



# Lady Lumley's School Newsletter

25th January 2013 Issue Number 207



Dear Parents, Carers and Friends,

The final version of school examination results were published yesterday. The students at Lady Lumley's did themselves and the school proud in 2012, with, as I said at the time, record-breaking results. It is nice to be able to speak from a position of strength, and so I feel it is safe to say I really do not like league tables and massive collections of raw data. The statistics and the way the numbers can be manipulated can easily mislead. What is important is how well each student achieved, in other words how well they did compared to similar children nationally. At Lady Lumley's we still give our students free choice of subjects they wish to study at Year 10 and Year 12 and then build the school timetable around their choices. We don't play games with numbers entering examinations, or how many times students sit examinations. And, with no gimmicks whatsoever, our results are still excellent and our students achieve well. If you want to know how good a school is, visit it, see it in action and talk to the students already there.

In terms of numbers, we were very pleased with the performance of our students at both GCSE and A level last year and the school continues to go from strength to strength. At GCSE our 5 A\* to C pass rate and the percentage of students gaining the English Baccalaureate was our highest ever. Our 5 A\* - C pass rate including English and Mathematics has remained consistent despite the controversy which surrounded last summer's English results and the percentage of pupils making expected progress in both English and Mathematics is significantly above National averages. Our A level results were excellent and demonstrate the achievements of all our students. We are a genuine comprehensive school with a fully inclusive intake policy and students at Lady Lumley's make significant progress, whatever their academic starting point. We are really pleased that the published league tables show that we are the highest performing comprehensive school in the county in terms of the number of students achieving the all important 3 A levels. The sixth form students' contribution to the school community is remarkable and their individual examination successes demonstrate of their drive and commitment to achieve their very best.

On more domestic matters, I need to say a huge thank you to **Enid Brown**, one of our cleaning staff, for looking after our remaining two rabbits in this very cold weather. Enid always keeps a close eye on Lumley and Lady and regularly brings them in fresh food. In case you were worried, the other two rabbits are safe and sound and now have a permanent home with **George Berry**, as the Japanese garden was not really big enough for the four of them.

Richard Bramley

## Governor News

Two Governor meetings this week – Governors' Strategy and Health and Safety. Governors' Strategy sets the agendas for future Governors' meetings and the Health and Safety meeting ensures that the school is compliant with all relevant health and safety procedures. We are very lucky to have highly competent site supervisors ably led by Sallie Russell, who work assiduously to ensure students and staff are safe at the school.

## Parents' Forum

Thank you to parents who attended the last Parents' Forum meeting. Our next meeting will be held on **Tuesday 29th January at 6:30pm-8:00pm**. We will meet in Media Studies 1. Please report to reception if you are unsure about how to get to this room.

The agenda will include a tour around school, followed by a discussion about how to celebrate success at Lady Lumley's. We will also be discussing home learning and the move to record all tasks on Fronter. If any parents/carers would like any further information, please contact me at school by telephone or by email, [bdavis@ladylumleys.net](mailto:bdavis@ladylumleys.net).

## **Sutton Trust Teaching and Learning Toolkit**

I have mentioned already the Teaching and Learning Toolkit published in July 2012. The Toolkit is a summary of educational research which summarises the impact of different approaches on student progress. It uses a measure of how many extra months progress a typical student would make if a particular approach is used. I quote the explanation from the Toolkit where an intervention has an effectiveness impact of nine months:

it means that, for two classes of pupils which were equivalent before an intervention, afterwards the class receiving the feedback intervention would be outperforming the control class. The average pupil in a class of 25 pupils in the feedback group would now be equivalent to the 6th best pupil in the control class having made 21 months progress over the year, compared to an average of 12 months in the control class.

In simple terms, such an intervention would be a very good thing.

The most effective intervention that the Toolkit investigated was feedback, which is the intervention with an effectiveness impact of 9 months. Feedback has been well known to teachers for a long time as probably the most effective technique for improving learning. Some people (me included) think feedback *is* teaching, and much research on formative assessment (which is another phrase meaning feedback) shows how much positive impact it has.

According to the Toolkit:

Providing effective feedback is challenging. Research suggests that it should:

- be specific, accurate and clear (e.g. *"It was good because you..."* rather than just *"correct"*).
- compare what a learner is doing right now with what they have done wrong before (e.g. *"I can see you were focused on improving X as it is much better than last time's Y..."*).
- encourage and support further effort (getting a balance between support and challenge).
- be given sparingly so that it is meaningful as too much feedback can stop learners working out what they need to do for themselves.
- provide specific guidance on how to improve and not just tell students when they are wrong.

Wider research suggests the feedback should be about complex or challenging tasks or goals as this is likely to emphasise the importance of effort and perseverance as well as be more valued by the pupils. Feedback can come from other peers as well as adults.

Feedback can be verbal or written, immediate or delayed. There should be a dialogue between the student and the teacher, and the most effective feedback is not marking work as right or wrong, but in giving guidance on how to improve.

The Toolkit is available on the school's website alongside other papers about educational research which you may find interesting.

### **IMPORTANT DATES**

**Monday 28th January** - School Council, (M3)

**Tuesday 29th January** - Parent Forum, 6.30pm

**Thursday 31st January** - Year 5 and 6 Roadshow, St. Joseph's School, 7pm