

## Endorsements:

## ASSERTIVE MENTORING IMPACT

### Transforming schools in difficulty:

**We would not have believed this amount of progress was even possible.**

**The best example of using assessment we have ever witnessed.**

Pupils' self-confidence and attitudes to learning have **changed beyond recognition.**

*(HMI: Mount Pleasant Primary, Darlington 2010)*

I cannot believe the speed and scale of its impact. This is an entirely different school - **a total transformation.** *(J. Steel: Lead IO, Mount Pleasant Primary, Darlington 2010)*

The difference in climate, culture and pupil behaviour is **immeasurable** since the last visit.

*(A. Dunn: Assistant Director, Children's Services, Darlington LA, 2010)*

The rigour and vigour of the Assertive Mentoring system has **raised expectations of all** pupils. Pupils are now secure in the knowledge of where they are, where they need to be and what they need to do to achieve their targets. Assertive Mentoring has led to **major improvements** in the accuracy of assessment. The system has had a **positive measurable impact** on pupil progress which has shown impressive improvement. *(Darlington LA Outcomes Review 2010: Mount Pleasant Primary)*

Having been stuck around 50% L4+ for the last 6 years in writing we jumped straight to 75% within the first year and an incredible 89% the next with 26% at L5! **We are all stunned and mightily relieved.** Thank you so much for Assertive Mentoring it has made a real difference to our children and staff. *(Angela Maxted, HT: Cheriton Primary, Kent)*

**We're amazed – blown away!** Amazing SATs results and VA scores, best results in our history; E&M from 49% to 89%; Notice to Improve to 'good with outstanding' - **all within 12 months!** AM was the vehicle for this amazing turn around - thank you for sharing it! *(D. Luke, HT: Radcliffe Hall Pri, Bury)*

We were fearing Special Measures. We now have the highest VA in Lancashire and are in the **top 100** schools nationally! I do believe that introducing AM was the turning point for our school not just academically but in our whole ethos. *(K. Blacoe, HT: Primet Primary, Lancs)*

We were in Notice to Improve so we introduced AM. Now we have been judged as good with outstanding features. HMI said AM has had a **'transformational effect on children's attitudes to learning'**. *(J. Ditchburn, HT: Ashfield Junior, Workington)*

We were put in Notice to Improve in 2011. Since we introduced AM progress across KS2 has been outstanding. Ofsted now describe us as **'a rapidly improving school'** and took us out in 2012. *(J. Briggs, HT: All Saints Primary, Bolton)*

**HMI were most impressed** with the progress we have made in such a short time. In particular the way in which Assertive Mentoring has **motivated children** and given them greater control of their own learning journey. *(Clare Daddy, HT: Buttershaw Primary, Bradford)*

## **Scale and Speed of impact: (within 1 year!)**

As an NLE working to support the raising of standards, Victoria Junior School implemented all aspects of the Assertive Mentoring system in September 2012. Standards in the school were below floor targets at L4 and well below expectation for two levels progress. Assertive Mentoring became the main driving tool to support staff as they improved knowledge, challenged expectations and pupil engagement in their learning.

In 2013 the school achieved in reading 98% L4 with 96% L4B and 57% L5. We had similar results in writing and maths. Points progress were 16.0 in reading 15.5 in writing and 16.6 in Maths. We received UKLA "Literacy School of the Year" 2013, and a letter from David Law congratulating us on the progress of our pupil premium pupils and informed us that we were in the top 100 most improved schools in 2013. Assertive Mentoring has played a key its part in our improvement.  
(Pauline Robertson, Executive HT, National Leader of Education: Victoria Jnr, Workington)

Last year we were under floor targets, had two satisfactory reports and had the DFE breathing down our necks looking to force an academy conversion. This year we have gone from 56% to 86% for E&M with results across the board massively improved. Ofsted have just been and graded us good with outstanding features. **Assertive Mentoring has been a major force in the culture of change** within my school; raising accountability and focussing teachers on what the children can achieve. This year we won't be propping up the league table but will be pushing for the number one spot.  
(Mark Standen, HT: Holy Trinity CE Primary, Darwen)

Never has an initiative made such a **massive impact so quickly**. WOW! From scratching my head annually as to finding the way to improve writing I now smile because the **Assertive Mentoring system is the perfect tool**. It really works. Our highest ever result in writing was 67%, it has immediately jumped to 84% and reading went to an incredible 92%! Thank you so much.  
(C. Greenaway, HT: Wavell Junior, North Yorkshire)

In just one year the progress in reading and maths has gone from one of the lowest attaining schools in the country to one of the top in comparison to similar schools. We were identified as one of the two most improved schools in West Yorkshire. I can testify that Assertive Mentoring really works!  
(Anne McNally, HT: St Malacky's Catholic Primary, Halifax)

**Just 1 year into Assertive Mentoring and look what's happened**. E&M has gone from 32% to 75%. We can't thank you enough!! (J. Crawford, HT: Greasbrough Primary, Rotherham)

We only started Assertive Mentoring in January, but E&M went from 30% to 85%. It's definitely Assertive Mentoring that's done it for us! (K. Burns, HT: St Peter's Primary, Ashton)

We only started the writing after Christmas but results rose **from 40% to an incredible 90%**. Wish we had done the maths as well. Our maths results were dire! (C. Harrison, HT: St Edmund's RC, Salford)

We started it in February and were inspected two weeks later. **Ofsted loved it** and moved us from satisfactory to good. We went on to get the **best results in our history!** 80% English, 90% maths and E&M went from 45% to 79%! (E. Wickham, DHT: Burnwood Primary, Stoke)

I can talk with **true passion** about the impact of Assertive Mentoring in my school. As a result of AM outcomes in maths rose from 68% to 84% (L4+) and from 16% to 37% (L5) in just 5 months! **A fantastic achievement and one we all proud of.** *(Bill Aylett, HT: Montgomery Junior, Colchester)*

**Best ever results within a year** of introducing Assertive Mentoring. The staff and children are hungry for more. *(T. Croasdale, HT: St. Paul's Primary, Bury)*

It has had **impact from day one!** *(John Edwards, HT: Lower Fields Primary, Bradford)*

One year into Assertive Mentoring and our writing results (which have been moderated) are our best ever, 82% L4+! We have our marked maths test papers back and are hopeful that when published the results will also be well up on last year. *(C. Claydon, HT: Brightlingsea Juniors, Colchester)*

The staff and children **love** the systems. The **impact is clear and immediate!**  
*(C. Ord, DHT: Our Lady of the Rosary, Durham)*

Our results have gone from being terrible to children getting L6 within a year! Thanks for all the AM support! *(M. Brennan, HT: St Mary's Primary, Halifax)*

This has had a **massive impact in my classroom.** Y6 had just 12 weeks of using the AM programme. KS2 results showed a 25% increase at L4+ in English and in maths. *(J. Kendall Y6 Teacher)*

The Assertive Mentoring system has changed the way I feel as a teacher and **revolutionised my practice.** *(R. Goffee, Y6 Teacher: Mount Pleasant Primary, Darlington)*

We have been using Assertive Mentoring for two terms now and are already very pleased with the materials and the impact it is having in the classroom. *(A. Wake, DHT: Brockhurst Junior Gosport)*

Having only started Assertive Mentoring in January I had to share our **amazing results.** Last year's results are in brackets. **Just look at the impact for L5!**

Reading - L4+: 95.5% (95%), L5: 59% (25%)      Writing - L4+: 86.4% (75%), L5: 18.2% (10%)

Spelling and Punctuation - L4+: 86.4%, L5: 59%

Maths - L4+: 95.5% (80%), L5: 54.5% (15%), L6: 13.6% (0%)

WOW - **we are thrilled!** AM is making a **massive** difference - thank you. *(Clare Thomas, HT)*

We have the **highest results in the school's history** thanks to Assertive Mentoring.

This stuff just works! *(K. Schooling, HT: Ross St Michael, Doncaster)*

Our SAT results are so much better than ever before. HMI are impressed with the impact of Assertive Mentoring and **the kids absolutely love it!** *(West Melton Junior: Rotherham)*

We are absolutely delighted with Assertive Mentoring and our much improved SAT results. **The impact is outstanding, brilliant, absolutely fantastic!** *(R. Partington, HT: New Moston Primary, Manchester)*

We are convinced AM has been the **single most effective method we have implemented** for raising standards. Thank you so much for unlocking the secret for us. *(Field End Junior: Ruislip)*

I am a believer! Our Y6 results are way **beyond our dreams** (and targets) and our **best ever.**  
*(R. Williams, HT: Docking CE, Kings Lynn)*

We have had **amazing results** in maths - up from 65% last year to 95% this year, with 100% 2 levels (or more) progress. Brilliant! *(T. Caffrey, HT: St John's Primary, Newcastle)*

Assertive Mentoring has (and is) so definitely worked for us. Our biggest success is the use of the assessments to identify and teach to the gaps. *(D. Luke, HT: Radcliffe Hall Primary, Bury)*

The impact the weekly maths tests has had on our pupil's progress is **outstanding!**  
*(S. Clark, DHT: Monks Abbey Primary, Lincs)*

## **Sustained Improvement**

We've just completed our third year using Assertive Mentoring and SATs results show our best ever attainment and progress measures for Year 6 for the 3rd consecutive year. **AM has transformed our school** and we have examples of **phenomenal progress** amidst some **amazing results**. It's really raised the interest of our local network schools. Having attended the recent Manchester conference and fed back to a very receptive staff we are all set to go again come September.  
*(Richard Rigg, AHT: Heybrook Primary School, Rochdale)*

I had reached desperation point was questioning my future in the profession. I came to an Assertive Mentoring conference some years ago and have never looked back. **Our standards and reputation have been transformed**. We are having to extend the school because of the demand from parents wanting their children to be educated here. *(Angela Maxted, HT: Chiltern Primary, Kent)*

Three years into Assertive Mentoring and things continue to improve. We are now in the **top 30 schools in the country** for improvement and the top 7% for progress!  
*(O. Dalton, HT: Lakenham Primary, Norfolk)*

St Botolph's introduced Assertive Mentoring at the start of Sept, it had a great impact in year 1 but even more so this year with the children making overall **outstanding progress across the school**. The staff love it, I love it, the kids love it, governors get it!. *(E. Pepper, HT: St Botolph's, Leicester)*

Great results again! Even with a cohort that was meant to be weaker than last year's we have exceeded the 2013 results – which were the best we have had for 7 Years! **3 years of consistent upward movement in all areas**, but especially the Maths. 50% of children got L5, with 13% getting L6!! 98% made 2 levels progress (in a cohort with 4 Statements). We can trace this improvement back to the moment we introduced AM! Thanks again! *(Mark Brennan, HT: St Mary's Primary, Halifax)*

As a school with a high percentage of children from military families, so in turn high mobility, securing improvements over time has always been an issue. The 2013 Year 6 cohort were the first to start with Assertive Mentoring. Data for the group who completed the whole key stage with us shows 94% level 4 + in reading and writing, 100% level 4 in mathematics. Even better than this, 61% level 5 in reading, 44% in writing and 33% in mathematics! Assertive Mentoring works because it provides teachers with the tools they need to be effective. **At last something that really works!**

*(Bill Aylett, HT: Montgomery Junior School, Colchester)*

I just had to tell you. We have just completed our weekly attendance and have 5 classes at 100% and 2 classes at 99% - we only have 10 classes! We have **never had attendance like this before** and put it all down to Assertive Mentoring! Thank you! *(Sheryl Wrigley, Knowsley)*

We attended one of your Assertive Mentoring conferences, which was excellent. We purchased the maths pack, which has proved to be **brilliant**. *(D. Tromans, DHT: Cumbria)*

We have found Assertive Mentoring to be highly successful. It did all we expected and much more. Our year on year progress has improved **more than we could have imagined** and teachers enjoy the understanding they have of children's targets. However, far and away the most valuable part of the system is the ownership it gives children of their own learning. They love knowing their targets and the **buzz in school** when they all find they have made progress is amazing. We were inspected recently (Feb '13) and the system was **highly regarded by OFSTED**. We were described as having good to outstanding progress. *(Val Hall, HT: St Mark's Elm Tree Primary)*

Our results last year placed us in the **top 1% of the country for progress in all subjects**. The Minister of State for Schools has written to congratulate us on the progress made (our starting position was 30% E&M combined just two years ago!). I firmly believe that our use of the Assertive Mentoring teaching model has been a strong influencing factor on the raising of standards.  
*(Karen Burns, HT: St Peter's Primary, Ashton)*

I just wanted to say how brilliant we at Greatstone think the Assertive Mentoring System is. The approach made **absolute sense** to me and I could see that it was just what we as a school needed. I knew we were lacking in consistency in assessment, and other areas so went for the whole package. I came back to school and ran around exclaiming '**I have found the Holy Grail!**'

The assessments were carried out in reading, writing and maths and gap analysis detailed. I have sat in on some of the mentoring meetings and can see the impact that these are going to have. The children already want to share their files with me and are talking in colours. The staff are so enjoying having the 1:1 time with their children to explain and talk about learning journeys.

I know these systems will help. More importantly, **I know AM is going to ensure ALL learners reach their potential**. In the meantime I am relishing the positive atmosphere of my school; so thank you.  
*(N. Wood, HT: Greatstone Primary, Kent)*

I absolutely love the Assertive Mentoring System. **The children love it** because they know exactly where they are and what they have to do next to level up. **A brilliant system; I only wish we'd discovered it years ago!** *(K. Britton, DHT: Oakdale Primary, Peterborough)*

Since we started using Assertive Mentoring the results in maths so far are clear and **the children really love it!** We have now started using the English too. *(C Sharpley-Ellis, AHT: Ferrars Junior, Luton)*

We've been using assertive mentoring for 2 years now with **excellent results!** We will continue to use it with the new curriculum. Many thanks. *(D. Baker, DHT: Littleton Green Primary. Staffs)*

Just had to tell you that we had our visit from OfSTED in February. **The outcome was great** – inspectors were really impressed by the way we are using the Assertive Mentoring systems to REALLY assess children, analyse gaps, inform planning and individualise support.

Quotes from the report: *'The impact has been considerable, with accelerated rates of progress. This approach is also proving successful for disabled pupils and those who have special educational needs, who have made particularly good progress. It makes pupils very well aware of how they are doing and motivates them to progress rapidly.'*

**This is all directly attributable to Assertive Mentoring.** We were graded as GOOD when schools all around us are going down categories.

I sing the praises of AM at every opportunity to colleagues across Cambridgeshire. We have had visits from schools to come and look at the way it works - all very impressed. THANK YOU! I took a chance on a random email sent by yourselves, attended one of your conferences and **we haven't looked back since!** (G. Young, HT: Houghton Primary, Huntingdon, Cambs)

We have a fantastic story to tell. This year we took on the maths element of Assertive Mentoring as this was our greatest area for focus in school. Last year our L4+ results were 76% with 41% L5. 2 levels progress from KS1 was 78%. This year we have L4+ at 92%, 55% L5 and 8% L6. 2 levels progress from KS1 stands at 95% **We are ecstatic** with these results! (S. Jones: Acting HT, Lomeshay Junior, Nelson)

**Our results have increased again** and we have achieved 90% in Maths, 90% Reading and 76% in the SPAG and the writing. We also had 4 pupils achieving a level 6 in Maths and our level 5s in reading were 67%. We still feel the Big Maths sessions have directly impacted on the mental maths scores and that the mentoring sessions each half term are a massive influencing factor on the development of children's attitudes and hunger for success. (K. Burns, HT: St Peter's Primary, Ashton)

We had the big O last week and survived! We did very well and they were very impressed with our PAM!! The recommendations were very positive too - including - continue to increase the number of pupils exceeding expected levels of progress by continuing to use strategies that help pupils to learn faster (sound familiar?). I just wanted to say a big thank you once again. (C. Thomas, HT)

The Assertive Mentoring system has really worked in our school. It had a hugely positive impact on our maths progress. The impact of the weekly maths on our **pupils' progress is outstanding!** (S. Clarke: DHT, Monks Abbey Primary, Lincoln)

We have been using Assertive Mentoring for two years now and find it **a fantastic system to work with.** (Lisa Fleet: Assistant Headteacher, Claremont Primary School, Blackpool)

The AM system is exactly what we needed to ensure that everyone understands the progress that is being made and to inform planning so that we are teaching the things the children need to focus on. (Steve Snelson: Principle, Falcons Primary, Leicester)

Having a whole school 'Good to be Green' behaviour system has **transformed the behaviour, attitudes attendance and attainment** of our children. (Anne McNally, HT: St Malacky's Catholic Primary, Halifax)

Introducing the Assertive Mentoring system in our school has had a **phenomenal impact on the attitudes and behaviour of our pupils.** They now take full responsibility for improving their own learning and independently refer to themselves as 'going for green'. (Swain House Primary, Bradford)

The Assertive Mentoring system is **outstanding.** It has a **significant impact upon the motivation and progress** of pupils." (G. Downey (SIP): Red Hall Primary, Darlington)

Assertive Mentoring is an **outstanding aid to school improvement.** (B. Lowes (SIP): Red Hall Primary, Darlington)

A huge THANK YOU for a career changing system. 100% is unheard of here but WE did it!  
I'm totally convinced! **Assertive Mentoring has put us in the 100 top performing schools.**  
(Rebecca Williams, HT: Docking Primary, King's Lynn)

We are immensely pleased with AM – it's worked for us. Maths results are up 35% at L4 and 23% at L5 so we are **celebrating SATs in the 90s for the first time ever!** (H. Newell, HT: St Michael's Jnr, Norwich)

**We're over the moon!!!** How does 94% L4+ in English and maths combined sound, with 50% L5 in maths and 94% L5 in reading! (K. Conwell, HT: Adswood Primary, Stockport)  
Y6 results were our **best ever** this year with APS scores **well above last year** and the national average. The best thing was all the children could tell you what they had to do to improve.  
(Sarah Knowles: Headteacher)

We needed Assertive Mentoring to raise attainment and lift us to the next level. This **ensured we received 'outstanding'** in our latest Ofsted. (J. Gleeson, HT: St George's Primary, Middleton)

This small village school, which once struggled with standards, has been **transformed by Assertive Mentoring**. It so clearly identifies what we need to do and what the children need that teaching is far more focussed and learning is accelerated. (Joe Hall, HT: North Wheatley Primary, Notts)

We started Assertive Mentoring in 2011 and had our best ever SATs results with 100% L4 and 50% Level 5 at the end of 2012. In the performance tables we were ranked 4<sup>th</sup> out of 341 schools in Lincolnshire. We had Ofsted last week and am proud to say that with the same staff and teachers we went **from satisfactory in 2010 to be judged outstanding** in every category in Feb 2013. **Ofsted were extremely impressed** with the programme and the report highlights *"the significant improvements in teaching, pupil progress and the standards they attain."* I'm just so glad I came to one of your conferences back in 2011. Thank you for your brilliant system which has **transformed our school**.  
(K. Parsons, HT: Brant Broughton CE, Lincoln)

Two years in and **again we have our best ever results** and highest ever number of L5s. Next year looks set to be even higher with many children forecast to be L6! We are now classed as a 'category 1' school. **Assertive Mentoring is fabulous**. The weekly maths skills practice and regular assessments have helped enormously with impact and progress. (J. Jones, HT: St Thomas's CE, Wigan)

We have using Assertive Mentoring for the last two years at Cragside Primary school. I am certain that this was **the prime reason for getting an outstanding** Ofsted grading in February 2014.  
(Natalie Lloyd, AM Lead: Cragside Primary, Newcastle)

## What does Ofsted say?

Pastoral care and **academic guidance are outstanding**. The school's highly effective mentoring programme gives teachers all the information they need to ensure pupils have the targets to improve their work. It has allowed pupils to have a clear insight into their own work and attitudes and has helped raise their achievement and levels of attendance. *(Red Hall Primary, Darlington: Ofsted 2009)*

Assertive Mentoring has underpinned **impressive improvements in pupils' achievements** across both Key Stage 1 and Key Stage 2, and **transformed pupils' attitudes to learning and their life in school in the process**.

The Assertive Mentoring system lies at the heart of the vast majority of the improvement outcomes for pupils seen during this visit and has proved a **powerful tool in the classroom; driving up standards, accelerating progress; improving behaviour and motivating and empowering pupils and staff**.

*(Mount Pleasant Primary, Darlington: Ofsted 2010)*

There has been a **marked improvement in pupils' behaviour**. Pupils' self-confidence and attitudes to learning have **changed beyond recognition**. This has had a **dramatic impact on the climate of the school**; resulting in a warm, calm and productive atmosphere where pupils have been effectively tuned back in to learning and accept more responsibility for their actions. **Assertive mentoring has played a key role in the achievement of these positive changes in attitude**. *(Mount Pleasant Primary, Darlington: Ofsted 2010)*

AM has had a **'transformational effect on children's attitudes to learning.'** *(Ashfield Junior: 2011)*

**Progress is accelerating and teaching is improving** thanks to the 'forensic analysis of assessments' through AM. *(Houghton Primary: Ofsted 2012)*

*Ofsted describe 'a dramatic transformation' at Eastfield Primary (Grimsby Telegraph)*

The school has **excellent systems** to ensure pupils are helped to understand their learning needs and pupils show an impressive understanding of where and how to improve key aspects of their learning. Teachers and TAs adopt a **highly consistent** approach to teaching. Throughout the school there are excellent systems to manage pupils' behaviour. *(Eastfield Primary, NE Lincoln: Ofsted 2012)*

A **highly effective** programme that involves pupils in assessing their own progress which results in pupils being very well informed about how well they are doing and the next steps in their learning. *(Brant Brougham Primary: Ofsted 2013)*

We had Ofsted in March this year (2013), they loved Assertive Mentoring and judged us **outstanding in all areas**. *(C. Newstead, HT: St Joseph's Catholic Primary)*

The introduction of Assertive Mentoring has created a sense of urgency and competition, which has led to an improvement in educational standards. The school has done well to increase the number of pupils reaching the higher levels in Years 5 and 6. Due to a close focus on 'Assertive Mentoring' and regular mathematics testing, all pupils make good progress in this subject. Some groups are making accelerated progress and many are already currently working at the higher levels.

The school's **assertive mentoring programme has made many pupils passionate about their learning**. A close examination of pupils' mentoring files indicates that the vast majority of pupils are making good progress with many exceeding their targets.



All behaviour observed in and around the school during the inspection was at least good. The quality of teaching and **the achievement of pupils have improved considerably.**

*(St Elizabeth's Catholic Primary, Wythenshaw: Ofsted 2013)*

A robust system of assessment ensures teachers know how well pupils are progressing enabling them to plan precisely to close any gaps in attainment. Based on the good assessment of previous learning the vast majority of lessons are well planned so that pupils make good progress.

Pupils are enthusiastic and keen to learn and strive to achieve their targets. Pupils spoke eagerly about earning 'smilies' and how it was 'good to be green'. *(Windmill Hill Primary: Ofsted 2013)*

**Ofsted were extremely impressed** with the programme and the report highlights *"the significant improvements in teaching, pupil progress and the standards they attain."*

*(K. Parsons, HT: Brant Broughton CE, Lincoln)*

**Ofsted loved it** and moved us from satisfactory to good. *(E. Wickham, DHT: Burnwood Primary, Stoke)*

Ofsted (2014) identified that Assertive Mentoring is just what we needed in our school. It has had a massive impact on behaviour and learning. They reported that our 'good to be green' behaviour system is having a **phenomenal impact on learning.** *(Leigh Brown, HT: Seacroft Grange Primary, Leeds)*

Just wanted to tell you that we had our visit from OfSTED on 27<sup>th</sup>/28<sup>th</sup> February. The outcome was great – inspectors really impressed by the way we are using the Assertive Mentoring systems to REALLY assess children, analyse gaps, inform planning and individualise support. A few quotes from the report...

*The school has tackled a dip in standards by focusing on the needs of each individual pupil, identifying gaps in their knowledge and understanding, and working to fill them rapidly. The impact of this has been considerable, with accelerated rates of progress in both writing and mathematics. This approach is also proving successful for disabled pupils and those who have special educational needs, who have made particularly good progress in reading and writing.*

*Teaching assistants are highly skilled and trained well. They are very well briefed and fully included in planning activities for pupils and in assessing how well they have completed them. As a consequence, the impact of their work is considerable, and this contributes in no small way to pupils' good progress. (Our TAs are all fully training in AM and contribute hugely to it's success).*

*Teachers are adept at grouping pupils so as to help them to get the most out of learning, paying particular attention to how they have been progressing. In this way pupils who need additional support are identified and helped, and pupils who are ready to be moved on in their learning are given more demanding work to do. (Thanks to the marking system and gap analysis – groupings are altered on a daily basis according to needs)*

*Teachers regularly spend time individually with pupils reviewing their progress in reading, writing, mathematics and behaviour and agreeing what they need to focus on to reach the next level of attainment so that they can set goals. This makes pupils very well aware of how they are doing and motivates them to progress rapidly.*

*The approach of treating each pupil as an individual and responding flexibly to their needs in the light of their progress has been a particular success. This is having a positive impact and is leading to a greater consistency of teaching.*

This is all directly attributable to Assertive Mentoring. I sing the praises of AM at every opportunity to colleagues across Cambridgeshire. We have had visits from a few schools to come and look at the way it works... all very impressed.

THANK YOU! I took a chance on a random email sent by yourselves back in June 2012... attended one of your sessions in Peterborough... and we haven't looked back since!  
(Georgina Young, HT: Houghton Primary, Huntingdon, Cambs)

## **Endorsements: THE CONFERENCE TRAINING**

Thank you so much for the day yesterday, I couldn't sleep for wanting to get into school and get started! (Lorraine Flanagan: HT, Thomas Buxton Primary London)

Loved the training - thank you! So much to do now and can't wait to get cracking!  
(Clare Berryman: HT, Whittle-le-Woods Primary, Chorley)

Can only be described as inspirational. (Penny Howell: Headteacher Chiltern, Northants)

Inspirational! **This makes enormous sense.** (Sheila Pikilsky: Headteacher, Field End Junior School)

**Inspiring. Challenging. Enjoyable.** (H. Artley: Learning Mentor, Meadowdale Middle School)

**An excellent conference**-very positive and motivating. I can't wait to get back and begin!  
(Caz Brasenell: Assistant Headteacher, Huntingtree Primary)

**Inspirational! Totally compelling stuff.** (Sue Lindop: Inclusion Team, SCE Germany)

Passion, experience, vision, excellent delivery, **aspirational but 'real'!**  
(Louise Close: Deputy Headteacher, Markland Hill School)

Based on real experience and success. **Very inspiring – Thank you.** (G Sykes: DH, Lower Fields Primary)

It was delivered by people who are passionate about it and are actually doing it. I know what to aspire to. (Gemma Bailey: Assistant Headteacher, Fearnville Primary, Bradford)

**Excellent - Realistic, workable and helpful.** (Louise McGuigan: KS2 Teacher, Chiltern Primary)

No nonsense, direct and child oriented. **Serious food for thought.**  
(Mark Rapps: Deputy, St. James Ceva Primary, Northampton)

**Excellent, motivational, humorous and personable speaker.** (Joy Lander: ISDTL, SCE, Germany)

**Very inspirational and eye opening.** (Rachel Thomas: Deputy Head, Robert Browning School, SCE)

Very **down to earth and inspirational** at the same time. *(Marie Bolger: Inclusion Teacher, SCE)*

**A brilliant day** – really inspirational! I want to get on and do it!

*(Alison Davison: Y6 Teacher, Skerne Park Primary, Darlington)*

**Wish I'd brought the whole staff!** I can see how this would work and achieve results.

*(Claire Archer: Lower School Leader, Blackhall Primary)*

I was unsure what to expect, though now **I'm wondering how I've managed without it!**

*(Mel Eastwood: Deputy Head, Bishop Bridgeman Primary)*

**Thank you for the best training I have ever experienced.** *(C. Symon: SCE Schools, Worldwide)*

Thank you so much for the wonderful training – it was **truly inspirational!** The staff love the systems and can't wait to get started! *(V. Walker: HT, St Martins Primary, Hereford)*

Thank you so much for yesterday's conference, **I couldn't sleep** for wanting to get into school and get started! *(L. Flanagan: HT, Thomas Buxton Primary, London)*

Thank you for a **very thought-provoking and valuable** day. I will be introducing PAM to my school as soon as possible. *(G. Beaven: HT, Salfords Primary, Surrey)*

We were **blown away** by the potential of AM! *(P. Pearce: DHT, Cuckoo Hall Primary, London)*

We all agree that this could be an **exciting way forward for us** to raise attainment, self esteem and to empower the children to play a more active role in their learning. *(R. Reeve: Associate Leader, Elliott Foundation, Wisbech)*

A great day. **Really inspiring** - I kept wishing I was Head of a school so that I could implement it!

*(M. Hamley: Senior Strategic Publisher, Oxford University Press)*

#### **THE SYSTEMS AND RESOURCES:**

All the hard work in terms of documentation and structure has been done for us - **Thank you!**

*(C. Marchem: Head, St. Joseph's CE Primary, Bradford)*

**Excellent quality of resources;** interesting and informative. *(Y2 Teacher: St. Joseph's Primary)*

**Brilliant resources.** *(Penny Howell: Headteacher, Chiltern, Northants)*

Exceeded my hopes! **It is a complete package.** *(Debbie Archer: A Head, Ecton Brook Primary)*

**Excellent resources.** *(Angela Watson: Deputy Head, Cedar Road Primary, Northampton)*

I want to make sure that we use this **fantastic resource** effectively from day one.

*(Richard Gartland: Director of Teaching and Learning, Springfield Primary, Darlington)*

**An amazing amount of work, impressive systems and inspiring ideas.** *(Anon: Bradford)*

**Links AfL and APP into one cohesive system.** *(Tricia Bateley: Exec Director, Academy 360, Sunderland)*

**It makes sense! It puts the child at the centre.** *(Janet Pallister: DH, Woodvale Primary, Northampton)*

**Consistent, pragmatic, simple, feasible.** *(Steve Jessop: Deputy Head, Bishopspark School, SCE)*

**Positive and realistic – a solution!** *(Amanda Robson: Acting Deputy, Fearnville Primary, Bradford)*

**A positive drive towards increasing pupils' life chances, framed in a realistic and accessible system.**

*(Marie Bolger: Inclusion Teacher, P& FS, SCE, Germany)*

A fully integrated approach. *(Carl Murray: Deputy Head, Reeve Hill, Bradford)*

**Brilliant – I'm inspired.** It brings it all together. *(Clare Daddy: Headteacher, Buttershaw Primary)*

Gave me a **new (and attractive) vision.** *(Tom Trevitt: Science Co-ord, Lister School, SCE, Germany)*

This gives us a way to **join up our thinking.** *(Una Farley: Leader of L & T, Lower Fields Primary)*

**This could be the key to a lot of our problems.** *(Angela Watson: DH, Cedar Rd Primary, Northants)*

Thank you! **I'm raring to get going on this now.** *(Libby Cannons: SLT, Montgomery Jr, London)*

I feel I can improve how my children achieve and develop.

*(Tim Stout: Headteacher, Meadowdale Middle School)*