WE Secondary Network

Collaborating with leaders at all levels to provide a high-quality whole education for all young people
Whole Education is an inspirational place and space for people wanting to build a broad, balanced and rich curriculum that helps young people to flourish.

James Pulle, Headteacher

It is brilliant having time to talk and share with other leaders. It empowers you. You come away feeling it is not just me. You remember why we do this job and fill up with optimism again.

WE school leader, programme feedback

Cover image: Aimee, a student at Ansford Academy, speaking at our 10th Annual Conference
Welcome to the Whole Education network 4

Working together: the WE way 6

Your membership at a glance 8

Your WE membership benefits 10

Key annual touchpoints 12

Cost and commitment 14

Your core offer: in depth

Relationship management 16

Secondary Headspace events 18

Leading a Whole Education Secondary 19

Lab Classrooms 20

Stand Out School visits 21

Your additional benefits: in depth 22

WE school spotlights 26

Why do we need a whole education? 32

Key contacts and information 34
Welcome to Whole Education

Whole Education was founded as a national network in 2010, emerging from the RSA’s Charter for 21st Century Education. Our dynamic network consists of over 500 schools, trusts and organisations committed to learning from and with each other to provide a high-quality whole education for all young people.

Educators tell us this vision of a fully rounded education resonates with the reasons they came into the profession, and helps provide a common language and framework for doing something about it.

We are pleased that there is an increasing recognition in the system that this kind of education must be an entitlement for all — that young people need to be resilient, independent, lifelong learners to thrive in their futures. As professionals, you need space to share ideas and collaborate to make this happen. As leaders, you need a platform to share how you are delivering a whole education— and influence others to follow your lead.

WE believe that the essential knowledge on how to deliver such an education is in the system. We exist to connect the dots; to enhance the ability of schools, teachers and leaders to offer a high-quality whole education to all, and provide support to solve common challenges we face. In doing so, we will amplify your inspirational voices — so together we can influence the direction of travel in the system.

We hope you will join us.

Lord Knight, Chair of Whole Education
A whole education

We believe all young people deserve a whole education which:

+ Helps them to develop the range of **skills, qualities and knowledge** they need to succeed and thrive in life, learning & work

+ Makes learning more **relevant and engaging**, with young people taking ownership of their own learning

+ **Supports learning across various settings** (online, outside, at home and through volunteering and work) while engaging the wider community
Working together: the WE way

We have 10 years experience helping schools effectively deliver a high-quality whole education. Over this period, we have refined how we work with schools but our principles remain the same.

We provide the structure, support and inspiration to help you develop sustainable, collaborative responses to common challenges that work for your students, in your context.

Our principles

**Values-led.** We do this because it is the right thing to do. You share our commitment to a high-quality whole education for all.

**Collaborative and network-led.** We are your network and privilege you as the experts. Our programmes help you share and learn together.

**Not prescriptive.** We don’t tell you what to do or do it for you. We provide inspiration and challenge to help you discover what works in your context.

**Sustainable impact.** A whole education is a sustainable way to create meaningful change. Quick fixes and off the shelf solutions can work, but less often last.

“We have been part of Whole Education for quite a few years now and it has impacted greatly on the work we do in our school and Trust. I’m incredibly grateful to Whole Education for the influence they have had”
Our learning model

Our network is based on a four-part learning model which draws on extensive international research on effective professional learning (Timperley et al, 2008; Dumont & Istance, 2010; Hattie, 2015).

All of our programmes, network events and conferences aim to provide a professional learning experience which helps you to learn from the best of what works in practice.

We provide a platform for our members to learn from experts, research and their peers. We then support them to apply this learning and take action in their school to have a positive impact on young people.

Our learning model is based on the fundamental belief that the answers to many of our key challenges already exist within the system.
Your WE membership: at a glance
Welcome to the Whole Education Secondary Network. We are delighted you are looking to become part of the WE Community. WE look forward to spending the coming weeks, months and years working alongside you and your team.

Together we will help you in your mission to provide the very best whole education for all your young people and school community and in doing so inspire others to follow your lead.

As part of the WE network, we commit to providing you with:

+ **A supportive network** of like-minded leaders to share ideas with, to visit and collaborate on shared priorities.
+ **High-quality programmes** for leaders at all levels that will support your team to embed a fully rounded curriculum (p.14).
+ **Access to national and international experts** through our local, national and virtual events.
+ **Bespoke support** from your WE relationship manager tailored to your schools’ priorities.

In return, we expect your school to:

+ **Embrace** the WE network and immerse your school in the opportunities that membership brings.
+ **Communicate** with your WE relationship manager so we develop a deep understanding of your school context, and help you make the most of membership.
+ **Support** your team to participate in our core offer by releasing them when necessary and allowing them the time and space to develop and implement new ideas.
+ **Commit** to working in the WE way (page 8) by being open and honest; sharing what you are doing, helping others learn from your best ideas and supporting others to improve together.

We know that by working collaboratively, together we will be the difference that we all hope to see in education — locally, nationally and internationally. WE network – YOUR network.

*The WE Secondary Team*
Your WE Core Offer

WE know that providing a whole education takes courage, commitment and time. Our core offer is designed to support you wherever you are on your journey and works with leaders at all levels in your school to embed a whole education in your context.

Annual visit and support from your dedicated relationship manager

Headspace events including 1x Autumn Summit place to provide personal and professional development

2x Leading a Whole Education programme places for your senior leaders

WE Lab Classrooms helps 3 of your teachers embed evidence-informed teaching approaches

Subsidised conference tickets to hear from inspirational international experts

10x Appreciative inquiry school visits to see stand out practice in the network
Additional benefits

In addition to our core offer, WE membership gives you access to a range of additional benefits. This includes our targeted programmes supporting you with specific school priorities, and discounts on a range of partner products and services.

WE Trust offer helps trusts learn together and collaborate within and beyond their family of schools.

Access to WE partners and friend organisations to benefit from their specialist expertise.

Spirals of Enquiry is an evidence-based enquiry framework to improve outcomes for disadvantaged groups of learners.

Subsidised WE programmes to support your priorities including community engagement and our peer review (£).

Share your story and showcase your stand out practice nationally - both virtually and in person.

WE monthly newsletter gives you updates, WE school spotlights, thinkpieces and upcoming opportunities.
Key annual touchpoints

“Honesty I would change nothing, it was one of the most useful sessions I have had the privilege to attend.”
Headspace Summit participant, 2019

Some previous impact studies carried out as part of our curriculum leadership series:
+ What are the most effective strategies to challenge our able students?
+ Are we doing enough to promote vocational options/career pathways at KS4?
+ How can we narrow the gap for white working class boys?

“Useful time spent planning before returning to school to cement ideas and share. Plenty of depth and a wide range of ideas and strategies that could be explored.”
Ben Attfield, Crispin School

“Honestly I would change nothing, it was one of the most useful sessions I have had the privilege to attend.”
Headspace Summit participant, 2019

“I attended the amazing conference last year that gave a lot of big picture food for thought. The opportunity to sit with secondary colleagues and start putting it into our individual settings was very refreshing.”
Throughout the year, our core offer supports leaders at all levels to provide a high-quality whole education. WE work with headteachers, senior leaders and teachers in person and virtually to align your curriculum, T&L and assessments with your whole education values.

@VEMcConnell
Having felt desperately isolated in education for a LONG time, I think I may have found my ‘work family’ Thank you @WholeEducation the last two days have refuelled me!

“It is changing my approach to my leadership by ensuring my values are behind my actions and are also shared with staff”
North West Deputy Head

“I feel more informed, with time to reflect and determine next steps from my school.”
North West Assistant Headteacher

Spring Annual Conference
Mid-year engagement call
Summer schools conference
Face to face days
Virtual calls/meets
Visits to your school

“A fantastic opportunity to share relevant, pragmatic and inspirational practice!”
## Cost and commitment

<table>
<thead>
<tr>
<th>Cost</th>
<th>Commitment</th>
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<tr>
<td>+ £4 per pupil per academic year for network membership for your</td>
<td>+ Choose a WE Lead to lead your school’s engagement with the WE network.</td>
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<tr>
<td>secondary school</td>
<td>+ This should be someone with school-wide responsibilities for curriculum,</td>
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<td></td>
<td>T&amp;L or assessment.</td>
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<td>+ This investment gives you access to our full core offer. It reflects</td>
<td>+ Ensure your WE Lead and Whole Education relationship manager communicate</td>
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<td>our ongoing commitment to working with schools to deliver a high-</td>
<td>effectively to avoid your school missing out on opportunities.</td>
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<td>quality whole education for sustainable, long-term impact.</td>
<td>+ Allow yourself time to engage with WE events, programmes and coaching.</td>
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<td>+ In order to access your membership benefits for ongoing impact</td>
<td>+ Provide support and permission for others to engage, too. This is key to</td>
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<tr>
<td>there is a minimum floor price of £2000.</td>
<td>making the most of your membership.</td>
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It was great to really think and reflect. We don’t make time to do this often enough. I will take this back to school to inform senior leadership thinking.

The conversations were positive, supportive and, in some ways, cathartic.

WE secondary headspace feedback
Your core offer: in depth
We know that each school is different, so we pride ourselves on getting to know individual leaders and schools through strong relationship management.

Headteachers and WE Leads receive at least one visit per year alongside regular check-ins.

Your relationship manager will help you get the most out of the network by:

+ Getting to know your school, teachers and WE Lead
+ Tailoring opportunities bespoke to your specific needs and priorities
+ Brokering impactful relationships to other schools, partners and experts
+ Communicating regularly to share network news and events with you

“Talk to them about what you’re working on and what you’re interested in. They’ll be able to help you find the projects and research that fulfill your needs and help you deliver on your priorities.”

Kerry Scott, Headteacher
WE understand the challenges faced by Headteachers and therefore work closely with you to add capacity to your schools.

WE are a values-driven organisation and our Headspace strand is deliberately reflective; providing personal and professional nourishment. It gives Headteachers thinking time and support on your own leadership journey. It builds the social capital and peer support group you tell us is so valuable - but the system sometimes neglects to provide.

**Autumn Summit**
Our autumn headspace summit is a chance to build your own personal and professional network of WE Secondary Heads. The uplifting event is designed to help you look out and consider what you are doing in your school- and why.

**WE Annual Conference**
Your subsidised WE conference ticket helps you learn from international experts. Recent speakers include Ron Berger, Tim Brighouse, John Hattie, Mary Myatt, Nobel Prize winner Venki Ramakrishnan and Andreas Schleicher.

**Summer Summit**
The summer is an opportunity for WE Secondary Heads to meet in a more informal setting, to reflect on and share successes and challenges from the year gone by and celebrate our shared achievements.

“Incredibly thought provoking…. Understanding how my own experiences have shaped who I am today”
Leading a Whole Education Secondary

A whole education approach to curriculum, T&L and assessment

Delivering a high-quality whole education for all is an ongoing and complex challenge. This leadership programme supports senior leaders at secondary to deepen their knowledge of what works and effectively make change happen.

+ Diagnostic and support of whole education provision
+ 3 inspirational learning days with national experts
+ Training on key priority areas including: ‘words for all’, quality vocational education, and a KS3 curriculum for outstanding KS4 outcomes
+ Visit stand out schools across our national network

“This course is having the impact of more confident and resilient learners who have improved outcomes and behaviour”

How one senior leader used our leadership programme to deliver on their priorities

Lindsay Johnson, Shevington High School, completed an impact study on a whole school approach to tackling the low literacy levels in KS3.

“I am determined to sustain the change beyond the end of my involvement in this course”

In the first six months of the 21 pupil pilot, 16 had made 6 months progress, 12 had made more than 1 years progress, and 5 had made 2 years progress.

Read Lindsay’s project spotlight
Evidence informed approaches to teaching and learning

This programme puts the emphasis on quality classroom practice. It helps teachers engage with research to effectively embed 2-for-1 pedagogies from the EEF toolkit (developing knowledge as well as wider skills and qualities). Teachers are supported to trial the approach, reflect on its impact and share their learning with national peers.

‘2-for-1’ pedagogies include:
+ Oracy
+ Metacognition
+ Collaborative Learning
+ Flipped Learning
+ Deeper learning (inspired by Ron Berger/Expeditionary Learning)

"Participating in lab classrooms really caused us to examine our own cognitive process when teaching."

Graham Quirk, Walsall Academy

How one teacher has implemented two-for-one teaching in their classroom’

Who: Rachel Kettle / Subject: PE / Group: Oracy & Collaborative Learning

Action taken: Six week intervention to integrate discussion roles into tutor time. Inset day training for all staff about the importance of integrating discussion roles into lessons building up to our Speaking and Active Listening Development Day (SALAD) in July where lessons are all based around talk. Six discussion roles are to be added to the school planner for the September start.

Impact: From the initial six week intervention, learners’ confidence improved and they are starting to challenge each other’s perceptions. Having the roles has demonstrated more engagement in the class and learners are actively involved in the topic.

Find out more about WE Lab Classrooms participants’ projects on our website
Stand Out School visits

Our stand out school visits use an appreciative inquiry model to celebrate, showcase and share the practice helping remarkable schools successfully deliver a high-quality, whole education.

Host schools share a ‘stand-out’ feature of practice, alongside an ambition which they are working on. Each visit is framed around our appreciative, strength-based formula. This is designed to help visitors (or ‘seekers’) get ‘underneath the skin’ of another school’s approach - the why and the how.

Example school visit research questions

+ How can we use our strength in student teacher relationships to improve our outcomes for disadvantaged boys?
+ How can we use our strength in curriculum design to improve teacher engagement with research?

Seekers in action at our Stand Out Schools visit to Matthew Moss High School
Additional membership benefits
WE have introduced two new programmes from 2020-21 at a subsidised rate for WE members. These are designed to help support your priorities.

The WE Peer Review will enable you to work with other school leaders to drive sustainable development and build your self-evaluation skills.

A new WE programme to support effectively community organising and engagement, based on this emerging priority for WE schools. Following the COVID-19 crisis the power of schools truly at the heart of their communities has become more apparent than ever. Learn from best practice and theory to collaborate on this shared mission.

WE work with partner organisations that share our commitment to a whole education and, more importantly, are in some way helping schools to provide one.

Funded opportunities and discounts
WE members can access exclusive discounts on partners’ products and services. In recent years, this has included Bounce Forward, GL Assessment and Iris Connect.

Thought leadership and influencing the system
WE also work with like-minded partners to influence the system and support your inspirational work. Many don’t work directly with schools but instead award grants or campaign on your key priorities. WE amplify your voices in these conversations. It is crucial schools and leaders can inform the debate. WE have worked with Big Change, the CBI, the FEA and WomenEd.

Expert professional friends
WE help you access the most relevant expertise in the system to support your priorities. Recent examples include collaborating with Place2Be on mental health and with the Chartered College and Voice 21 through WE Lab Classrooms.
**Spirals of Enquiry**

Whole Education runs an annual project supporting school teams to use the Spirals of Enquiry model to take an evidence-based approach to make a meaningful difference for particular groups of learners.

Spirals is based on a research synthesis by a world-leading writer on professional learning which concludes that doing this kind of enquiry is the best way to improve teachers’ practice and learner outcomes.

WE are proud to support schools in England to use this internationally recognised model of professional enquiry. We work closely with its originators from British Columbia where schools have been using Spirals on Enquiry for 20 years to narrow the gap for disadvantaged learners.

WE members receive an exclusive discount for Spirals of Enquiry. For more information and pricing visit: wholeeducation.org/your-spirals-of-inquiry-network

**“Learners feel valued and listened to. It’s a real solution to real issues from a child’s perspective.”**

Headteacher 2019

**“Probably the most inspiring CPD in the last 10 years”**

8th WE Spirals of Enquiry cohort participant
Our Trust membership has been designed with WE trust leaders to help families of schools provide a whole education at scale.

Through our Leading a Whole Education in Trusts programme we provide trusts with time and space to learn with and from each other. It supports leaders to develop their trust’s organisational vision, long-term strategy and culture.

- Relationship management and coaching support
- 3x Trust learning exchange visits
- WE support effective collaboration across your schools
- Change leadership support
- Trust peer review pilot
- Trust influence forum
WE School Spotlights

Discover the stand out practice helping schools across our national network deliver a high-quality whole education – what they are doing, why they are doing it, and the reasons it works.
Leadership spotlights

A sustainable approach to school improvement at Ely College

3 years ago the school was in special measures, with low staff morale and falling pupil numbers. By taking a sustainable approach to improvement they boosted attainment, achieved a ‘Good’ Ofsted- and made students proud of their school again.

How they did it: The school wanted to avoid ‘route 1’ out of special measures – based around rigid consistency and being highly prescriptive.

Instead they focused on empowering staff and working collaboratively - “Striving more for coherence based around our values than rigid consistency”.

They developed a shared vision of T&L with their staff and engaged with a number of WE projects to improve together.

The impact:

+ Attainment has nearly doubled
+ Admissions have increased by 40%
+ Students’ happiness, satisfaction and feelings of self-efficacy are growing strongly

“A whole education at Ely College is breadth, depth and truly memorable experiences”

Find out more in our interview with the school’s Principal and Assistant Principal:
Curriculum spotlights

How learning expeditions are providing a deep, real-world education at XP School

XP School is a small free school in Doncaster. Their approach is based on Expeditionary Learning schools in the US. Their curriculum is delivered through cross-subject learning projects that last one school term and are rigorously mapped against the National Curriculum.

Projects are designed around real-world issues to encourage students to make positive contributions and initiate change in their communities. Expeditions include an immersion event, a guiding question and fieldwork to create a piece of publicly-exhibited ‘beautiful work’.

“I can remember better what we did in class because every learning expedition is memorable”

“XP’s learning expeditions are developing students confidence in articulating their knowledge and having opportunities to experience real-life situations”

Find out more about what we learned on our Stand Out Schools visit to XP:

Our world, our place, our town, our society, our community, our Donny.

Aden Jordan
A locally-informed curriculum and ‘vocational for all’ at Golborne High School

Golborne High School redesigned their curriculum to take account of their community, local needs and student destination data. Amongst a range of changes, they focused on vocational for all - with 97% of students taking a vocational qualification at KS4.

“We had a few principles: [our curriculum] should match the interests and aspirations of our children... protect pupils’ mental health...and help all pupils develop aspirations that represented personal excellence for them”

The school used a marketing database to draw detailed insights into the profiles of residents in the specific postcodes the school draws its intake from. They found out adults in some of their local areas struggled to save money – so incorporated a financial literacy course. They also encouraged all KS4 students to take a vocational qualification in order to give students experience of learning in a range of different styles.

Find out more about Golborne High School’s stand out practice:
Teaching and learning spotlights

How Walsall Academy is using outdoor learning to improve outcomes for white, working-class boys

Walsall Academy is a secondary in the West Midlands serving one of the most deprived areas in the UK.

Their white, working-class boys underperformed academically. Research showed that they particularly struggled with things like extended writing, where they ran out of steam, and needed to develop greater resilience.

Every day, students are out of the classroom learning in different environments from art galleries to waterfalls and car manufacturing plants.

A group of white working class boys identified by data are taken on an adventure learning experience. Structures including crew are used to embed the skills learned in the classroom.

In 2019 the boys on the outdoor learning course gained 0.5 on average higher progress 8 score than the control group of same ability boys. They also out performed the girls control group.
Developing student agency and independence through coaching at Ansford Academy

Ansford Academy is a small rural secondary school in Somerset. They worried that some students lacked the independence needed to thrive.

“We asked if we were happy to keep doing what we were doing, and continue to complain students weren’t more independent — or stop what we were doing and do something about it”.

“We’ve used coaching and goal setting to mobilise students to have control of their own learning and be motivated as a consequence of having set their own goals.”

Impact:
+ Increased attendance by 2 percentage points in a year
+ Significantly less poor behaviour at KS4
+ The students are able to talk about their learning and why it matters
+ School is now significantly over-subscribed

Watch an interview with the school’s Principal Shonogh Pilgrim.
Appendix: Why do we need a whole education?
Why do we need a whole education?

Our conversations with organisations like the CBI, Fair Education Alliance, OECD and Royal Society, and with leaders across our network, have affirmed that a high-quality whole education is the only way to sustainably narrow the gap and prepare all young people for their futures.

We welcome the recent debate across the sector on the need for such an education. We agree with Ofsted’s broad analysis that pressures in the system have sometimes led to an unintended narrowing of the curriculum, with schools focusing on exam results at the expense of maintaining a whole education entitlement.

Our schools and trusts have reported Ofsted’s new emphasis on curriculum gives them ‘the confidence to be braver’. Over time it can create a supportive climate for schools to develop sustainable approaches to delivering a whole education.

This is not a quick fix — it can instead give permission and direction to schools. Crucially, it also encourages ambition in schools’ approaches, and can support the development of a mature self-improving system.

The time is now.

Text taken from WE’s response to the consultation on Ofsted’s new Inspection Framework
35% decrease in arts entries at GCSE from 2010 – 18 (JCQ tables)

51% of sixth form schools and colleges have dropped courses in MFL (Sixth Form Colleges Association survey)

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78% of secondary teachers feel their workload is not manageable (NEU workload survey 2018)

67% five year teacher retention rate (DfE School Workforce in England 2017)

67% five year teacher retention rate (DfE School Workforce in England 2017)

66 United Kingdom

67 Other country

68 United Kingdom

69 Other country

70 Other country

Children in the UK report almost the lowest life satisfaction of OECD Pisa countries (68/71)

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Young people with SEND are 6x more likely than their peers to be excluded (DfE exclusions data)

49% of young people feel that they are unprepared for the world of work (CBI/Accenture/Hays polling). Businesses agree; they report that 90% of school leavers and 50% of graduates are not ready for employment (British Chambers of Commerce survey of businesses)

Whole Education exists to provide a sustainable solution to some of these challenges.
Appendix: Key contacts and information
For more information on joining the network, or our core offer:

**Director of Secondaries**
secondary@wholeeducation.org

**For general inquiries**
info@wholeeducation.org

To see what’s happening in the network and meet our schools:

**Website:** www.wholeeducation.org
**Twitter:** @wholeeducation
**Youtube:** youtube.com/c/wholeeducation
**Linkedin:** Whole Education

Make sure you display your WE certificate and membership logo so others can see you are a proud member of the network committed to a high-quality whole education for all.

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**Whole Education Network member 2020-21**

WE are excited to work in partnership with

Together we share a commitment to providing a high-quality, broad and engaging whole education for all children and young people.

**SIGNED**

**NAME**

Collaborating with leaders at all levels to provide a high-quality whole education for all young people

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You’re part of the WE community
wholeeducation.org // info@wholeeducation.org //= @WholeEducation
“Exams don’t bring out the hidden skills in children — those desires, those passions just waiting to emerge.

Children should have the freedom to explore life. There should never be a limit to a person’s learning or what they can achieve. So if you read this speech, please do me one favour. Stop telling people that to ‘succeed’ in life they have to take a certain path, do certain things or be a certain person; succeeding is achieving your dream - whatever that may be.

So like Harvey Fierstein said ‘Accept no one’s definition of your life; define yourself.’ So, learn from life, live it and move on.”

Extracts from Aimee, a student at Ansford Academy, speaking at Whole Education’s 10th Conference