

Welcome Back!

We hope that the start of term has been a good one for you!

Inside this newsletter you will find a wealth of practical tips and inspiration. At the back you will find a training directory, listing courses available in your region this term.

Samuel Ward Academy, Suffolk, Parkside Academies Federation, Cambridge and Passmores Academy, Essex have joined up with Osiris Educational to make the South and East of England a centre of educational excellence. These Outstanding schools want to work with you to develop schools that inspire and motivate pupils and staff alike. We call them our 'Host Schools'.

Osiris' inspirational day courses will be running in these schools over the next three terms to bring high quality training closer to you. Don't forget, bespoke INSETs are also available for any subject or key stage.

Best wishes for a great half term.



Hannah Kingman
Host School Coordinator, Osiris Educational

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Private tutors making a difference in South East schools

Samuel Ward Academy and the Parkside Federation have hit the headlines recently with their invitation of private English and Maths tutors into school.

While critics may scoff, the teachers and pupils at these two of our host schools believe that using a private company has had a positive effect on teaching and learning. **Continued on page 4...**

Introducing...our South East Host Schools

What is a Host School?

Osiris Educational is England's leading independent provider of educational training. Host Schools are Outstanding schools that work in partnership with Osiris to provide high quality training to schools in their region.

Schools act as a venue for courses provided by one of Osiris' industry-leading trainers. Working in partnership in this way means that more people can make training easier to access and means that more people can benefit from the excellent training on offer.

Over the past year, Osiris has set up Host School partnerships with schools across the country, from our three partners here in the South East, as far afield as Liverpool and Lancaster. Now, teachers in those regions are able to access outstanding Osiris training.

If you think your school may be interested in working with Osiris and becoming a Host School, contact Hannah Kingman at hkingman@osiriseducational.



Samuel Ward Academy Suffolk

Samuel Ward Academy became one of the first Host Schools in June 2011.

Head Teacher, Howard Lay, says *'With the strong emphasis in the White Paper on the importance of teaching, together with radical change in the way that support is provided for schools, it is now more important than ever to ensure we provide teachers with best possible development and training.'*

'At Samuel Ward are delighted to be working in partnership with Osiris, to become one of their first 'Host Schools'. We have been highly impressed with the quality of their courses and have seen the impact of the enthusiasm that teachers bring from these opportunities on raising standards in learning.'

About Samuel Ward Academy

Samuel Ward Academy is an outstanding School that aims to be the inspiration for the individuals within its community. In 2011 the school became one of the

first Academies established under the new legislation. Samuel Ward is a training school committed to high quality initial training and to transforming CPD

The school is at the cutting edge of learning, using innovative technologies and teaching methods to focus on the individual needs of each and every student. Students are supported by Samuel Ward's unique tutoring system, where students remain in a small tutor groups of 14 throughout their time at the school, with a Learning Coach, who provides personal, guided learning.

For more information about the courses running at Samuel Ward this term, please see the training directory on p.21

Chalkstone Way, Haverhill, Suffolk, CB9 0LD

t: 01440 761511 f: 01440 761899
e: swtc@samuelward.suffolk.sch.uk
w: www.samuelward.co.uk



SAMUEL WARD

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Chalkstone Way, Haverhill,
Suffolk, CB9 0LD
t: 01440 761511 f: 01440 761899
e: swtc@samuelward.suffolk.sch.uk
w: www.samuelward.co.uk

Parkside Federation
Parkside Community College,
Parkside, Cambridge, CB1 1EH
t: 01223 712600 f: 01223 712601
e: parksideoffice@parksidefederation.org.uk
w: www.parksidefederation.org.uk

Passmores School & Technology College
Tendring Road, Harlow, Essex, CM18 6RW
t: 01279 770800 f: 01279 445515
e: passmores@passmores.essex.sch.uk
w: www.passmores.essex.sch.uk

Osiris Educational
Raithby Hall, Raithby, Spilsby, PE23 4DS
t: 0808 160 5 160 f: 01790 755 288
e: care@osiriseducational.co.uk
w: www.osiriseducational.co.uk

Passmores Academy Essex

Osiris is delighted to be running at Passmores for the first time this term.

Head teacher Vic Goddard says: *"The current financial situations and growing pressure on standards that we all face means 'growing your own' outstanding staff is even more important today than ever before."*

We are delighted to become active partners with Osiris who, in my opinion, have continually provided the highest quality training available in the marketplace. The ability to bring this quality of training to our region has been so welcome as we all strive to improve what we do every day. We have been so impressed with the commitment and quality assurance of Osiris in delivering training that schools actually need and hope that you are able to take advantage of this also."

About Passmores Academy

Passmores is a heavily over-subscribed school that was deemed to be outstanding by Ofsted, making it the first school in Harlow to receive this grading. It is not the type

of school or town that typically gets national recognition and we are very proud of the progress that our community has made. In September 2011 we moved into our brand new building which we hope will help take us to the next level in our learning journey. As a new Academy Passmores has joined with the Co-operative society to demonstrate that we are truly a school that is based on the hearts of the community. Passmores runs on a vertical pastoral and academic system where students are truly treated as individuals and where we strive to ensure that every child's jigsaw piece fits.

For more information about the courses running at Passmores this term, please see the training directory on p.21

Tracyes Road, Harlow,
Essex, CM18 6JH



t: 01279 770800 f: 01279 445515
e: passmores@passmores.essex.sch.uk
w: www.passmores.essex.sch.uk

Parkside Federation Academies Cambridge

Parkside Federation Academies runs two relatively small secondary schools in Cambridge; Parkside Community College and Coleridge Community School. Around 600 pupils attend each campus. The Federation also operate a primary school located on the Parkside Campus, Ridgefield Primary School.

The leadership at Parkside is committed to creating and sustaining small scale learning communities that enable children and young people to be known as individuals. Every student has a Learning Mentor who looks after no more than 15 pupils. Each pupil's Learning Mentor works with them to help them to succeed in lessons and other activities.

An integrated timetable allows students to access the specialist facilities on each campus for examination courses or extra-curricular activities.

For more information about the courses running at Parkside this term, please see the training directory on p.21

Parkside Community College,
Parkside, Cambridge, CB1 1EH



t: 01223 712600 f: 01223 712601
e: parksideoffice@parksidefederation.org.uk
w: www.parksidefederation.org.uk

NQTs! Welcome to your new careers!

Congratulations to all of the newly qualified teachers in the North West region. Starting any new job can feel scary and at times overwhelming, and teaching is no different. Teaching can be tough. It is one of the most challenging careers you can choose.

Every day you are investing your time and energy in the future of the young people in your care. No wonder it is called the noble profession. We hear plenty in the news about how tough the teaching profession can be, far less about the incredible rewards it offers.

Whether it's the perfect lesson or a heartfelt thank you from a student, you'll soon find that teaching has countless rewarding moments. We believe that the best teachers have the most of these moments, and we're committed to giving every teacher the most rewarding career possible, by providing the best possible professional training.

As you are well aware by now, one of the hardest jobs for a new teacher is getting to grips with challenging behaviour in the classroom.

To help you get off to a flying start, we asked top trainer **Caroline Bentley-Davies** to share some of her top behaviour management tips.

Can't be bothered? How to improve pupils' motivation

I'm chuckling to myself as I write this. I've checked my emails five times in the last hour and fed the goldfish twice. I've done two loads of washing and my planning for next week is triple checked. What's the problem? I'm writing about motivating pupils. I've had the entire summer holidays to write this short article. And I've not got around to it. I've thought about it. Put it off. Left it for a rainy day – a day when I'll be more motivated to do it – but the call of the sun lounger has been louder. Now the deadline is a hair's breath away and like a lazy year ten I'm writing this with the hot sweaty fear of time running out...

Motivating pupils and sometimes ourselves can be tough. Whether it is that stack of controlled assessments that needs marking or persuading Ryan that he really ought to give those problems on page 26 a go, managing pupils' motivation and making them want to succeed is half the battle when it comes improving poor behaviour. So how do you do it?



You've got to make them want to do it!

You can't do it for them. You can't actually make somebody more motivated. It's a toughie. What we can try and do is make it more likely that they will want to do the task we have set. I'm not going to get a detention if I don't write this article. I'm not even going to get in trouble, but I did get a little polite reminder from Hannah which made me feel a tiny bit guilty that I hadn't done it yet. She knows something about motivation – she told me she was really looking forward to receiving it. She said she thought it would be good. Building relationships with your pupils is important – letting them know you are looking forward to receiving their work and you expect the best from them is crucial in making them want to do it in the first place.

1. Building good relationships is the key to increasing motivation

If we have a good relationship with our teacher we will want to please them by working hard. Here it is really important to learn pupils' names quickly and get to know something about them so that you can talk to them as individuals. In the first term there's plenty to do, but make learning pupils' names a priority. You will build relationships by using them, praising them, and getting pupils involved in your lessons making learning more interesting and enjoyable – so that they actually want to do the work.



Caroline Bentley-Davies

Caroline is a local authority adviser with a focus on raising standards and literacy. She has been Ofsted trained and runs training on all aspects of teaching and learning around the country. She has lead a successful pilot project on raising the number of A*-C grades in GCSE. Caroline is always an inspiring and energetic speaker.

2. Be clear and very specific about what you want

This is essential. I was given very clear detailed guidance, a word limit, clear deadline and an opportunity to ask questions. I had even been shown a nice looking colour template to inspire me! Think about how you break tasks down with pupils and what you do to inspire them to want to make the effort. Lots of pupils misunderstand teachers' tasks or feel overwhelmed by them. The truly motivated pupils will seek you out and ask for clarification. But many pupils will see this as the perfect 'get out' for not completing work. Moreover plenty of poor behaviour stems from pupils feeling confused or daunted by what the teacher has asked them to do. Pupils who feel threatened often 'kick off'. Many are more concerned by wanting to appear cool to their mates. They will not relish being shown up as looking 'thick' by having to ask for the instructions to be repeated. They will mess about, not complete the work, saving face with their friends, even if it means getting in trouble with you! In order to avoid this, reinforce verbal instructions with written instructions, show examples of the similar work and discuss the success criteria. Get pupils to explain to you what they understand by the task before they start.

What people say about Caroline...

'The best training that I have ever been to.'
Damien Topczewski, Athena Action in Education

'Excellent! Her wealth of experience shone through'
Anne Marie Lloyd, Mount Carmel RC High School

'Obviously knowledgeable and energetic. Used real examples and anecdotes which made it all seem 'do-able'. Reassuring and very supportive.'
Mrs Jane Constantine, Felpham Community College

'Very enthusiastic and refreshingly 'common sense!'
Rachel Slott, AST English, Emmanuel College

'I have been on several Osiris courses and never been disappointed. Therefore my expectations are getting higher all the time – and yet I was not disappointed!'
Caroline St-Gallay, Director of Teaching and Learning, Reed's School

'Absolutely inspiring'
Wazidul Chowdlwry, Lister Community School

Caroline's courses with Osiris Educational

Advanced Behaviour Management for NQTs

The essential guide to practical strategies for motivating pupils and improving behaviour

Outstanding Subject Leadership

10 tools for outstanding leadership to raise the quality of teaching

How to be an Amazing Teacher

Exceed every standard with practical techniques to make you truly amazing

Think about how you can make an otherwise daunting task sound more achievable by breaking into stages - this builds up pupil confidence and stamina.

3. Explain why you want them to do it.

This is absolutely crucial. If we want pupils to take part in our lesson, listen, or complete homework we need to make them see what's in it for them. Expecting them to behave perfectly just because we are the teacher just doesn't work. Always try and make the lesson relevant, link ideas to the real world, explain why they are doing something. Try and make the most boring of topics interesting, and even involve pupils with your lesson ideas. It is tricky – but teachers who do this are often astonishingly effective at getting even the most difficult pupils working in a motivated fashion.

4. Reward them for it!

We all like praise – even the coolest of us. We work harder if our efforts are appreciated and are prone to slack off if we think we are undervalued or ignored. Frequent regular praise is important to inspire and encourage us to keep trying. Most importantly it increases motivation! Don't leave it until you have all the work in and you have marked it. Quick verbal praise is as important as written praise. Make sure too that if you set homework – you follow it up, and if you ask them to revise for a test that you set after it. Nothing defeats motivation more than putting in the effort and realising that you needn't have bothered. You'll have a busy and exciting term ahead – I look forward to seeing many of you on future courses, as you embark on your teaching careers!

Get the book!

Boost your performance immediately with Caroline's fantastic book, *'How to be an Amazing Teacher'*.

20% off and free postage when you order from Crown House Publishing using code OSIRIS20.

T. 01267 211 345
E. books@crownhouse.co.uk



Embedding Assessment for Learning

The best AfL course available - practical tools to implement the theory and improve learning and achievement

Maximising 5 A*-Cs

Learn from the best schools and raise attainment in your setting

How to Increase the Impact of CPD

Make the right training choices to sustain high quality teaching

To find out more about Caroline's courses or any Osiris product, visit www.osiriseducational.co.uk or call 0808 160 5 160.

NQTs

✓ Secondary NQTs ✓ Learning Mentors ✓ Teachers in charge of behaviour

Advanced Behaviour Management for NQTs

- ✓ Unlock the skills of successful classroom management
- ✓ Top 10 strategies for motivating pupils and improving behaviour
- ✓ Practical strategies for improving lesson planning



Caroline Bentley-Davies:

Caroline has been an NQT mentor in schools and LAs. She teaches demonstration lessons in a range of schools across the UK and is particularly noted for her dynamic teaching techniques. She is experienced in coaching teachers in improving performance and attaining the 'outstanding' grade for teaching.

New ideas and techniques you can use immediately

Getting established with challenging classes
The importance of body language
Assertive classroom management
How to manage pupils in the sixth form/FE

Fast-track your teaching skills

Develop a teacher presence
Motivate disaffected boys
Deal effectively with difficult scenarios
Managing your workload and planning the year ahead
The importance of the praise/blame ratio

Practical strategies for managing classes, improving pupil behaviour and raising attainment

10 key lesson planning strategies to help pupils learn and focus
10 behaviour management tips
New techniques to defuse potential conflict before it starts
Teacher behaviour and language and their influence on pupil behaviour

Dealing with parents

Learn what works to form effective relationships
How to deal with parents' evenings

Create a positive and purposeful classroom environment

- Motivated and well-behaved pupils
- Improved classroom climate
- Better relationships with pupils
- Improved self-confidence to tackle difficult situations

"The best training that I have ever been to!"

Damien Topczewski, Athena Action in Education

17th November 2011 Lancaster

24th November 2011 London

1st December 2011 Birmingham

5th December 2011 Essex

13th December 2011 Leeds

Previous delegates say...

"Excellent, enthusiastic and very knowledgeable - obviously lived many of the problems that I meet."

Michelle Bolton, Jersey College for Girls

"Excellent! Her wealth of experience shone through."

Anne Marie Lloyd, Mount Carmel RC High School

"Positive and extremely practical, useful advice."

Alice Lloyd, Eltham Foundation School

Delegates Receive

Online post-course support
Delegate file including extra materials
CPD Certificate
Quality training facilities

Price £269 + VAT

Includes lunch, refreshments and a full set of course notes

Price £249 + VAT

For second and subsequent delegates
Terms and conditions apply

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Raithby Hall, Raithby,
Spilsby PE23 4DS



To run this course in your school call 01790 755783

Expert tips for tackling cyberbullying

After nearly a decade of delivering e-safety education to pupils, how effective are we? Leading cyberbullying expert **Adrienne Katz** looks at the evidence.

Cybersurvey is an online survey used by Local Authorities to gather information from young people on cyberbullying and e-safety education. To date it has over 7700 responses from several local authority areas. The results show promising trends; e-safety information has reached 96% of pupils. Furthermore, pupils speak highly of it. However far too many do not follow the advice given. **We need to make our delivery more effective.**

10 top tips for a great e-safety strategy

1. Break down e-safety messages into manageable chunks.
2. Focus on simple practical steps they can take rather than elaborate demonstrations of what might happen to them.
3. Be aware of the different patterns of behaviour shown by girls and boys and address these.
4. Identify those who are especially vulnerable to cyberbullying and bullying generally, then provide sensitive information and support. (Research tells us that those with difficulties in peer or family relationships often seek intimacy online and experience greater risk.)
5. Remember that those with special needs are cruelly bullied and need better advice.
6. Cover cyber-homophobia early on; it is a major concern from the age of 10 upwards.
7. Be particularly vigilant at KS3 - cyberbullying increases in the mid teens especially among girls.
8. Use young people to delivery to younger pupils.
9. Improve the route to reporting and getting help – more than a third of cyberbullied students do not report it and of those who do, almost half do not get help.
10. Educate parents.

Adrienne Katz is the Director of Youthworks. She developed the Cybersurvey and runs it for local authorities. She is also a director of the new **Bullying Intervention Group** which offers a national award to schools and services with qualifying anti-bullying practice. Her training course, **Bullying Intervention 2011** guides schools through the 7 key steps to effectively address bullying, and achieve the first national anti-bullying award. Adrienne can also deliver bespoke INSETs on any aspect of bullying prevention and intervention. For more information and to book, get in touch with Katie, Paula or Clare on **01790 755783** or email care@osiriseducational.co.uk

Improving access to private tuition

Samuel Ward Academy, Wymondham High School in Suffolk, the Parkside and Coleridge schools in the Parkside Federation Academies in Cambridge, and Open Academy in Norwich have invited education company TLC to set up learning centres in their schools. TLC are a private tuition company who specialise in English and Maths. The Learning Centres will offer pupils at the schools individual maths and English tuition as well as GCSE preparation.

TLC offer tuition to families who wish to pay for tutoring after school, however Parkside Federation already use TLC to provide English and maths intervention to students who meet additional needs criteria and therefore need 'catch up' support as part of their school support provision. Sessions have been run in the summer holidays too. This summer, pupils benefited from a 2 week Literacy and Numeracy summer school.

In an interview with the BBC, Head Teacher of Parkside Community College, Andrew Hutchinson said that the tutoring service was a flexible way of supporting pupils, such as those arriving from primary school who need catch up lessons or pupils preparing for GCSEs.

A survey carried out by the Sutton Trust two years ago found that about one in five secondary school pupils in England was receiving lessons from private tutors. The 2009 report warned that the boom in private tutoring could widen achievement the gap between the 'haves' and the 'have nots'. The partnership between the schools and TLC will help to close this gap for pupils in those schools. It will also take some of the pressure off the teachers who simply do not have enough hours in the day to offer one-to-one support to all the pupils who need it.

Parents from other schools will also be able to purchase additional tuition for their children. Children will be coached by qualified teachers who will provide bespoke tuition based on a comprehensive needs assessment.

NQT

✓ NQTs ✓ New Teachers

Barry Smith's Advanced NQT

- ✓ The essential guide to:
 - Behaviour
 - Ofsted's outstanding
 - AfL
 - Lesson planning
- ✓ Easy answers to tough questions:
 - Reduce your daily preparation time
 - Radically transform classroom management
 - High impact practical differentiation
- ✓ New practical techniques to use immediately



Barry Smith

Barry has a practical, down-to-earth approach with a focus on what actually works. You'll leave his sessions inspired by his passion for teaching and ready to take on the world, secure in the knowledge that the strategies you've learned are the "real deal" and get to the heart of truly effective teaching.

Outstanding practice in focus

Unpick an outstanding lesson
What good practice looks and feels like
Examine the latest initiatives in teaching
Examples of excellent AfL practices

Practical classroom strategies made easy

Behaviour toolkit: the essential tactics
Holistic integrated approach to teaching and assessment
The facts behind brain-based teaching
How to use lesson time effectively
Reduce preparation and marking time
Increase the impact of your feedback

The complete guide to your first year and beyond

- Lesson planning checklist
- How to please inspectors and observers
- Official AfL checklists
- Fads and fashions exposed
- The do's and don't's of lesson starters
- Differentiation strategies
- Effective questioning techniques

Everything NQTs need to know

To run this course in your school call 01790 755783



21st November 2011 Manchester

22nd November 2011 Birmingham

28th November 2011 London

12th December 2011 Cambridge

14th December 2011 Lancaster

Previous delegates say...

"I learned more today than in my entire PGCSE! Brilliant!"

Helen Aston, Bury CoE High School

"Brilliant course! Practical and motivational! Why did no-one tell me this on my PGCSE?!"

Hannah Smye de Bajana, Lathom High School

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Online post-course support
Delegate file including extra materials
CPD Certificate
Quality training facilities

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Includes lunch, refreshments and a full set of course notes

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Spilsby PE23 4DS

Focus on: Outstanding Teaching

8,000 down, a life's work to go

"What does 'outstanding' mean?"

"I don't know what 'outstanding' looks like anymore"

"I got an 'outstanding' from the Ofsted inspector but I couldn't teach like that all the time."

These are the kind of things we often hear from teachers. Indeed, there does seem to be a lot of confusion about what really great teaching looks like. On the 9th September, Gerard Kelly wrote in the TES that 'we are as near to discovering what makes a teacher really good as we are to understanding the mind of God, time travel and belly button fluff.' Well, the time of God, time travel and belly button fluff are a bit beyond us, but we can tell you what makes a really good teacher. In fact, we can go one better than that, we will show you what outstanding teaching looks like, and help you to make the grade as a fantastic educator.

8,000 teachers and countless pupils have benefited from this inspirational and radical approach.

What is the Outstanding Teaching programme?

Osiris' Outstanding Teaching programme has been developed and run by Andy Griffith and Mark Burns since 2004. It began as a practical response to the work of 20 Professors of Education. Since then, it has developed into a powerful approach that draws on the best educational theory as well as over 2000 lesson observations. Through day courses, Insets and interventions, trainers Andy and Mark help to develop the craft of teaching. Outstanding Teaching is more than a training programme - it is a mindset. A culture. A way of approaching our profession which says that ordinary will not do.

Since then over 8,000 teachers and countless pupils have benefited from this inspirational and radical approach.

Outstanding Teaching is the essential course for classroom teachers who want to improve their teaching, inspire themselves and their pupils and even rediscover their passion for teaching. **Embedding Outstanding Teaching** is designed to help school leaders turn great teaching into a school-wide outstanding culture. Shortlisted for two TES Training Awards, it is the last word in driving up and sustaining standards across the school.



▲ Andy in action during an Outstanding Teaching session

Raise whole school standards with the Outstanding Teaching Intervention

The Outstanding Teaching Training Intervention© programme has helped to turn around failing schools and even saved teaching careers.

The process is simple and flexible. A highly trained Outstanding Teaching trainer will work with up to 10 teachers over the course of one term. Training takes place in school, during the school day. Sessions are timetabled carefully to minimise disruption. The classroom informs the training through lesson observations and feedback sessions. We find that because the development takes place in the teacher's normal working environment it is much easier for them to sustain improvement in performance. Trainers work with teachers on a one-to-one basis to develop their confidence, teaching skills and that extra "something" which marks out an outstanding teacher from an adequate one.

We believe that all teachers, of all ages, subjects, schools and levels of experience can improve their craft. This programme has delivered improvements of at least one Ofsted level in at least 95% of teachers.

The Outstanding Teaching Training Intervention is designed so that it can be 'scaled up'. Staff that take part in the programme will be coached in training so that they can deliver the programme to other teachers. In this way, good and outstanding teachers can be developed throughout the school. The aim is always for change to be embedded and sustainable.

Our Outstanding Teaching trainers



Andy Griffith is a nationally acclaimed, award winning educational trainer, consultant and writer. He co-developed the Outstanding Teaching programme that has helped numerous schools transform the quality of teaching and learning and help them reach 'Outstanding'. Andy specialises in Learning to Learn, thinking skills and creativity.

Mark Burns has worked extensively delivering and coaching the "Outstanding Teaching" intervention in schools. He has a keen understanding of the key ingredients required to transform learning in the classroom so that it is active, high in challenge, collaborative and student-led.



Michell Carter is an experienced consultant who has been in education for more than twenty years. She is currently an LEA Consultant and a Healthy School Co-Ordinator. She is both dynamic and energetic and is particularly pro-active in empowering people to create more positive and happier schools.

Karl Turner has worked in education for 28 years as a science teacher, sciences faculty Co-ordinator, deputy head teacher and head teacher. He is now an independent consultant with a proven track record of providing effective developmental leadership and school improvement.



Jon Wright is a Head Teacher and a National Leader in Education who has taught a wide range of subjects in very diverse schools. He is an experienced trainer with passion for improving standards in education, and a history of success.

Carmel Bones is an AST, Head of History and experienced trainer who played a crucial role in taking her school out of Special Measures through the Outstanding Teaching Programme.



SPOTLIGHT

The impact of the Outstanding Teaching Programme

To find out more about the Outstanding Teaching Training Intervention and how it looks in real schools for real teachers, Host School Focus caught up with one experienced trainer who had plenty to say on the benefits of the programme.



Michelle Carter is a specialist in getting primary teachers to the top of their teaching potential, Michelle works mainly in London and Birmingham, delivering Osiris Educational's pioneering Outstanding Teaching Training Intervention.

Why did you get involved with Outstanding Teaching?

I have been involved with the Osiris Outstanding Teaching Programme from the start because I want to develop the very best education and environments for our young people. They are at the heart of everything we strive to achieve with the programme. I believe that this programme can deliver teaching of the very highest quality.

Frankley High School in Birmingham was the first school that I took through an intervention programme in 2009. I would like to take this opportunity to thank the school and the staff for their enormous enthusiasm and hard work. It was a learning journey for all of us, including myself and Paula, the Intervention Coordinator at Osiris who worked tirelessly behind the scenes at HQ. Since then the programme has gone from strength to strength.

I have worked with a variety of schools, including Grove Primary school in Redbridge where the staff were very open and receptive to feedback. It is daunting to watch yourself teach on DVD, but the staff at Grove Primary were very self reflective. This enabled them to tweak their practice to ensure that their pupils were highly engaged, motivated and challenged.

What makes it unique?

The outstanding programme is unique in that it breaks down what it means to be outstanding into small chunks which are achievable and it is individualized so each teacher receives advice and support relating to their own situation and needs. The team that work on the programme have a tremendous amount of practical experience and teaching years between them, and are able to spot what can and must be done to move teachers and support staff up to the next level.

What impact has the Intervention had on pupils?

As the programme progresses through the term, lessons become even more engaging and challenging. The effect on pupils is amazing. Pupils that once sat back during lessons become more vocal and more involved. Everyone enjoys their lessons more. Teachers are pleasantly surprised when pupils that once did not answer questions begin to respond as a greater variety of question types are asked.

Introducing immediate engagement techniques improves punctuality and has pupils switched on to learning from the start of the day. Pupils become more curious, interested in what they are learning and, significantly, start asking questions, questions that sometimes we cannot answer!

"One of the biggest differences is that when they come across problems in their work, they are no longer phased. In a learning classroom, if pupils get stuck, they know how they can help themselves."

"Pupils are more engaged.. they are getting more work done and settling down to work faster.."

"All children are more engaged..their concentration has improved."

*"The children are calmer, very motivated, all keen to ask and answer questions, engaged and focussed on their learning."
"They are more engaged, motivated, independent learners..... assessment levels have risen."*

"Children are more engaged. Children are more inquisitive. Children made more progress due to engagement and even greater focus on learning."

Feedback from previous delegates

And on staff?

A rekindled passion for and love of teaching is a commonly reported side effect for staff. It is not only the pupils who feel more engaged and motivated. Some say they now feel redundant in the classroom. Yes, redundant in the sense they are longer dealing with low level management tasks. As one teacher pointed out, it leaves them able to teach at a higher level as the children are managing themselves.

"It was incredibly practical and informative, very realistic and positive. It has given me lots of ideas and changed the way I approach my teaching. I am looking forward to starting with a new class in September ."

"A really inspirational course- it has taught me to think outside the box and be more challenging and creative. Michelle has helped push us through the norms to take a new perspective."

"Fantastic. It has helped me to structure my planning and teaching, develop my strengths and work on specific areas for development. It has given me new ideas and inspired me....had a big impact on my teaching."

Feedback from previous delegates

What's been your biggest success as an Outstanding Teaching trainer?

The most recent school I worked with is Sythwood Primary School in Surrey. It all began with an inset on a cold day in early January. Following the inset, five teachers began a journey of intensive training. They came from a variety of year groups and had very different teaching styles. All of them worked exceptionally hard to transform their lessons, and it paid dividends.

What was amazing about the work at Sythwood was how staff shared ideas and good practice across the school, something very much encouraged by the excellent senior management team at the school. With a little help from Bob the Builder, the five teachers created a training day for the rest of the staff around the ideas we had worked on. The Bob-themed day was great fun and a huge success, appreciated by all of the staff in the school. I was bowled over by how confidently and competently they presented the training.

"It's great to know that we have some lead teachers in school for ideas based on this day."

"This was one of the best inset days I have been to. I really enjoyed it."

"Fantastic day- you obviously worked really hard to prepare this and it showed"

"This was a fantastic day. You all worked so hard, we enjoyed it and we are proud of you."

Feedback from previous delegates

I am looking forward to continuing to work with Sythwood next term, as we take a second group of teachers through the programme. I am also excited to welcome two new schools to the Outstanding Teaching Programme, Horsell Primary School in Surrey and Farnham Green Primary in Ilford. It is going to be a great term.

Could your school benefit from an Outstanding Teaching Training Intervention?

For more information about Outstanding Teaching Interventions, please call **Paula Coppins** who will be delighted to discuss your needs and help you to start your Outstanding Teaching journey.



Call Paula on 01790 755783 or email pcoppins@osiriseducational.co.uk

Tips for Outstanding Teaching

Questioning and the art of Challenge

the following tips come courtesy of Andy Griffith

Asking questions is at the very heart of learning. Quite literally everything in science, human understanding and knowledge began with a question. Questions help to assess understanding, give feedback and prompt students to think more deeply about key concepts. Yet questioning within lessons often fails to yield these outcomes. Below you will find some practical advice and techniques to increase the quality and quantity of questions asked by both students and teachers.

Questioning in the Classroom: Common Pitfalls

There are a number of mistakes that we often make as teachers when questioning our class:

- Not being clear about why you are asking the question
- Closed versus Open questions
- Asking too many questions at once
- Asking difficult questions without building up to them
- Asking superficial questions
- Asking a question and then answering it yourself
- Asking bogus 'guess what's in my head' questions
- Focusing on a small number of pupils and not involving the whole class
- Asking too many of the same type of questions
- Ineffective at dealing with withdrawn, passive or over-demanding pupils
- Allowing enough wait time for pupils to develop their answers
- Dealing ineffectively with wrong answers or misconceptions
- Not treating pupils' answers seriously

Questioning in the Classroom: Increasing and Improving Questions and Answers Using Socratic Questioning Techniques

Socrates was one of the greatest educators who taught by asking questions and drawing out answers from his pupils (his pupils included Plato and Aristotle).

Top Tip: Remember to wait for an answer!

Increasing your wait time from 1 to 3 seconds will increase the number of responses and the length of explanations.

There are six broad categories of questions that Socrates used. Each designed to strive for accuracy and completeness of thinking.

Clarification

Basic "tell me more" questions that invite students to "go deeper"

- Why are you saying that?
- What exactly does this mean?
- How does this relate to what we have been talking about?
- What do we already know about this?
- Can you give me an example?
- Are you saying ... or ... ?
- Can you rephrase that, please?

Reasons

Checking that the reasons given by students actually do support the conclusions they are drawing

- Can you give me an example of that?
- Are these reasons good enough?
- How might it be refuted?
- How can I be sure of what you are saying?
- Why is ... happening?
- What evidence is there to support what you are saying?
- On what authority are you basing your argument?

Assumptions

Asking students to think about the presuppositions and unquestioned beliefs on which they are founding their argument

- What are you taking for granted?
- Are you assuming that ... ?
- Please explain why/how ... ?
- How can you verify or disprove that assumption?
- What would happen if ... ?
- Do you agree or disagree with ... ?
- Aren't you thinking that ... ?

Viewpoints

Most arguments are given from a particular position. Seek alternative viewpoints from your students

- What alternative ways of looking at this are there?
- Why it is ... necessary?
- Who benefits from this?
- Why is it better than ...?
- What are the strengths and weaknesses of...?
- How are ... and ... similar?
- How could you look another way at this?

Effects

Arguments and ideas may have logical implications that can be forecast. These questions invite students to consider the possible effects or consequences

- What would happen then?
- Doesn't it follow that ...?
- What are the consequences of that assumption?
- How does ... affect ... ?
- How does ... fit with what we learned before?
- Are you suggesting that?
- What is the best ... ? Why?

Questions

Questions about questions (AKA meta-cognition). These questions are designed to ask the students to reflect on the relative merits of their questions

- How effective was your question?
- Which of your questions turned out to be the most useful?
- What was the point of asking that question?
- Why do you think I asked this question?
- What does that mean?
- Can you improve any of your/my questions?
- What would you do to improve your questions in future?

Challenge Yourself

Having set up your lesson, take the questioner's challenge: try to get through the rest of the lesson by asking only questions. Let your students know what you are planning to do and see their enjoyment as you struggle!

Remember the acronym, 'CRAVE Questions'

Clarity
Reasons
Assumptions
Viewpoints
Effects
Questions

Embedding Outstanding Teaching

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- ✓ A proven process to lift all teachers by one level
- ✓ Embedding Outstanding Teaching via:
 - Culture • Systems • People

Short listed:
TES training
award
2009 & 2010



Mark Burns

Mark has worked extensively delivering and coaching the "Outstanding Teaching" intervention in schools, shortlisted for the TES Training Award. He has a keen understanding of the key ingredients required to transform learning in the classroom so that it is active, high in challenge, collaborative and student-led.

Deliver Outstanding time after time

Unpick the new Ofsted framework

The 'BIG FOUR' - unpicking the key areas of an outstanding learning environment

Determine the key elements of Outstanding provision

Step-by-step guide to becoming an Outstanding leader

Training interventions to re-energise and re-empower teachers (case studies)

Key strategies to implement and manage a clear structure

Identify the triggers that will engage your teachers to change

Embed outstanding teaching to consistently achieve the highest level

Promote a culture of risk taking and feedback

Using the principle of levelling to help teachers make the next step

A complete toolkit for change and leadership

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- Grow staff with your feedback culture
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8th December 2011 London

9th December 2011 Cambridge

12th December 2011 Essex

14th December 2011 Birmingham

17th January 2012 Birmingham

3rd March 2012 Oldham

Previous delegates say...

"Very knowledgeable, pace and flow of session was excellent. Lots of ideas to take back to school. Thank you!"

Emma Porter, Maths Coordinator,
St Cleopas Primary School

"The combination of theory, and examples of good practice and tools has been really effective in meeting my aims for the day. The chance to discuss things with Mark and see the actual books recommended and see the classroom tools suggested has made this day really worthwhile and inspiring. Thank you!"

Sarah Lauckner, Deputy Head, St Julies Catholic High School

"An informative and highly interactive day...I have also got some new ideas as a trainer."

Kay Isaacs, Luton Learning Resource Centre

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Outstanding Teaching

Improve teaching by one Ofsted level

- ✓ Ofsted's Outstanding defined
- ✓ See exactly what outstanding teaching looks like
- ✓ Based on the research of 20 educational professors and Ofsted feedback



Andy Griffith

Andy is a nationally acclaimed, award winning educational trainer, consultant and writer. He co-developed the Outstanding Teaching programme that has helped numerous schools transform the quality of teaching and learning and help them achieve 'Outstanding'. Andy specialises in Learning to Learn, thinking skills, and creativity.

How to meet the highest Ofsted requirements

Unpick the Ofsted criteria for "outstanding"
How to reach outstanding in your lessons
Take back professional control

The 90% interactive course that really 'walks the talk'

Understand intrinsic motivation; what motivates you and your pupils
Boost your confidence and performance with difficult groups
Understand how the brain learns best

Make your classes much more interactive and independent

20 clearly identified areas of teaching performance will scales for improvement
Feel confident in how to maximise learning in all lessons
How to avoid behaviour issues by making your teaching tools more engaging

Become an "outstanding" teacher

- develop a set of teaching tools to improve your practice
- energise your teaching
- deepen learning in your classroom

"Superbly valuable - should change my teaching forever."

Tom Arnold, Barnsole Junior School

FREE pack of 125 tried and tested plenaries and 3-minute motivational starters to use in your lessons immediately



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25th November 2011 Liverpool

7th December 2011 London

12th December 2012 Manchester

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What previous delegates say...

"Inspirational. Brought my teaching mojo back" Kirsty Lewis, Maths Teacher, Beths Grammar School

"Superbly valuable - should change my teaching forever leading to hundreds of happier and more motivated students." Tom Arnold, Barnsole Junior School

"Excellent, shows you how to produce an outstanding lesson - not telling you what an outstanding lesson is" Neville Jackson, Burscough Priory Science College

'Absolutely brilliant and so inspiring. I'm sad it's a Friday because I want to try these things out NOW!!'
Laura Cotterell, Winton School

"I have learnt so much and realise now that outstanding teaching is not all about making resources and burning out every bit of the time available - get the kids doing the work"
Elizabeth Mee, Warren Farm Primary School

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Creative Primary Curriculum: where to start

Creative Curriculum expert **Will Ryan** argues that a creative curriculum is the only way forward, addresses and shows you how to get started.

We need a curriculum that will equip children to grow up in the twenty first century. Visitors to the YouTube site 'Shift Happens' will know that we need to prepare children for jobs that don't yet exist. A one page glance through job adverts in The Guardian shows that we need people with:

- PR skills who can act as media guru, manager, leader and team player all rolled into one
- The capacity to motivate others.
- High quality communication skills, negotiators and networkers.
- The ability to thrive in a fast paced environment.
- Confidence within a team.
- Flexibility to react to external circumstances.
- Confidence, resilience, with superb communication, interpersonal and social skills.
- The ability to think creatively and strategically.

In many schools the focus is on providing children with chunks of knowledge which could come in handy at some stage, especially if the pupils grow to develop a love of pub quizzes. The real focus should be on equipping children with the essential skills and attitudes they need for life.

Curriculum Design

The first step in curriculum design is to begin with the end in mind. Every school leader should plan the legacy that will change their community for the better. Therefore the starting point has to be an understanding of the current advantages of growing up within a community but also the constraints that exist. The old African proverb says that 'it takes a community to raise a child'. However the reality is that some communities are good at it and others less successful. This is reflected in the fact that a child's life chances are still largely determined by where and to whom they are born.

The challenge therefore becomes not only to build on the advantages of growing up in a particular community but also seek to remove some of the disadvantages. So if a school leader is to plan a legacy to enhance or transform a child's life chances for the future, they should start by asking the following questions.

Who does well in our school, when they do well in our school and why do they do so well?

Who does less well in our school and what causes them to do less well?

After you have sought and found the answers to these and other questions about your school community you will have made significant progress towards shaping your own personalised curriculum. The next bit is to add the element of inspiration, and that is achieved by considering what drives you as an educationalist. What do *you* consider most important in a child's education and development?

What drives you as an educationalist?

The prompts below could be helpful to you. Which ones do you read and say 'Yes! That's what I really believe!'

- The children need to see the links that exist between the subjects.
- It is important that children learn to think for themselves.
- Children need to be taught to become enterprising.
- The children need to have an in depth knowledge of their locality.
- The children should take a key role in planning learning opportunities alongside their teacher.
- We must make sure children understand the nature of learning and strive to become better learners.
- The curriculum must help to make children socially responsible.
- There must be opportunities for children to actively explore the issues associated with growing up in twenty first century Britain.
- The curriculum should be used to develop emotional intelligence and raise aspiration.
- There should be opportunities to develop creativity across the curriculum.
- Learning opportunities within humanities and the arts are essential and can also be used to raise standards in literacy and numeracy.
- Schools should actively create a sense of awe and wonder in its pupils.
- Information Communication Technology is not a subject in its own right but should be used to develop deep learning across the whole curriculum.
- Much of the best learning takes place through the creation of high quality experiences which take place outside the classroom.

Earlier, I also suggested that it was necessary to begin with the end in mind and plan your legacy. So now consider the aims, principles and purposes behind the curriculum you are about to design. You will need to keep focussed on the substantial difference you could make to the children's lives if you get it right. It is wise to keep this to a maximum of five key points because they need to be shared and remembered by all.

Ofsted

In 2009 Ofsted carried out a survey inspection which looked at curriculum innovation in successful schools. The inspectorate claimed that this was born out of a series of concerns, including allegations that schools were wanting to provide a more exciting and stimulating curriculum but... School leaders finished the sentence in a wide variety of ways. Some said they were fearful of what the Local Authority or inspectors may say. Others were concerned that standards could fall in the short term whilst practice became embedded. Another group quoted time restrictions which were caused by having to place an over emphasis on literacy and numeracy in order to reach demanding targets.



Will Ryan has been a teacher, head teacher and a Local Authority Advisor for over thirty seven years. More recently he has been enthraling audiences all over Britain and overseas with his approaches to teaching and pupil creativity. His most recent book, *Inspirational Teachers, Inspirational Learners* had the rare honour of being awarded a 10/10 rating in the Times Educational Supplement. His training sessions are filled with humour and activity and overflowing with inspiration. One head teacher recently said 'I knew it would be good...but not that good.'

What people say about Will...

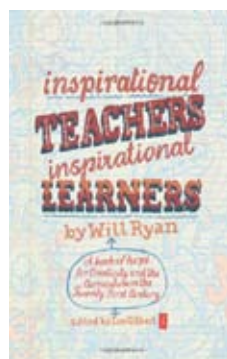
'Thought provoking and inspirational'
Diane Pumphrey, West Thornton Primary Academy

'So knowledgeable. Inspired change'
Karen Dugan, West Thornton Primary Academy

'Informative, passionate, willing and able to help'
Colleen Mackay, St Mary's School Hampstead

'Truly Inspirational - he knows his stuff'
Fiona Owen, King David Primary School

The Ofsted survey concluded that underpinning our best schools there was a clear philosophy for both the curriculum and learning and whilst this philosophy remained the same, the curriculum itself was constantly being refined or changed. In order to make this happen the staff in these schools discussed all issues relating to teaching and learning regularly and critically. There was a constant dialogue about how children were learning and the vehicles through which they were learning. This led to a rigorous and thematic approach to curriculum planning. Within this approach 'the basics' were taught in a traditional way but applied through more creative contexts. Learning was strengthened by real experiences within and outside the curriculum. They also concluded that our most successful schools assessed the things that they valued not just the levels achieved in English and mathematics. In our best schools the curriculum placed a clear emphasis on meeting local needs and providing the children with a sense of identity with the locality.



Get the books!

Learn what our most inspirational teachers do to get creative and inspirational responses from children with Will Ryan's '*Inspirational Teachers, Inspirational Learners*'.

For school leaders, '*Leadership with a Moral Purpose*' will give you the inspiration, ideas and practical tools you need to make your dream school a reality.



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Creative Primary Curriculum in action

Mills Hill Primary School is a national support school and one of the first designated teaching schools. It's curriculum has been graded by Ofsted as 'outstanding'. Head Teacher, Darren Lee, tells us a bit about how they put the theory into action.

'The curriculum builds well-considered innovation onto strong foundations of tried and tested good practice...The curriculum excites and motivates pupils – and staff, too!' (Ofsted, 2007)

Going beyond Outstanding

When you think of creativity, you probably don't think of it as something static, a grade to be achieved or an accolade to be banked. The journey towards a creative curriculum is an exciting one, and one that should continue long after the medal of Outstanding has been won. At Mills Hill, we believe there are three keys to successful curriculum development:

1. Ownership by the learner
2. Relevance
3. Ongoing development and improvement.

Innovate successfully

New developments are often piloted with a small team of staff. Pupils and staff then evaluate each development before whole school implementation. This approach enables the school to grow its approaches, develop its evidence base in bring all stakeholders on board.



Pupil voice is essential for successful innovation

Laying the foundations: a varied structure engages all learners

To meet the needs of pupils at the various stages of their development, the structure of the curriculum varies across the school to reflect the age of the learners. For example, pupils in year 1 who are making the transition from the EYFS to the national curriculum need an approach that is carefully tailored to their individual needs.

Ensuring effective transition from the EYFS to the national curriculum

Within year 1, children initiate their own learning following their chosen interests. Staff support these child initiated experiences with adult interventions and focused adult inputs. Key to the success of this approach has been the development of the learning environment.

Classroom space has been structured into study areas, allowing children to access a continuous provision of resources. These resources are carefully selected to stimulate interest and a wider range of learning opportunities. This continuous provision is then enhanced with additional resources to support and extend childrens' interests. The additional resources provided are identified through staff observation of individual children. As well as developing their interests, they are also used to ensure coverage of the national curriculum.



From year 2 onwards the schools provides a range of themed based learning with a balance between staff identified themes which reflect the local context and national curriculum requirements, and ideas from the children.

Creativity comes from ownership of the curriculum by the children. Building the connection of curriculum to children through effective student voice has ensured that provision is exciting, challenging and captures the minds and hearts of its pupils.

Get pupils motivated and engaged: from child centred teaching to child directed learning

Engagement is crucial for motivation, learning and achievement. So how do you get (and keep) your class really engaged? At Mills Hill, we do this in three ways:

1. Learning Hooks.

Each new theme starts with a 'learning hook'. The learning hook is designed to motivate the children in stimulating initial ideas. Learning Hooks may include drama, educational visits, musical experience, festivals celebrations etc.

2. Learning Challenge.

The linked cross curriculum approach is focused on delivery of a learning challenge.

3. Community links

Each theme contains community based links and an open ended research based activity which children explore in school and at home.

21st Century skills for life: Nurturing socially responsible entrepreneurs



Whole school themes do not tend to be the order of the day... except at the end of the year when an enterprise focus takes over the school. Each year group gets stuck in with enterprising activities to raise money for their chosen charity. To find out what everyone did last year, why not come along on the 8th December? You'll leave with great ideas for raising money and a lot, lot more.

Teaching and Learning

✓ Classroom Teachers ✓ Deputy/Assistant Heads ✓ ASTs ✓ Heads of Subject

A 21st Century Curriculum in action

Link with
a Teaching
School
alliance

- ✓ Meet the staff at Mills Hill who made it happen in their school...and the pupils who make it all worthwhile
- ✓ Break free of the shackles of centrally imposed initiatives and recycled topics: learn how with Creative Curriculum expert Will Ryan.



Will Ryan is passionate about primary education. He has been a teacher, head teacher and LA Adviser for over 37 years. He is currently enthraling audiences all over Britain and overseas with his approaches to teaching and pupil creativity. His training is humorous, practical and inspiring.



Darran Lee as Head Teacher of Mills Hill Primary School, Darran has truly 'delivered the goods' of outstanding curriculum design. Mills Hill is an Outstanding school and one of the first in the country to become a Teaching School. The curriculum 'captures the hearts and minds' of pupils and staff, and motivates them to 'achieve outstandingly well' (Ofsted 2007).

Your step-by-step guide to a creative and inspirational curriculum

Drive curriculum reform; leadership strategies to kick start the revolution
Monitor progress and measure what you value
Wow Ofsted with a curriculum that inspires teachers and learners; and delivers results

See an Ofsted Outstanding curriculum in action

Visit classrooms to see a truly inspirational curriculum in action
Develop links with a teaching school alliance who can help you succeed
Build on tried and tested good practice: create a framework to drive change

All the tools you need to start the journey

- Templates for curriculum design
- Alternative assessment methods and resources
- Strategies to assess the impact of your creative curriculum
- Techniques to build cooperative approaches to learning

"Each school should have a unique curriculum that meets the needs of children growing up in their community and it should be based on the beliefs and principles passionately held by the school leaders"

Will Ryan, 2011

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8th December 2011 Oldham

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Becoming an Outstanding Manager	Karl Turner	14/03/2012	Essex
Becoming an Outstanding Manager	Karl Turner	10/11/2011	Suffolk
Embedding Outstanding Teaching	Mark Burns	09/12/2011	Cambridge
Embedding Outstanding Teaching	Mark Burns	12/12/2011	Essex
Outstanding Sixth Form	Rosie Austin	09/12/2011	Essex
Outstanding Subject Leadership	Caroline Bentley-Davies	06/12/2011	Essex
Tackling Difficult Conversations	Rodger Pyrah	17/11/2011	Cambridge
Tackling Difficult Conversations	Rodger Pyrah	07/03/2012	Essex
Tackling Difficult Conversations	Rodger Pyrah	18/01/2012	Suffolk
Transformational Leadership	Bernard Barker	11/03/2012	Cambridge

Child protection

Safeguarding Against Abuse	Sam Bishop	02/03/2011	Essex
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Teaching and Learning

Embedding Differentiation using Assessment	Pat O'Brien	07/12/2011	Cambridge
How to be an Amazing Teacher	Caroline Bentley-Davies	03/02/2012	Cambridge
Outstanding Lazy Teaching™	Jim Smith	31/01/2012	Suffolk
Outstanding Lessons	Will Ord	22/03/2012	Essex
Toolkit for Outstanding Teaching	Mark Burns	06/03/2012	Suffolk
Outstanding Teaching	Andy Griffith	07/03/2011	Cambridge

New to role and NQT

Advanced Behaviour Management for NQTs	Caroline Bentley-Davies	05/12/2011	Essex
Advanced NQT	Barry Smith	12/12/2011	Cambridge
New to Dyslexia	Lindsay Peer CBE	03/11/2011	Cambridge
New to Gifted and Talented Co-ordinator	Bob Cox	17/11/2011	Suffolk
New to Learning Mentor	Stephanie George	18/11/2011	Suffolk

MFL

Differentiation and Mixed Ability Teaching in MFL		05/12/2011	Cambridge
Outstanding MFL Lessons	John Conner	01/03/2012	Essex
Outstanding MFL Lessons	John Conner	07/02/2012	Suffolk

Science

Forensic Science*	Jacqui Thompson	08/12/2011	Cambridge
Forensic Science*	Jacqui Thompson	29/11/2011	Essex

Gifted and Talented

Gifted and Talented Enrichment & Extension	Bob Cox	26/03/2012	Cambridge
Gifted and Talented Enrichment & Extension	Bob Cox	29/03/2012	Suffolk
New to Gifted and Talented Co-ordinator	Bob Cox	17/11/2011	Suffolk

History

History GCSE in One Year	Alf Wilkinson	22/11/2011	Essex
Leading History to Outstanding	Richard McFahn	30/11/2011	Cambridge
Outstanding History Lessons	Alf Wilkinson	23/01/2012	Cambridge
Outstanding History Lessons	Alf Wilkinson	24/01/2012	Essex
Outstanding History Lessons	Alf Wilkinson	23/11/2011	Suffolk

English and literacy

Outstanding English Lessons	Geoff Dean	29/11/2011	Cambridge
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Maths

Outstanding Mathematics Teaching	Mike Ollerton	10/03/2012	Cambridge
Outstanding Mathematics Teaching	Mike Ollerton	28/11/2011	Essex
Outstanding Mathematics Teaching	Mike Ollerton	11/03/2012	Suffolk

* suitable for KS 3 only

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Embedding Outstanding Teaching	Mark Burns	12/12/2011	Essex
Preparing for Ofsted Under the EYFS*	Kathy Bigio	25/11/2011	Cambridge
Primary Turnaround	Gerard Duracan	25/11/2011	Essex
Tackling Difficult Conversations	Rodger Pyrah	17/11/2011	Cambridge
Tackling Difficult Conversations	Rodger Pyrah	18/01/2012	Suffolk
Tackling Difficult Conversations	Rodger Pyrah	07/03/2012	Essex

Child protection

Safeguarding Against Abuse	Sam Bishop	02/03/2011	Essex
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Teaching and Learning

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How to be an Amazing Teacher	Caroline Bentley-Davies	03/02/2012	Cambridge
Outstanding Lazy Teaching TM	Jim Smith	31/01/2012	Suffolk
Outstanding Lessons	Will Ord	22/03/2012	Essex
Outstanding Teaching	Andy Griffith	07/03/2011	Cambridge
Safeguarding Against Abuse	Sam Bishop	02/03/2011	Essex
Toolkit for Outstanding Teaching	Mark Burns	06/03/2012	Suffolk

Science

Outdoor Science	Margaret Travers	02/12/2011	Cambridge
Forensic Science	Jacqui Thompson	08/12/2011	Cambridge
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New to Dyslexia	Lindsay Peer CBE	03/11/2011	Cambridge
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New to role

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New to Gifted and Talented Co-ordinator	Bob Cox	17/11/2011	Suffolk
New to Learning Mentor	Stephanie George	18/11/2011	Suffolk
New to Year 6	Michelle Carter	22/11/2011	Suffolk

Maths and Science

Outdoor Science*	Margaret Travers	02/12/2011	Cambridge
Outstanding Mathematics Teaching	Mike Ollerton	28/11/2011	Essex
Outstanding Mathematics Teaching	Mike Ollerton	10/03/2012	Cambridge
Outstanding Mathematics Teaching	Mike Ollerton	11/03/2012	Suffolk

MFL

Outstanding MFL Lessons	John Conner	07/02/2012	Suffolk
Outstanding MFL Lessons	John Conner	01/03/2012	Essex

*KS 1 only

**For more information on these and other courses, please see our website,
www.osiriseducational.co.uk or call 0808 160 5 160**

Host School Training Directory November 2011 to March 2012

Early Years

Becoming an Outstanding Manager	Karl Turner	10/11/2011	Suffolk
Becoming an Outstanding Manager	Karl Turner	14/03/2012	Essex
Outdoor Science	Margaret Travers	02/12/2011	Cambridge
Preparing for Ofsted Under the EYFS	Kathy Bigio	25/11/2011	Cambridge
Primary Turnaround	Gerard Duracan	25/11/2011	Essex
Tackling Difficult Conversations	Rodger Pyrah	17/11/2011	Cambridge
Tackling Difficult Conversations	Rodger Pyrah	18/01/2012	Suffolk
Tackling Difficult Conversations	Rodger Pyrah	07/03/2012	Essex

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Osiris Educational

Osiris Educational is the UK's leading independent provider of professional development in the education sector. We work with hundreds of the country's leading educational experts to deliver the best training solutions across all areas of education. Osiris was founded in 1996 by teachers who wanted to improve the way that children were taught. For 14 years we have been able to pursue a clear vision of providing outstanding training and development opportunities for teachers and school leaders.



Osiris offers over 100 different day courses every year. These are constantly reviewed to keep you up to date with the latest policy changes and the newest and the best educational pedagogy. All our day courses can be delivered as INSETS. However, we also offer a bespoke training service. With access to hundreds of the UK's leading educational trainers, our in-school training department can offer training solutions tailored to your needs and budget.

Early Years

Assessment

Assessment and Planning through Observation

Behaviour

Behaviour Management for Early Years

Coaching and Pastoral

Transitions EYFS-KS1

EAL

EAL 3-7

English and Literacy

Outdoor Literacy

Securing Progress in Early Reading

Gifted and Talented

G&T 3-7

How to Challenge the Able Child in Early Years

Leadership and Management

Monitoring Progress using Data Effectively
EYFS Review 2011

Early Years Turnaround

Forest Schools

Managing EYFS

New tools to Monitor Provision in the EYFS

Outstanding Leadership in Early Years

Preparing for Ofsted Under the EYFS

Maths

Problem-Solving, Reasoning and Numeracy

Outdoor Maths

Science

Bugs, Balloons and Bananas

Outdoor Science

SEN

SEN Early Years

Teaching and Learning

Boys 3-7: Getting it Right from the Start

Boys in a Female Environment in Early Years

Bugs, Balloons and Bananas

Creativity and Possibility Thinking in Early Years

Empathy Dolls (LP)

Football Phonics

Games for Early Years

ICT for the EYFS

Inspirational Displays in Early Years Setting

Montessori & Reggio Emilia in the Main-stream Classroom

New to Early Years

Problem-Solving, Reasoning and Numeracy

Outdoor Learning

Outstanding Days

Outstanding Early Years Teaching

Preventing Early Failure

Sustained Shared Thinking

The Ultimate Early Years Environment

Treasure Baskets (LP)

What to do instead of Circle Time

Primary

Assessment

APP in Primary

APP Maths: Securing Standards at KS2

Future of AfL

Embedding Assessment for Learning Initial

and Diagnostic Assessment

Outstanding Pupil Profiles 3-7

Behaviour

Assertive Discipline

Behaviour Plans: What works and what doesn't

Best Behaviour Brilliant Behaviour Moving

Beyond Discipline with Rob Long

Dealing with Difficult People

Dealing with Difficult Pupils at KS2

Exclusions 2011

Girl-on-girl Bullying

New Powers to Discipline

Outstanding Behaviour Management

Pupil Control and Restraint Training Level 1

Pupil Premium 2011

Restorative Justice (LP)

School Report Cards

Zero Tolerance

Coaching and Pastoral

Advanced Coaching Skills

E-Safety

Learning Mentor Systems

Lesson Study

Safeguarding Against Abuse

Managing Stress

Pupil Voice

Struggling Students

Curriculum

Creative Primary Curriculum

Primary Curriculum Reform

EAL

EAL 2010

Embedding the Ultimate EAL Programme

Outstanding EAL Teaching

English and Literacy

Advanced Planning: GrammarA

PP English: Securing Standards at KS2 & 3

Assessment for Literacy

Boys' Writing

Guided Writing

Outstanding Primary Literacy Co-ordinator

Struggling Readers and Writers

Systematic Synthetic Phonics (Letters and Sounds)

Visual Literacy

Gifted and Talented

Bright Boys

Embedding G&T into Every Classroom

G&T National Best Practice

Gifted Girls

Gifted and Talented Enrichment & Extension

Leading G&T

New to Gifted and Talented Co-ordinator

ICT

Embedding APP in ICT

New to Primary ICT Co-ordinator

Outstanding ICT Lessons

Sustainable ICT

The Wonderful World of Web 2.0

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w: www.samuelward.co.uk

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w: www.parksidefederation.org.uk

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w: www.passmores.essex.sch.uk

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w: www.osiriseducational.co.uk

Languages

Differentiation and Mixed Ability Teaching in MFL
French 2010
Outstanding MFL Lessons
Spanish 2010

Leadership and Management

Advanced Strategic Planning
Becoming an Outstanding Manager
How to achieve new Academy Status
How to deliver Outstanding Training every time
High Impact Primary Subject Leadership for 2011
How to prove you are Effective
Intelligent Accountability in Schools
Leadershift (Inspired Leadership)
Leading Gifted and Talented
Mastering Change in Schools
New Framework for Inspection
National Reporting Standards
Outstanding CPD Co-ordinator
Preparing for Ofsted: The secrets of the NEW judgement
Ready for Ofsted: Education Law in Schools
Reduce Staff Costs
Sir John Jones' Accelerated School Improvement
Succession Planning
Survive the Cuts
Tackling Difficult Conversations
Teacher Observation: Getting it right every time
Thrive in Crazy Cost Cutting Times
Transformational Leadership

Mathematics

Differentiation in Mathematics
Outstanding Numeracy
Struggling Mathematicians
Top Set Maths
Transforming Maths

Music

Music for Non Specialists
Outstanding Music Lessons

PE

Embedding the PE & Sport Strategy 2012
The Future of School Sport

Science

APP in Science
Forensic Science

SEN

Managing Attachment Disorder
Managing Autism
Managing Attention Seeking Behaviour
Multi-Disorders
New to Asperger's
New to Dyslexia
New to Dyspraxia
New to SENCo
Outstanding SEN Teaching
SEN: Better Diagnosis, Better Differentiation
SEN 2011 (Green Paper)
The SEN Support Programme

Teaching and Learning

21st Century Boys
21st Century Children
7 most common classroom mistakes and how to avoid them
Advanced Teaching Techniques
Bright Boys
Building Learning Power™ with Guy Claxton
Cover Supervisor
Differentiation 3-7
Differentiation: New Strategies and Solutions
Embedding SEAL
Essential Trip Planner
From Good to Outstanding
Games for Learning
Gifted Girls
Ian Gilbert on Why do I need a teacher when I've got Google?
Independent Learning@
Inspirational Displays

Secondary

Art and Design

Assessment in Art
Outstanding Art Lessons
Outstanding Design Technology Lessons

Assessment

A-Level Teaching Law
Assessment Expert
Boys' Exams
Embedding APP: Assessing Pupil Progress
Future of A/L
IGCSEs 2010-2011
Initial and Diagnostic Assessment
Leading on Assessment in Secondary
Maximising 5 A*-C's
Including English and Maths
Outstanding A Level

Behaviour

Advanced Behaviour Management for NQTs
Assertive Discipline
Behaviour Plans: What works and what doesn't
Best Behaviour
Brilliant Behaviour Moving Beyond Discipline with Rob Long
Dealing with Difficult People
Dealing with Difficult Pupils at KS2
Exclusions 2011
Girl-on-girl Bullying
New Powers to Discipline
Outstanding Behaviour and Engagement
Outstanding Behaviour Management
Pupil Control and Restraint Training Level 1
Pupil Premium 2011
Restorative Justice (LP)
School Report Cards
Zero Tolerance

Business Studies

A* at A-Level Business Studies
Outstanding Business Lessons

Coaching and Pastoral

A Tutor for Every Child 2010
Advanced Coaching Skills
Assessment in Citizenship
Boys Year 7: Getting it Right from the Start
Diagnostic Assessment - Powerful tools for Learning Mentors
E-Safety
How to get to Oxbridge
Learning Mentor Systems
Lesson Study
Managing Stress
Outstanding Tutor Time
Pupil Voice
Safeguarding Against Abuse
Struggling Students
Troubled Teens
Vertical Tutoring

EAL

EAL 2010
Embedding the Ultimate EAL Programme
Outstanding EAL Teaching

English and Literacy

A* at A-Level English
Advanced Planning: Grammar
All Pupils Pass English GCSE
APP English: Securing Standards at KS2 & 3
Assessing Functional English
Assessment for Literacy
Assessment in English
Controlled Assessment in English
Leading English
Outstanding English Lessons
Outstanding Primary Literacy Co-ordinator
Outstanding Teaching for English GCSE
Visual Literacy

Geography

APP in Geography
Controlled Assessment in Geography

Gifted and Talented

G&T National Best Practice
Gifted and Talented Enrichment & Extension
Leading G&T
New to Gifted and Talented Co-ordinator

History

Controlled Assessment in History
Differentiation in the History Classroom
English Bacc - The impact on history
Leading History to Outstanding
New History Curriculum 2010
Outstanding History Lessons

ICT

Assessing Functional ICT
Controlled Assessment in ICT
Embedding APP in ICT
Outstanding ICT Lessons
Sustainable ICT
The Wonderful World of Web 2.0

Languages

A* at A-Level MFL
Controlled Assessment in MFL
Differentiation and Mixed Ability Teaching in MFL
French 2010

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Outstanding MFL for Year 7

Outstanding MFL Lessons

Spanish 2010

The English Bacc - The impact on MFL

Leadership and Management

Advanced Strategic Planning

Becoming an Outstanding Manager

How to achieve new Academy Status

How to deliver Outstanding Training every-time

How to prove you are Effective

Intelligent Accountability in Schools

Leadershift (Inspired Leadership)

Mastering Change in Schools

National Reporting Standards

New Framework for Inspection

New to Head of Department

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Outstanding Subject Leadership

Outstanding Team Leadership

Preparing for Ofsted: The secrets of the NEW judgement

Ready for Ofsted: Education Law in Schools

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Sir John Jones' Accelerated School Improvement

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Survive the Cuts

Tackling Difficult Conversations

Teacher Observation: Getting it Right Every Time

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The Subject Leaders' Guide

Thrive in Crazy Cost Cutting Times

Transformational Leadership

Women in Management

Mathematics

A* at A-Level Maths

All Pupils Pass Maths GCSE

Differentiation in Mathematics

Outstanding Mathematics Teaching

Outstanding Maths Lessons

Music for Non Specialists

Outstanding Music Lessons

Top Set Maths

Transforming Maths

Music

Music for Non Specialists

Outstanding Music Lessons

Science

A* at A-Level Science

APP in Science

Cognitive Acceleration in Science

Differentiation in Science

Forensic Science (Ks 3)

Outstanding Science Lessons

Periodic Assessment in Science and Maths

Top Set Science

SEN

SEN: Better Diagnosis, Better Differentiation

Managing Attachment Disorder

Managing Attention Seeking Behaviour

Multi-Disorders

New to Dyspraxia

New to SENCo

New to Asperger's

Managing Autism

New to Dyslexia

Outstanding SEN Teaching

SEN 2011 (Green Paper)

The SEN Support Programme

Sixth Form

New to Sixth Form

Outstanding Sixth Form

The Future of Sixth Form

Teaching and Learning

7 most common classroom mistakes and how to avoid them (LP)

Advanced NQT

Advanced Teaching Techniques

Bright Boys

Building Learning Power™ with Guy Claxton

Cover Supervisor

Demonstrating Progression

Differentiated Classroom

Differentiation: New Strategies and Solutions

Embedding Assessment for Learning

Embedding Functional Skills

Embedding PLTS

Embedding SEAL

Essential Trip Planner

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Guided Learning

How to be an Amazing Teacher

How to Teach (Teaching Tricks)

Ian Gilbert on Why do I need a teacher when I've got Google?

Independent Learning@

Inspirational Displays

Lesson & Curriculum Planning

Lesson Observation and Feedback

Marking and Feedback

Mike Hughes' The Future of Learning

Motivating Every Pupil

New to Learning Mentor

NQT: Pass and Fly

Online Radio and Podcasting as a Learning Tool

Outstanding ASTs

Outstanding Bottom Set Teaching

Outstanding Lazy Teaching

Outstanding Learning

Outstanding Lesson Planning

Outstanding Lessons

Outstanding Questions

Outstanding TA's

Outstanding Teaching

P4C Level 1 Course

Philosophy for Children

Professional Display Training

Project-Based Learning

Social Media: Create Dynamic Lessons and Engage your Pupils

Spaced Learning (Knowledge Acquisition)

Teacher Lab

Teaching Boys

The Advanced Lead Learner Course

The Future of Learning: Where children teach themselves

The Learning Mind

Toolkit for Outstanding Teaching

Video Games in the Classroom

Whole School Improvement

Delivering High Expectations

Embedding Outstanding Teaching

Fundraising for School Improvement

Future of Work Related Learning

How to increase the impact of CPD

Outstanding Community Cohesion

Teacher Learning Communities

Vertical Teaching

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- Increase teacher confidence
- Improve pupil enjoyment and engagement in lessons
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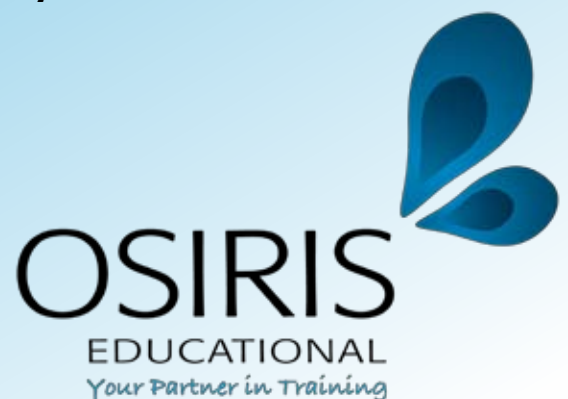
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