with complementary tickets worth \$1350 each where he met some very influential people in the hair industry. During his time in New York, Adam was also interviewed by a TV company and Modern Salon Hair Magazine.

Further information can be found at: [www.modernsalon.com / search Adam Winwood](http://www.modernsalon.com/search/Adam%20Winwood).

Adams Instagram page is [hair.by.adam](https://www.instagram.com/hair.by.adam).



CONNECTING WITH OUR STUDENTS

JOSHUA SMITH

Joshua has been selected to be on the Archery GB Academy for the second year. This is a great result, given that recent Olympic funding cuts, resulted in the Academy being reduced by over 50%, meaning many archers lost their place. Joshua however, who has been described by Archery GB as the "Model Athlete" has retained his place to work towards his dreams of becoming an Olympic Archer.

Joshua has won many medals and trophies this season and in recent weeks attended the Archery GB Youth Festival, where Junior Archers from the Great Britain, Ireland and Europe spent the week at Lilleshall competing for Individual Medals, Team Medals and Mixed Events. This was a fantastic opportunity for Joshua and it boosted his confidence in many ways by meeting new people and competing at an international level. By the end of the event, Joshua came home with 3 medals,

- Team Gold
- Individual Bronze
- Mixed Team Bronze

In addition to competing at shoots Joshua was approached by Sport Birmingham to visit Junior Schools in Birmingham who were holding diversity days. He was asked to talk about how he has not let his disabilities (Autism, ADHD, Dyspraxia, None Verbal Tourette's and Anxiety) stop him following his dreams of becoming an Olympic archer. After talking to the students, he was then able to run a demonstration with them; one school enjoyed it that much that they went out and bought archery equipment and have asked Joshua to return and coach them on a regular basis.

Joshua is becoming a great ambassador for the school, the sport and also children with disabilities.

Joshua's parents, who are of course immensely proud of their son's achievements, are in regular contact with Smith's Wood Academy and have passed on their sincere thanks to everyone that has supported Joshua over the past year.



DEDICATED TO DEVELOPMENT; TRANSPARENT IN OUR APPROACH

IN THE NEWS

Mental health issues in society are now commonly discussed on the news, in parliament and on social media feeds. Sadly, such issues are becoming ever more evident in the younger generation.

As a Trust, we have over 4,000 young people in our care five days of the week, thirty-nine weeks of the year; as such, we have a responsibility to identify, assist with and address any mental health issues that arise. Bournville's student led Mental Health and Resilience Student Group is a great example of initiatives that can be taken.

The Young Minds website (<https://youngminds.org.uk>) offers lots of information, advice and guidance on mental Health. Here are some key facts from their site:

- In the next few weeks, the government will publish a Green Paper setting out its plans on children's mental health
- 1 in 10 children have a diagnosable mental health disorder – that's roughly 3 children in every classroom
- 1 in 5 young adults have a diagnosable mental health disorder
- Half of all mental health problems manifest by the age of 14, with 75% by age 24
- Almost 1 in 4 children and young people show some evidence of mental ill health (including anxiety and depression)
- Suicide is the most common cause of death for boys aged between 5-19 years, and the second most common for girls of this age
- 1 in 12 young people self-harm at some point in their lives, though there is evidence that this could

be a lot higher. Girls are more likely to self-harm than boys

- Women who have experienced one childhood adversity had a 66% increased risk of premature death, and those who had experienced two or more adversities had an 80% increased risk compared to their peers
- 1 in 3 adult mental health conditions relate directly to adverse childhood experiences
- 3 in 4 children with a diagnosable mental health condition do not get access to the support that they need
- The average maximum waiting time for a first appointment with CAMHS is 6 months and nearly 10 months until the start of treatment
- CAMHS are turning away nearly a quarter (23%) of children referred to them for treatment by concerned parents, GPs, teachers and others
- Just 0.7% of the NHS budget is spent on children's mental health and only 16% of this is spent on early intervention
- The cost to the economy of all-age mental health problems is estimated at £105 billion a year – roughly the cost of the entire NHS
- Schools have a crucial role to play in promoting good mental health and intervening quickly when there are problems.
- Growing up in the online world has many benefits from children, but also creates pressures that simply didn't exist 20 years ago.

Source: <https://youngminds.org.uk>

SOCIAL MEDIA

In order to improve our communication links and promote our Academies and the Trust as a whole, we would like to encourage all of our employees, Directors, Associates and parents to follow our social media sites. Links to social media can be found on our new websites.

Fairfax Multi-Academy Trust - <http://www.fmat.co.uk> - Twitter, Facebook and Instagram

Fairfax - <http://www.fairfax.bham.sch.uk/> - Twitter and Facebook

Bournville School - <http://www.fairfax.bham.sch.uk/> - Twitter

Bournville Primary Provision - <http://www.bournvilleprimaryprovision.org/> - Twitter

Erdington Academy - <http://www.erdingtonacademy.bham.sch.uk/> - Twitter and Facebook

Smith's Wood Academy - <http://www.smithswood.co.uk/> - Twitter