



# HELE'S SCHOOL: CENTRE OF EXCELLENCE

'faber est quisque fortunae suae'

*Everyone is the architect of their own success*

# RATIONALE

'Why aren't the needs of these students seen as on a par with others?'

'[...] clear focus on equal opportunities and a commitment to meeting the needs of all students.'

'The fact is that a single teacher stuck in the bush teaching a class of 50 under a tree with the nearest computer a hundred miles away can make a significant difference to the educational development of an able child, if the will is there.'

(Stephen & Warwick, 2015)

# THE INDEPENDENT SCHOOL MODEL

- It is about learning and scholarship
- It is about combining a **breadth of experience** through sport, creative and performing arts, CCF and many other character forming activities.
- It is about providing pastoral care that goes well beyond basic welfare and focuses on **developing and maturing the individual**
- And, vitally, it is about preparing young people for life after school at their chosen university and beyond – equipping them **to become suitably qualified and confident to lead, to serve and to be of good influence.**

*(from Harrow School's prospectus)*

# THE 'CENTRE OF EXCELLENCE'

- ...versus 'Gifted and Talented'?
- Implies base level of ability and commitment – **does not imply guaranteed success**
- Provides **explicit assurance** of a student's potential to succeed
- Is entirely personalised on **individual needs**
- Provides a new layer of **pastoral oversight**
- Will work best as a relationship between **school, student and parents**

# SUPER-CURRICULUM

We want to develop students' love of learning.

We have developed a Super Curriculum which provides students with a range of suggested activities that take their regular curriculum *further*.

- These activities can take many forms including reading, watching videos online, downloading podcasts, attending lectures, visiting museums or entering academic competitions.

Anyone can do *extra-curricular activities* – I am most interested in those students who choose to extend their love for their subject by engaging in *super-curricular activities*  
(Oxford University admissions tutor)



# SUPER-CURRICULUM – EXAMPLE ACTIVITIES

**Drama:** Research: Read a chapter of 'An Actor Prepares' by Stanislavski and prepare a related rehearsal task to present to your group to develop naturalistic acting skills.

**Geography:** Trip/Visit: Visit any coastline and see how people have used the land along the coast. Is it completely natural? Are there tourist facilities? Are there strategies in place to prevent erosion?

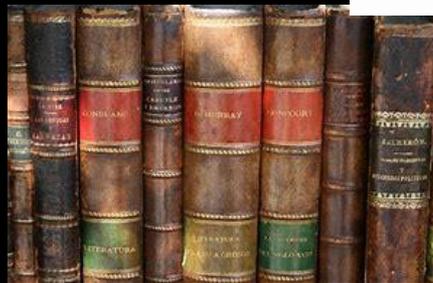
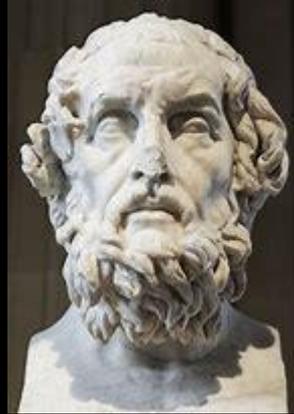
**History:** Student-led: Prepare a five-minute lecture on an aspect of history that fascinates you and deliver it to your class or to a KS3 class.

**Maths:** Research: Visit the King's College website and try one of their weekly problems.

**Psychology:** Reading: 'Thinking Fast and Slow' by Daniel Kahneman – the author states that our minds are composed of two parts, an instinctive and primal section, and a more critical and rational section.

# OTHER ASPECTS OF THE CENTRE

- Elective lectures
- Leadership development
- The Brilliant Club
- Wider reading
- Classical study
- Competitions



# ELECTIVE LECTURES

- Next year we will hold a programme of 'elective' lectures
- These will be on a range of topics, pitched at a level beyond regular classroom work
- These may be delivered by teachers/ guest speakers/ student experts
- Members may gain credit for attending lectures related to their interests



# LEADERSHIP

- Leadership may operate on a range of levels
- The super-curriculum encourages students to lead parts of lessons where appropriate
- Many subjects have leadership programmes which members will be encouraged to join
- Leadership develops initiative, confidence, and competence in the particular area



# THE BRILLIANT CLUB

- The Scholar's Programme develops students' academic research and writing skills
- It operates at a level beyond the students' key stage
- It provides the opportunity to work with world-leading PhD researchers

## Cailyn, Y8

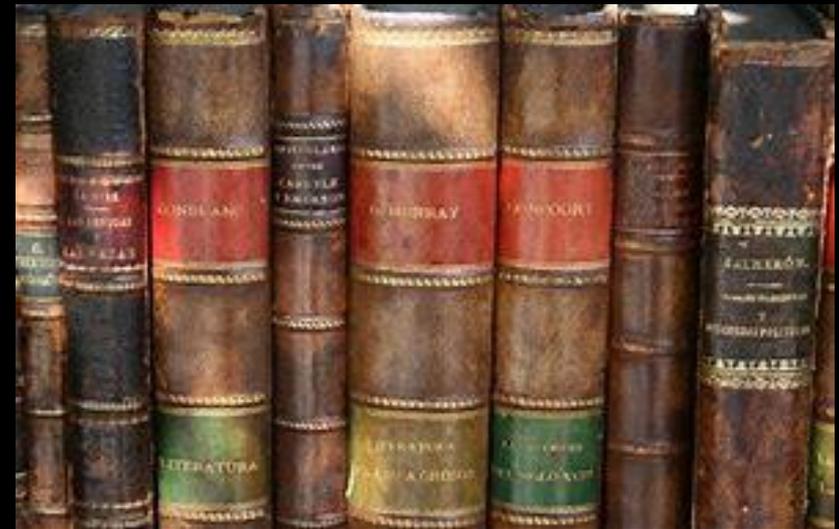
*"Honestly, I feel it has made me more confident and shown me that I can do anything if I put my mind to it"*

## Jasmine, Y10

*I enjoyed visiting the university and getting the opportunity to take part in lessons with a PhD tutor. Being a part of the Scholars Programme has made me feel more confident about going to university.*

# READING

- All subjects have a wider reading list for members
- Reading provides personal access to the greatest thought from all of human history
- Reading targets can be demotivational
- Members will be recommended reading linked to their areas of interest – it is down to them to take responsibility for their own benefit and enjoyment!
- Wider reading discussions may form part of review meetings



# CLASSICAL STUDY

- **Opportunity to study Latin** (*classes in September at AS, GCSE and Level 1*)
- Often the preserve of independent and grammar schools
- Possibility of beginners classes in Ancient Greek

**Applying for a Classics degree at Oxbridge provides the best odds of gaining a place of any subject**

- **3-year average (2015–17)**

Interviewed: 96%

Successful: 38%

Intake: 116



# 'I'M GLAD MY MUM MADE ME DO IT!'

1. Latin is the next step after phonics.
2. Half of our English vocabulary is made up of Latin words and roots.
3. Latin provides the root words for all of the modern sciences.
4. Latin is the language of law, government, logic, and theology.
5. Latin is the most efficient way to learn English grammar.
6. Latin is the best preparation for learning any language.
7. Latin effectively develops and trains the mind.
8. Latin aids the mind in other ways.
9. Latin is transformative.
10. Latin is the language of Western Civilisation.

**(I use Latin every day in my English teaching!)**

- Seeking maximum value for our students in the time available
- Two twilight lessons per week (Tuesday and Wednesday 3-5pm)
- Feedback from students overwhelmingly positive
- Much in-school publicity (newsletter sections, posters etc.)
- Current classes have taken the WJEC Level 2 Certificate, and the EDUQAS 9-1 GCSE

**'Sir, Latin's my favourite lesson!'**  
**(Joe)**

**'I've done so much more work in Latin than I've done in [REDACTED]!'**  
**(Lauren)**



# COMPETITIONS

- *'Academic competitions are one of the oldest and best ways to challenge the most able'*

*(Stephen & Warwick, 2015)*

- Essay writing competitions (internal and external)
- General knowledge team
- Spelling bees
- Speech and drama competitions
- Subject-specific competitions

*... and more!*



# TRACKING ACHIEVEMENT

- Students will be issued with a pack of materials to support them when joining the Centre of Excellence
- They will maintain a progress log, detailing such things as lectures attended, super-curricular activities completed, leadership roles performed, books read etc.
- This will be reviewed termly during a one-to-one meeting
- Termly targets will be reviewed at the meeting, with the student demonstrating how they have met them. New ones may then be agreed, or the same ones continued.

# MEMBERSHIP

- **All students** will have the option to join the Centre of Excellence
- Members will have termly meetings with me to share their successes, discuss their interests, and receive guidance on their next steps
- Membership will be renewed on a termly basis (autumn, spring and summer terms)
- **Students will not retain their membership status if they are unable to demonstrate ongoing commitment**
- Lapsed members may apply to re-join from the beginning of the next term.

# IDENTIFICATION AND PERSONALISATION

- KS2 Scaled Scores of 111 or higher (80-120 range)
- MIDYIS Assessment level of 125 or above
- For post-16 GCSE average point scores are used (mainly students with A and B grade targets)

Those criteria are an indicator!

Also the following:

- Teacher recommendation (subject review ongoing)
- Parental nomination
- **NEW: Student application** – tell me about your interests and desire to be stretched in particular areas!
- *Prospective students may in addition be invited to interview, or to apply in writing as part of a 'multiple criteria' admissions process (Kamenetz, 2015)*

# WHY JOIN?

- Be part of a community overtly, and proudly, dedicated to excellence
- Push yourself at your own pace to further your knowledge and ability in particular areas
- Have access to new opportunities
- Surprise yourself!
- Gain great experience for university/work applications and references
- Realise that it is ok to falter on the path to success – be supported in dealing with setbacks

**And...**

# Hele's School Badge



25mm



Reverse

-  Metal Finish - Gilt
-  Enamel Colours - Black

Black and white design is for manufacturing purposes only.

Date: 8/6/2018

Please check all colours, fonts, spellings, numbers, type styles and logos carefully as mistakes cannot be rectified after manufacturing.



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Be amongst the first to receive a brand new Hele's Centre of Excellence badge!



Thank you very much for coming!

Questions?

*'faber est quisque fortunae suae'*  
*Everyone is the architect of their own success*

# REFERENCES/FURTHER READING

- OFSTED (2013) *The Most Able Students*, ONLINE  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/405518/The\\_most\\_able\\_students.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/405518/The_most_able_students.pdf) .
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<https://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need> .
- Stephen, M & Warwick, I (2015) *Educating the More Able Student*, Sage Publications, London.