



Ada Lovelace
C of E
High School



Completion date
29 June 2020
back on track

Ada Lovelace C of E High School

Building Presentation Evening



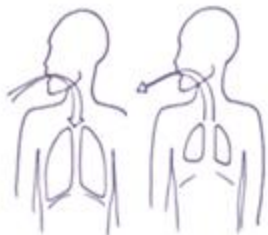
Ada Lovelace
C of E
High School

Dame Alice Hudson

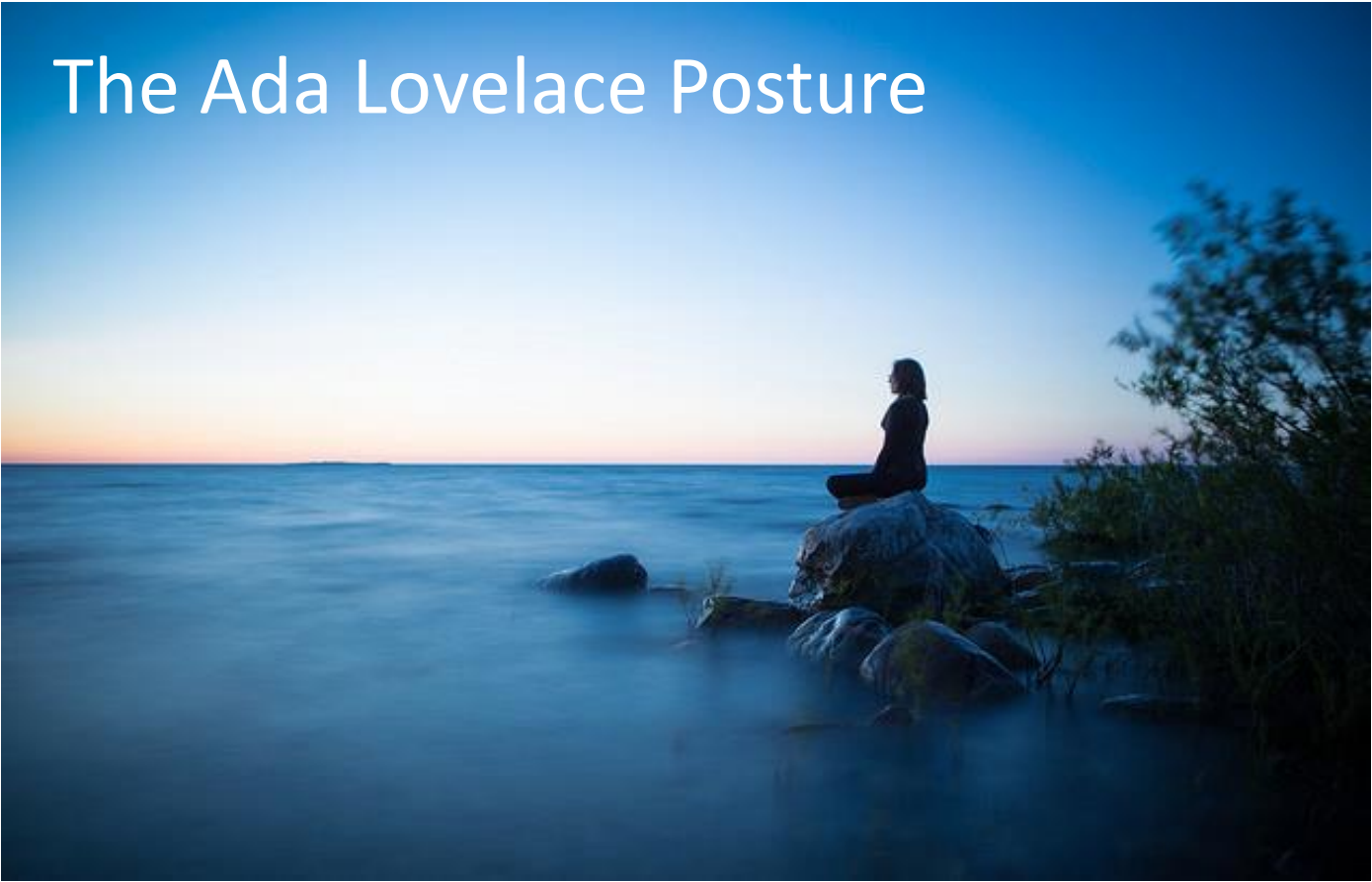
Executive Headteacher

Twyford Church of England Academies Trust





Inhale, exhale



Responses:

How good and pleasant it is
when God's people live together in unity.

When we live in harmony
God commands his gift.

When we live in unity, we discover God's blessing
Even life for evermore.



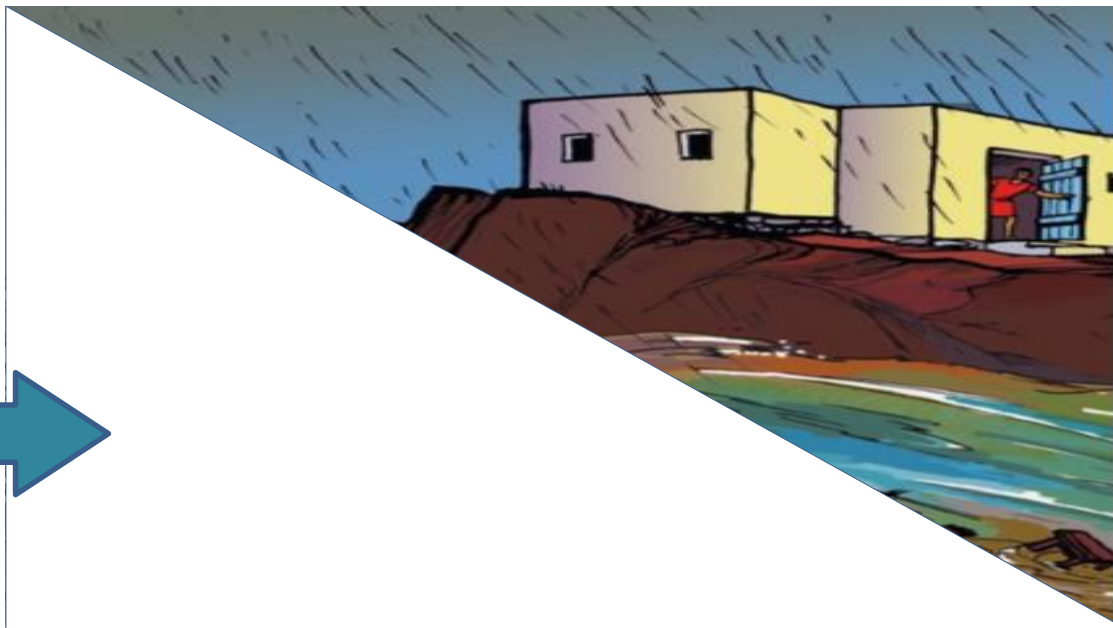
Reading

²⁴ ‘Everyone then who hears these words of mine and acts on them will be like a wise man who built his house on rock. ²⁵ The rain fell, the floods came, and the winds blew and beat on that house, but it did not fall, because it had been founded on rock. ²⁶ And everyone who hears these words of mine and does not act on them will be like a foolish man who built his house on sand. ²⁷ The rain fell, and the floods came, and the winds blew and beat against that house, and it fell—and great was its fall!’

Matthew 7: 24-27



Strong Foundations very necessary in the day-to-day



Well
Supported

Collapses
under
pressure

Underlying Support





Twyford
C of E
Academies Trust



Twyford
C of E
High School



William Perkin
C of E
High School




Ealing Fields
High School




Ada Lovelace
C of E
High School

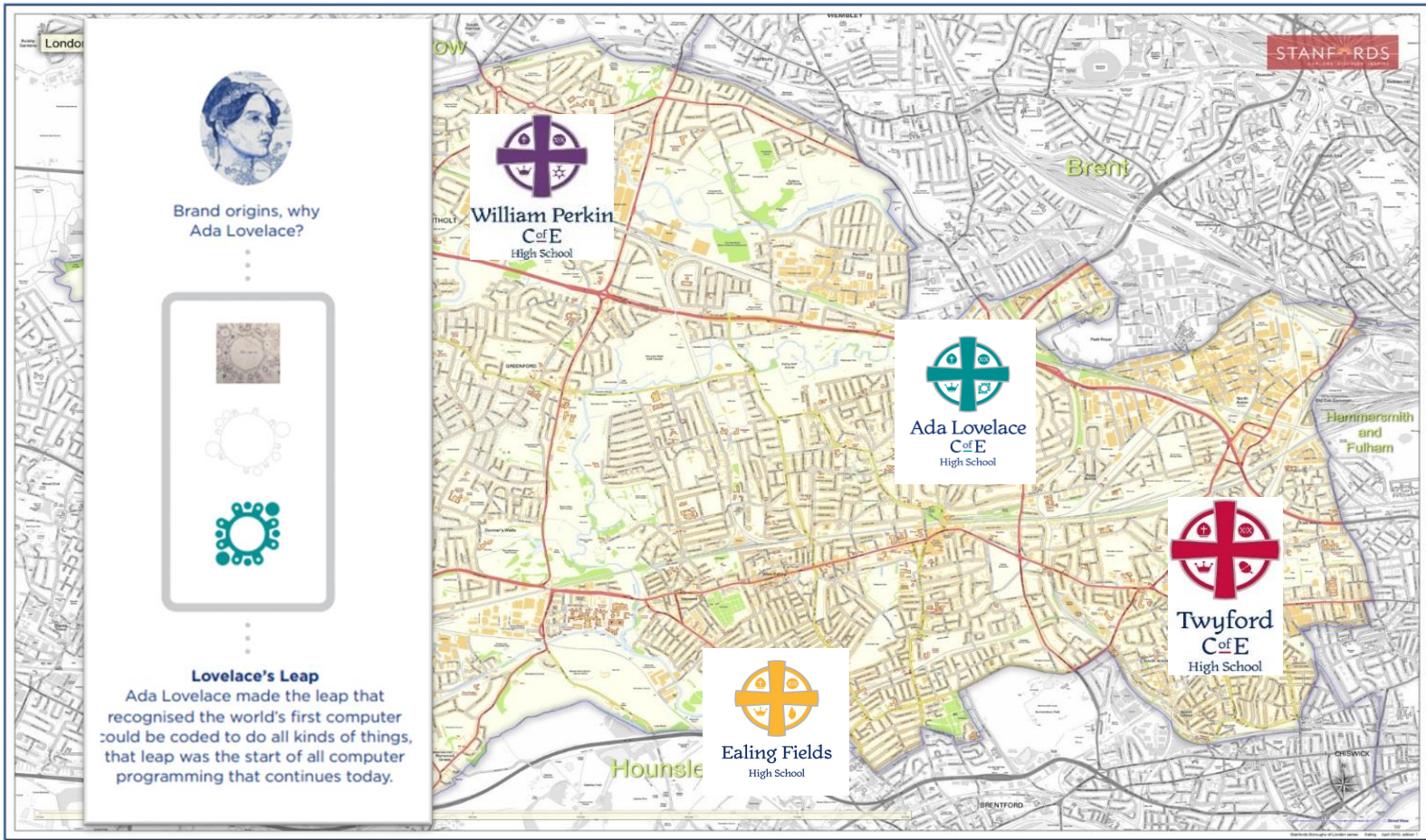




Brand origins, why Ada Lovelace?



Lovelace's Leap
Ada Lovelace made the leap that recognised the world's first computer could be coded to do all kinds of things, that leap was the start of all computer programming that continues today.



William Perkin
C of E
High School

Ada Lovelace
C of E
High School

Twyford
C of E
High School

Ealing Fields
High School

“Leaders have superbly developed a distinct Ada Lovelace ethos and identity for the pupils...who love the school and feel very secure.”

DFE Monitoring Visit 2019



Make the Leap

Establishing a distinctive learning culture



Day 1 – Sept 2019



ADA Senior Leadership Team

Mr Smith
Headteacher



Mr Wiggins
Deputy
Headteacher



Miss Brewer
Assistant Headteacher



Mr Cowing
Wider SLT



Miss Reif
HOY 7



Miss Marr
HOY 8



Twyford
C of E
Academies Trust

Building on Firm Foundations

Development Planning Priorities 2020-23
Recruitment Planner



Building on Firm Foundations: Development Plan & Recruitment Overview

The Twyford Trust was formed in 2011 to offer more school places to meet increased demand locally. By September 2020 both Faling Fields and Ada Lovelace will have moved into their new school buildings and the Trust's toolkit of common systems and approaches will be established in each. The priorities identified in 2018 as this expansion was planned are set out in the boxes below (Curriculum & Assessment / Post 16, Staff Training and Development and Resources). The areas for improvement on the back of this leaflet are agreed as steps within this plan and should position all 4 schools strongly for the Trust's next 10 years as it launches its differentiated post-16 offer and grows to its full size with over 300 teaching staff by Sept 2028!

Priority 1: Curriculum & Assessment:

Central to the success of all 4 schools is our curriculum and assessment model which has been developed collaboratively and is now being refined with the support of Trust subject leads. This includes the generic learning habits which are identified in the learning culture. We will aim to embed the first 4 of these (Literacy Memory Skills) in phase 1 (2021-23) with a further focus on linking skills/computational thinking in 2021-23. Interventions to the assessment system are appropriate at this stage to ensure that it works as a diagnostic tool for teachers, in making minor adjustments to lesson delivery and for students seeking / addressing weaknesses in their learning habits.

Curriculum (Intent/Implementation/Impact)

Ensure principles of curriculum and assessment are clear
Facilitate for effective learning well-understood
Students supported to become capable of self-direction

Priority 2: Trust 6th Form

The 10-12 ethic, common to all schools, aims to achieve responsible & reflective communities in which all individuals make aspirational choices from individual starting points. Our commitment to strong self review by students supports them to make better progress but also good decisions over progression. In 2021 and 2023 Faling Fields and Ada Lovelace will take their first GCSEs. By 2023 the Trust will have launched a new and very different 6th form at Ada Lovelace, focussed on careers within the digital economy. At this point students from all four schools will be able to make informed choices between these options providing that capacity planning is carefully undertaken

2. Post-16 Strategy

- Chart clear progression to FE/HI/training & employment
- Capitalise on the strength of existing 6th form provision
- Extension programmes developed post-16

Priority 3: Staff Training and Development

Achieving a consistent culture has made the Trust a very positive environment for teacher training. The interchange between schools has also allowed schools to refine their CPD programmes and experiment with new approaches in peer to peer support (e.g. 15-15 coaching and open door clusters). Feedback from staff has confirmed that the coaching model is more effective and more motivational than lesson observations in bringing about improvement and all schools will therefore go over to this model from Sept 2020. Further steps will also be taken to align whole staff CPD between the schools including establishing a curriculum / pastoral development day in June

3. Staff Training & Development

- Develop peer-to-peer support models (e.g. subject leads)
- Establish the status & use of Advanced level practitioners
- Make full use of William Perkin as Teaching School Hub

Priority 4: Resources

Collaborative approaches and shared central services have been cost effective and helped manage some issues of staff workload. Successful changes to the curriculum area of Copia can now be followed through with similar proving of other areas of the V&L to improve access and usage. A need for further support has also been identified in the area of Health & Safety / Whole school safeguarding practice. School level decisions will also be made on non-teaching roles to support inclusion and IAG. All schools will continue to evaluate the impact of the length of school day and models for wider learning.

4. Resources

- Copied/Staffing models/extended school day/WL viable
- Copia used to full potential
- Trust services developed to meet the needs of 4 schools

	CONTEXT	PROGRESS	PROGRESSION
	Curriculum / Assessment / Teaching & Learning (Curriculum Intent/Implementation/Impact)	Pastoral / Writer Learning/IAG (Behaviour & Professional Development)	
2020	William Perkin First A-Level Results Ada Lovelace & Faling Fields relocate (July)	<ul style="list-style-type: none"> Copia Curriculum pages refined Trust Teaching Learning strategies summarised Trust conference on Metacognitive approaches to retention & retrieval Cluster groups plotted to share best practice of experienced members of staff Coaching models developed at WP & Ada 6th – Philosophical problem solving plotted 	<ul style="list-style-type: none"> IAG Copia set up 5/MS W/L Capture works CPDMS in use Outbox framework used 6th Philosophical problem solving plotted 6th y10 IAG progression pathways planned Entry grades for post-16 pathways within Trust agreed
	Ada Lovelace Ofsted 6 th first GCSE results	<ul style="list-style-type: none"> Post-16 A-Level resources refined & co-ordinated in the light of Sept 2020 outcomes AI Computational thinking plotted K54 digital on-line courses plotted Trust Target setting & assessment reviewed AI Specialist KS3 digital offer agreed AI KS3/4 digital design copied plotted 	<ul style="list-style-type: none"> Self-review booklets refined & revised to include PSHI impact and learning culture Plan A/Plan B system used in the light of expected changes to Level 3 entry grades 6th y11 IAG progression pathways secure
	Faling Fields students move to post-16	<ul style="list-style-type: none"> Integrated Approach to Computational (where it thinking skills) plotted Trust wide Industry partners for AI post-16 identified Post-16 extension copied aligned WP & Ada 	<ul style="list-style-type: none"> Ada Lovelace post-16 offer included within 30-10 options pathways in all schools AI y20 IAG progression pathways planned Trust post-16 prospectus (2023) designed
	Ada Lovelace first GCSE results	<ul style="list-style-type: none"> AI KS3 digital courses planned & on-line pilot form established 	<ul style="list-style-type: none"> Ada Lovelace post-16 courses + career progression opportunities launched AI y11 IAG progression pathways secure

	RESOURCES	RESOURCES
	Capital Priorities / IF / Services & Specialists	
2019-20	<ul style="list-style-type: none"> Trust head of Sport & WP Subject Lead (KS3-5) Ada & AI Wider SLT Lead for English + Literacy AI WSLT Head of RE + SMSC AI & 6th Head of Year 8 AI Head of Science & 2 V/L AI Heads of Maths & MFL AI subject leads of History / Geography/Computing/Music AI Subject lead PE & 2/6 WP – head of inclusion & intervention Ada 2 V/L Maths /KS3 co-ordinator Main scale teaching posts in English (AL/6th/6th), Maths (AL/6th), Science (AL/6th/WP), History (AL/6th/6th), Geography (AL/6th), MFL (6th/6th), Music (6th), Economics (WP) WLS/T increments 1P x 2 (Inclusion & Exam Co-ord) AI: Ada Head Assessment Non-Teaching Trust H&S/Safeguarding, WP Inclusion & Intervention Mentor 	<ul style="list-style-type: none"> WP 6th Form Café operational & plan in place for first floor extension Re-location plan in place for AI & 6th Soft landing arrangements made for AI & 6th
2020-21	<ul style="list-style-type: none"> AI WSLT Computing + industry links AI KS4 co-ordinators in English / Maths /Sci AI Head of 6th AI Ada Head Pastoral AI Teaching staff in most curriculum areas to meet need 6th SMSC T&L Lead 	<ul style="list-style-type: none"> 6th & AI: new buildings opened WP First floor café extension complete 6th & AI: copied increased inter trust post-16 admissions plotted
2021-22	<ul style="list-style-type: none"> Trust MFL review (Ada responsibility posts & costs) AI: SMSC AI: Additional teaching/support staff to meet need 6th & AI: 3rd Deputy 	
2022-23	<ul style="list-style-type: none"> AI: Additional teaching/support staff to meet need AI: KS3 Lead (16-19 digital pathways, IAG & industry links) 	Fully Co-ordinated post-16 admissions in place

Ada Lovelace
1815-1852

*Mathematician
Computing Pioneer*

Courageous

Visionary

Innovative



Make
the Leap

Logical

Creative and Applied
Problem solvers

Decision Makers



Make the Leap

Establishing a distinctive learning culture

Metacognition

Why?

- Vital for students to thrive in life-long learning
- Builds autonomy and resilience
- Increased pupil progress
- High impact, low cost

Computational Thinking

Why?

- Applying skills in unfamiliar contexts
- Confidence in dealing with complexity
- Persistence in working with difficult problems
- Ability to communicate to reach a common goal



Computational Thinking - Problem of the Week

There are three boxes. One is labeled "APPLES" another is labeled "ORANGES". The last one is labeled "APPLES AND ORANGES". You know that each is labelled incorrectly. You may ask me to pick one fruit from one box in order to try and label the boxes correctly? How can you label the boxes correctly?



CHALLENGE

Which skills did you use to solve this problem?

Pattern
Recognition



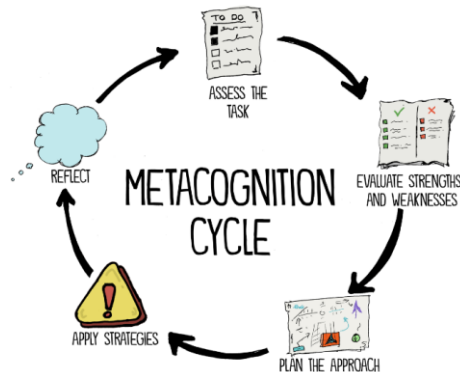
Abstraction
(extracting important
information)



Decomposition
(Breaking down
the problem)



Algorithms
(following a series
of steps)





Aerial View



Main Entrance



Mr Keir Smith

Headteacher

Ada Lovelace Church of England High School



Aims of the Evening

- Bring together the AL parent/school community
- Provide an update on progress with building
- Share opportunities for aesthetic enhancements to the building...
'Raising the spirits and supporting culture and ethos'....
- Share successes and brainstorm potential ideas for fund raising
- A message from the 'embryonic' PTFA



Kier Construction

Building Contractor



Ada Lovelace

February 2019 – January 2020

February 2019



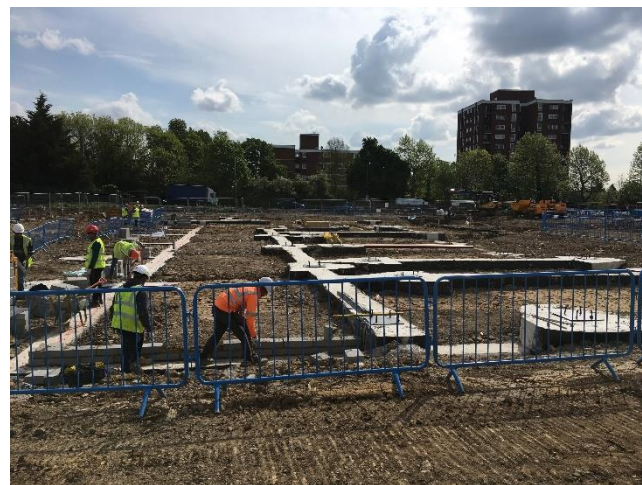
March 2019



April 2019



May 2019



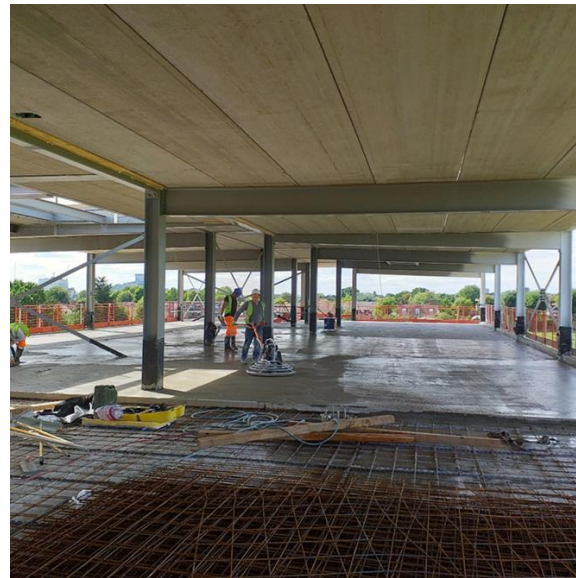
June 2019



July 2019



August 2019



September 2019



October 2019



November 2019

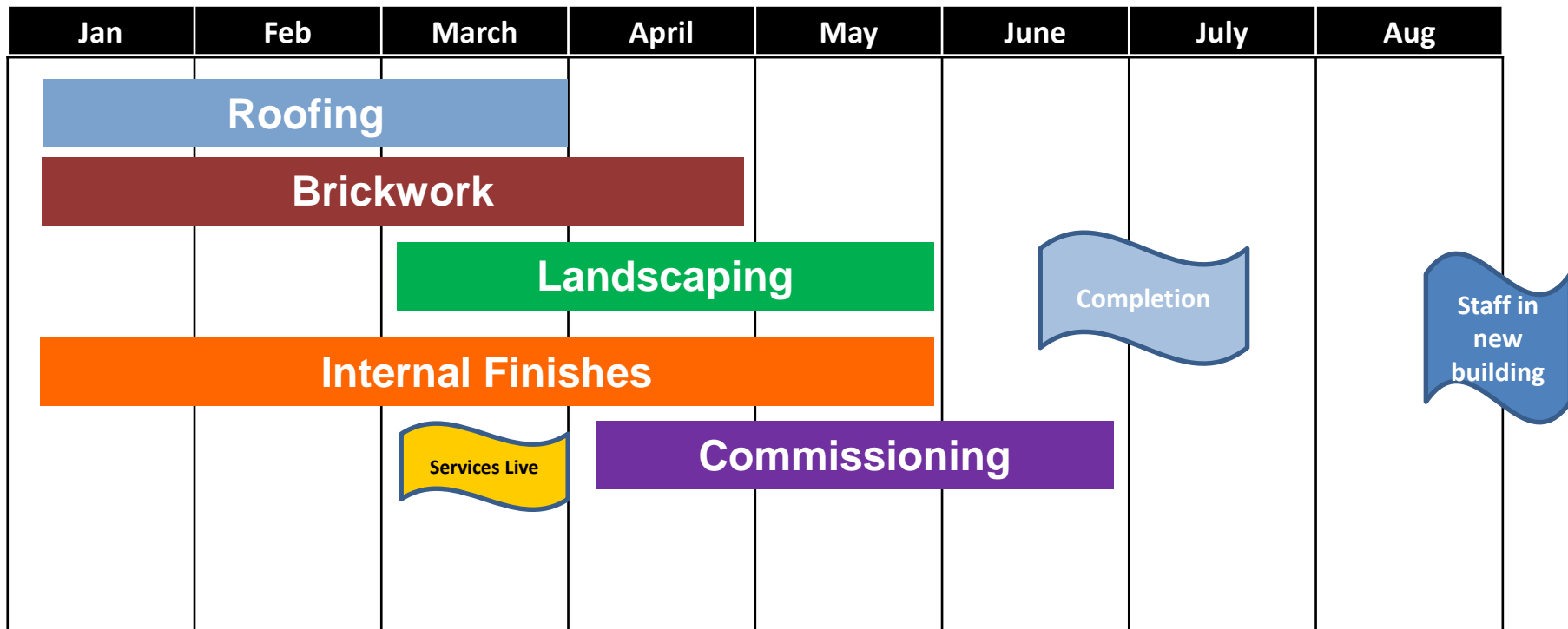


December 2019



January 2020





RAW Brothers

Creative Consultants





RAW
BROTHERS
CREATIVE
CONSULTANCY

ADA LOVELACE AESTHETIC ENHANCEMENT PROJECT REPORT – LIFTING THE SPIRITS

DECEMBER 2019 / PRIVATE AND CONFIDENTIAL / © RAW BROTHERS

Contents

Introduction

1. Wayfinding package

Perimeter sign
Driveway totems
External building signage
Internal wayfinding room names, toilets
Carpets colours
Toilet area colours
Glass manifestations

2. Internal graphics environment

Wallpapers
Glass manifestations
Stairwell lollipops
Vinyl quotes
Silent system
Room names

3. Internal digital

Large screens in reception
Digital experience and content

4. External furniture

Concrete seating

5. External art / sculpture

Approach to building large wall facia
Hard surface

6. Internal art / sculpture

Main reception

A photograph of three students in a computer lab, overlaid with a teal gradient. In the foreground, a Black female student with glasses and braids is smiling while typing on a keyboard. Behind her, a white male student is also smiling at the camera. In the background, another student is visible, focused on their work. A large computer monitor is on the right side of the frame.

Introduction

The background

Work to date

So far RAW Brothers have run the brand workshop phase and produced a high level creative vision for the space. These documents are available on request.

Research and fact gathering for this report

Research consultancy looks at what options could be put together in a phased plan for Ada Lovelace brand environment and how that could be delivered over a period of time:

- Standard school approach graphic elements e.g. wallpapers, quotes, wall graphics
- Reception art installation and digital approach
- Outside sculptural seating area
- External courtyard calm area: explore sculptures, 3d elements

Vision - Make the leap

Reflect the digital, computing, tech, future focus of school and create elements that 'lift the spirits'

Cost approach

The costs included in this document are a draft indicator to help with budget/fundraising planning:

- All costs are high level estimates
- Based on an initial survey and draft concepts
- They are to show the art of the possible
- They are subject to post build design survey then revised designs and production costs
- Costs do not include VAT and some costs do not include delivery and installation.

Twyford Trust family

Parent



Children



"I have come
that you
might have
life and have
it to the full"

"Intelligent
engagement
with the
wider world"

"Make the
leap"

"Leading with
courage and
compassion"

Ada Lovelace's uniqueness



Twyford
C of E
High School



William Perkin
C of E
High School



Ada Lovelace
C of E
High School



Ealing Fields
High School

Music
Languages
Chaplaincy
Science

Science
Sport
Languages
Music
Chaplaincy

Digital Technologies
Music
Languages
Chaplaincy
Science

Music
Languages
Chaplaincy
Science



Analytical Engine

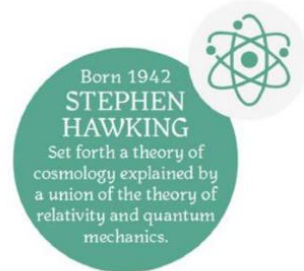
Ada Lovelace made the leap that recognised the world's first computer could be coded to do all kinds of things, that leap was the start of all computer programming that continues today – it is called 'Lovelaces Leap'.

Twyford Trust 'connected' brand environment approach



Books don't make a home – they are one, in the sense that just as you do with a door, you open a book, and you go inside. Inside there is a different kind of time and a different kind of space.

Jeanette Winterson's
'Why be Happy when you could be Normal?'



"To create you must quiet your mind.
You need a quiet mind so that ideas
will have a chance of connecting"

Eric Maisel



Silent Zone

"Running is not
about being better
than someone else it's
about being better
than you used to be"

Mo Parah



1
Sports
Hall



A young boy in a school uniform is focused on writing in a notebook. The image is overlaid with a semi-transparent teal filter. The text "Wayfinding package" is centered in white. In the bottom right corner, there is a white logo consisting of a stylized letter 'R' with a vertical line through it. In the bottom left corner, the number "8" is visible.

Wayfinding package



Wayfinding package



External building signage (design TBC)



External building signage (design TBC)



External building signage



Driveway totems



Internal wayfinding



Driveway totems

Wayfinding package



Glass manifestations



Glass vinyl dots



Logos on entrance doors

A photograph of three students in a chemistry laboratory, overlaid with a teal tint. The students are wearing school uniforms (blue blazers, white shirts, and striped ties) and safety goggles. They are gathered around a lab bench, looking at and working with various glassware, including beakers and a large white bottle. The background shows a typical school ceiling with fluorescent lights and a tiled grid.

Internal graphics environment

Unique concept for Ada Lovelace High School



Giant leaps – powered by code

4 floors of stories - of leaps and problem solving made by mankind both as individuals and teams over the last 175 years (since Lovelace circa 1843) using code/algorithms.



Welcome to our home of...

Giant Leaps

Leaps =
Problem solving >
Improvements >
A better life for
everyone.

Giant leaps will form the basis for how we tell our story inside our physical environment.



Music, ICT, LRC

Technology themed giant leaps



Art, English, Humanities

Creativity themed giant leaps



{ Powered by code since 1843 }

To match the 'giant leap' theme, each floor would tell stories and ask questions centred around how code has impacted different parts of our lives, all supported by visual cues and physical virtual points of interactions for students.



Languages, Maths, Humanities

Information themed giant leaps



Science

Science themed giant leaps



Giant leaps – tech icons, images, graphics



Example of ground floor location wallpaper



Example of ground floor questioning wallpaper



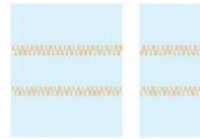
Example of ground floor glass manifestation



Example of ground floor symbol



Example of first floor questioning wallpaper



Example of first floor glass manifestation



Example of first floor symbol



Example of second floor questioning wallpaper



Example of first floor location wallpaper



Example of third floor questioning wallpaper

Across wallpapers and wayfinding



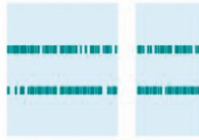
The physical environment does have long corridors and so further graphic exploration of the Giant Leaps could be created through use of floor symbols.

lorem ipsum

The year code made a Giant Leap
Rooms would be named after years and moments that were enabled by code and programming e.g. Man on the moon e.g. "1969"



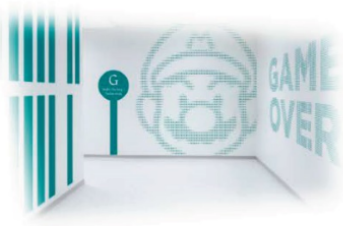
Example of graphic elements to be used



Manifestations



Stairwell lollipops



Wallpapers

{ Powered by code since 1843 }

Vinyl quotes



Room names



Silent system

Example of positions on ground

Possible graphic locations that will be confirmed post build



Typical floor

Possible graphic locations that will be confirmed post build

- Manifestations
- Wallpapers
- Room names
- Stairwell lollypops
- Vinyl quotes
- Silent system

Internal graphics environment summary

Estimated approach allows for whole school and includes draft design, artwork, production (does not include installation cost, budget approx. £3000)

	Manifestations	Wallpapers	Room names	Stairwell lollypops	Vinyl quotes	Silent system	Total £'s
Ground	x 5	x 5	x 6	x 3	x 5	x 3	£9460
First floor	x 4	x 5	x 15	x 3	x 3	x 3	£10,240
Second floor	x 4	x 5	x 15	x 3	x 3	x 3	£10,240
Third floor	x 4	x 5	x 15	x 3	x 3	x 3	£10,240
Target total							£40,180

The costs included in this document are a draft indicator to help with budget/fundraising planning. All costs are high level estimates based on an initial survey and draft concepts. They are to show the art of the possible. The costs are subject to post build design survey and revised designs and production costs to be submitted and approved at a later stage. All costs do not include VAT and some costs do not include delivery and installation.



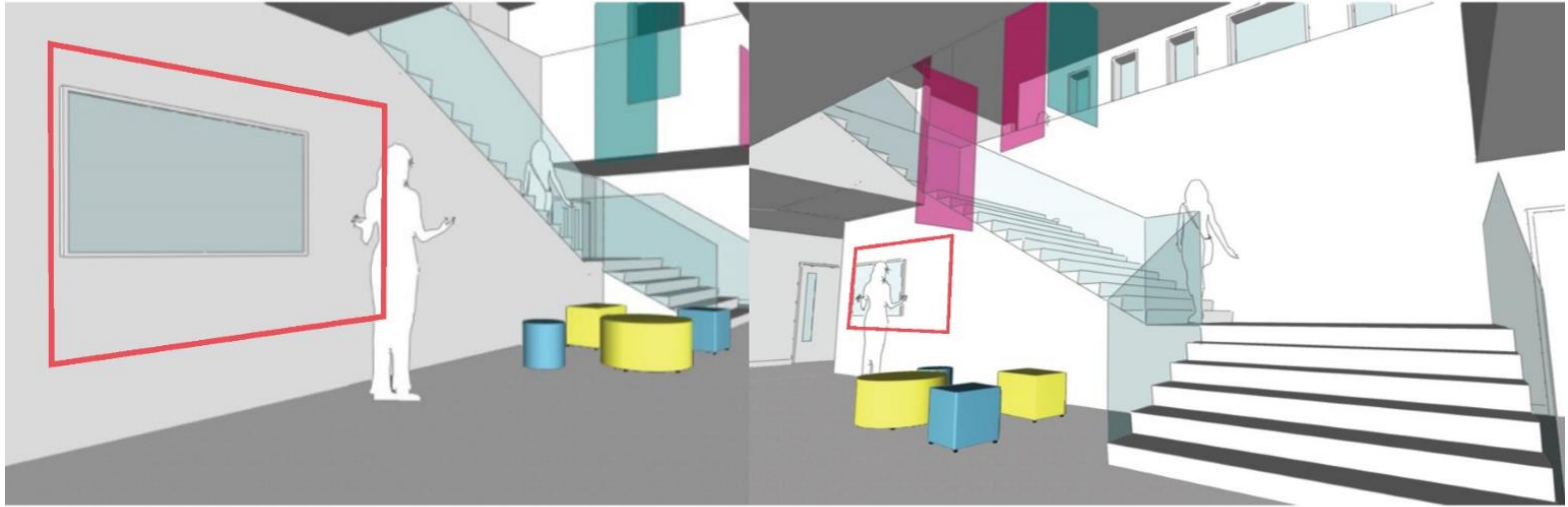


Internal digital

How could digital be used?



Potential reception position for screens



Internal digital summary part 1 – hardware/software

Estimated approach for production, consultancy, tech integration, onsite testing. Detailed cost will following further briefing

Reception	Each floor	Location player required	Target total (HW/SW)
MediaWall reception monitor 98" (single monitor) dimensions apprx 2.2m x 1.2m + mount	Individual monitor 65" + mount, one on each floor	Brightscreen player, one for each screen	
1 x £20,500	4 x £3000 = £12,000	5 x £900 = £4500	£37,000

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Internal digital summary part 2 – content and software

Estimated approach for production, consultancy, tech integration, onsite testing. Detailed cost will following further briefing

	MediaWall pre-rendered animation, e.g. school logo	Small monitor (DSN) pre- rendered animation e.g. school logo	MediaWall templates	Small monitor templates	Appspace software	Target total (options)
Gold	3	3	9	9	Free up to 5 screens	£12,250
Silver	2	2	6	6	Free up to 5 screens	£8,750
Bronze	1	1	3	3	Free up to 5 screens	£5,250

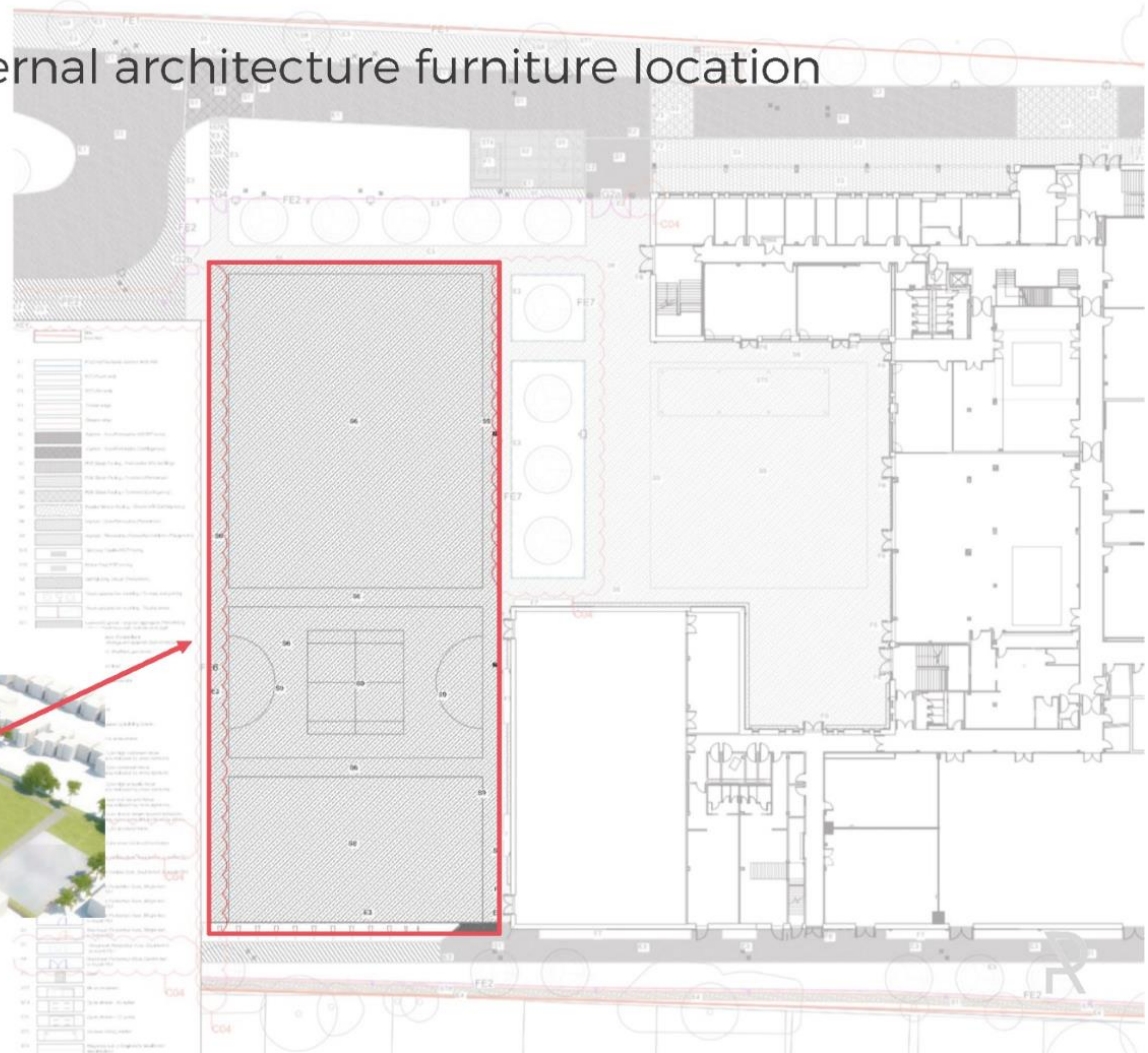
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A photograph of a classroom with students at desks, overlaid with a teal filter. The text 'External furniture' is centered in white. The page number '27' is in the bottom left, and a logo is in the bottom right.

External furniture

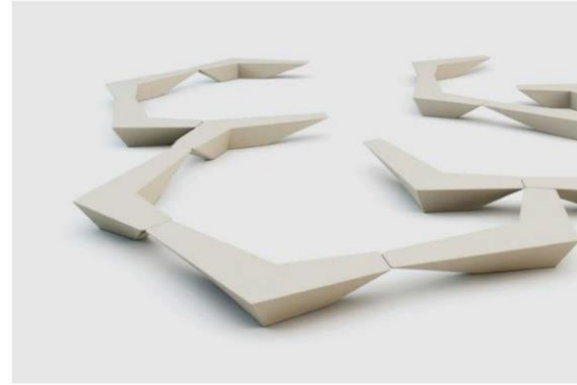
External architecture furniture location



Architectural external furniture – options



Marshall's Twig



Marshall's Arrow



Broxap Folio



Broxap Sale

Architectural external furniture – options



Garonne Bordeaux

Garonne Toulouse

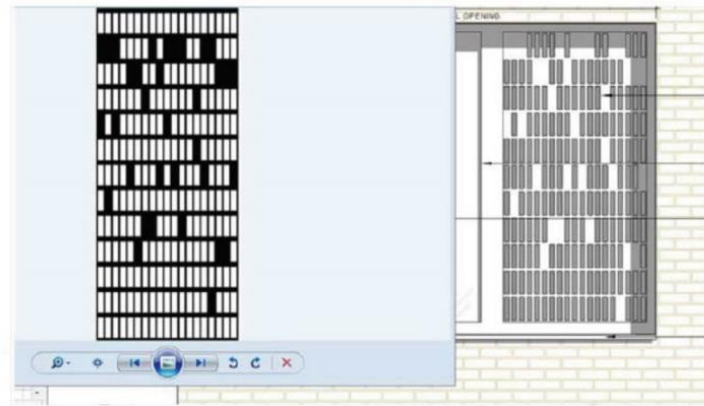
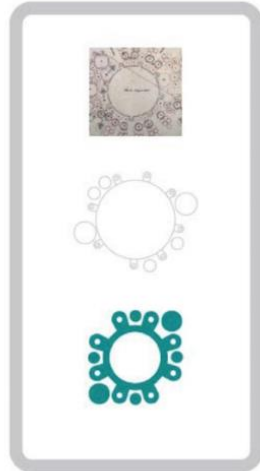
Garonne Aran



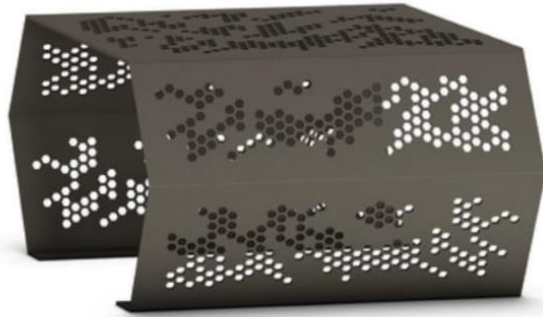
External architecture furniture theme



Brand origins, why
Ada Lovelace?



Architectural external furniture – themed



Marshalls Zigzag



External furniture summary

Estimated approach external hard surface area furniture

*does not include delivery, installation and VAT

	Marshall's Twig	Marshall's Arrow	Marshall's Garrone	Marshall's ZigZag	Broxap Folio	Broxal Sale
Quantity	£2,998 (per piece)	£1,750 (per piece)	Bordeaux £950 (per piece)	£1,150 (per piece)	£800 (per piece)	£1,328 (per piece)
			Toulouse £1,065 (per piece)			
			Aran £1,452 (per piece)			
	x 20	x 20	x 20	x 20	x 20	x 20
Target total (options)	£59,960	£35,000	£21,300	£23,000	£16,000	£26,560

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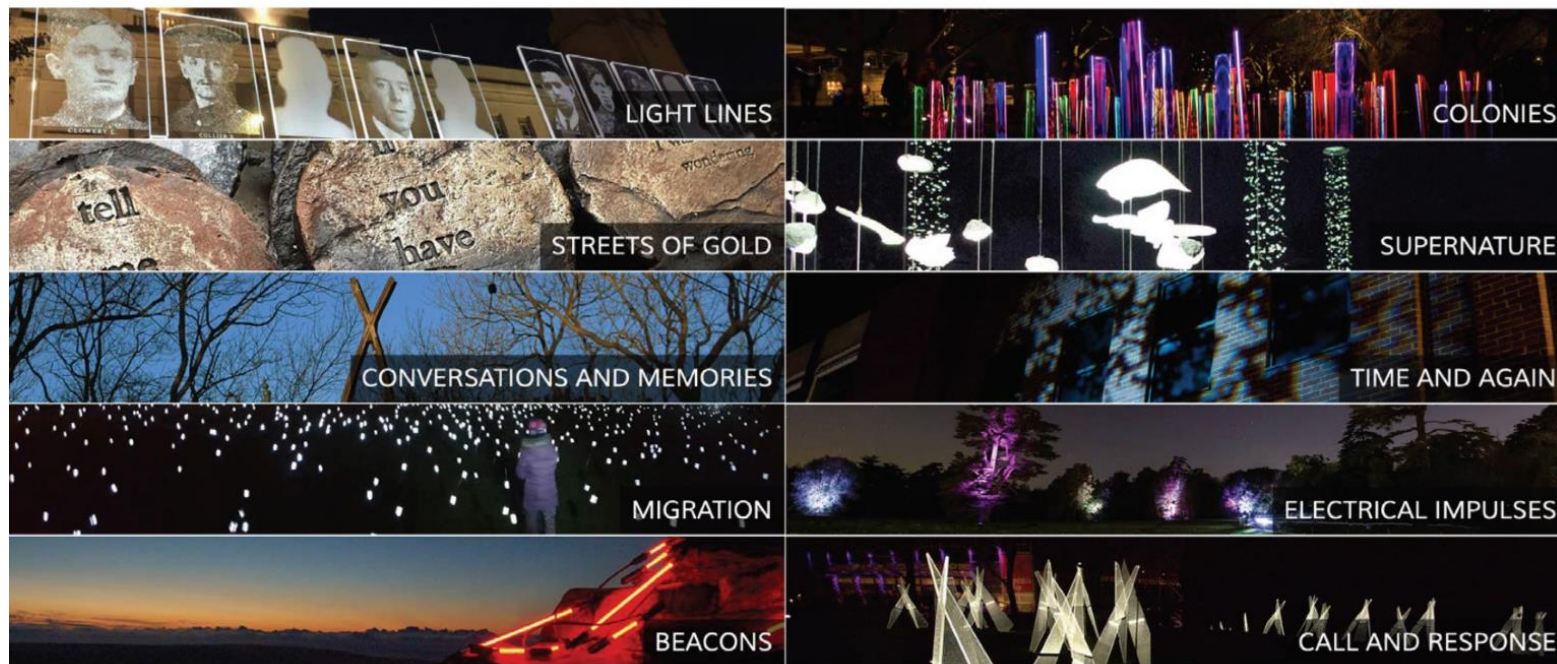
A photograph of two students in a science laboratory, overlaid with a semi-transparent teal filter. The students, a girl on the left and a boy on the right, are both wearing safety goggles and school uniforms. They are holding test tubes and appear to be conducting an experiment. On the table in front of them are several beakers and test tubes containing a green liquid. The background shows a typical classroom setting with a whiteboard and other students in the distance.

External art / sculpture

Working with artists Musson + Retallick



Responsible for William Perkins sculpture and...



The Lovelace Collection

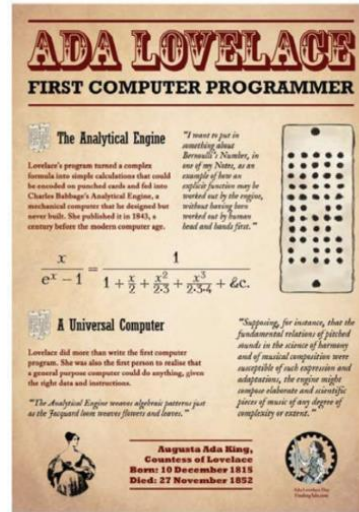
This is one of three connected artworks inspired by the story of Ada Lovelace. They reveal her mindset and promote aspirational values for young people. They appear as a journey leading into the school and celebrate invention, imagination and collaboration. Sculptures outside the building tap into the creative history of computer programming. Inside the building a collaborative piece is shared with all of the pupils who can upload data which becomes abstracted content in the artwork.

Each sculptural element has been designed such that it can work at different scales dependent on budget.

Site 1 – Landscape (celebration invention)

CORTEN STEEL SCULPTURE MEETING POINT

- Sculptural interpretation of punch cards
- Visible on the approach to the main entrance
- Filtering sunlight, providing shade, welcoming people
- Inspiring ambition based on the monumental global impact from the development of an apparently simple physical form
- Note: It is not possible to climb this sculpture because the holes have an internal structure.



Site 1 – Landscape (celebration invention)

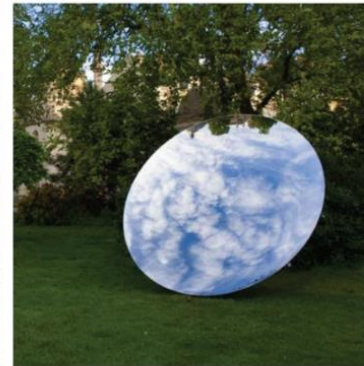


The costs included in this document are a draft indicator to help with budget/fundraising planning. All costs are high level estimates based on an initial survey and draft concepts. They are to show the art of the possible. The costs are subject to post build design survey and revised designs and production costs to be submitted and approved at a later stage. All costs do not include VAT and some costs do not include delivery and installation.

Site 2 – Façade (celebrating imagination)

MIRRORS SYMBOLISING PUNCH CARD HOLES

- Installation angles mirrors to reflect different elements of the school, the students and the sky
- Looking up (physically and ambitiously)
- Reflecting the viewer; you are person with power to improve society
- Reflecting the sky; the sky is the limit
- Reflecting imaginative potential within the school



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Site 2 – Façade (celebrating imagination)



The punch card artwork on the building uses high quality security mirrors which are designed to be as vandal proof as possible. They can be cleaned if necessary.

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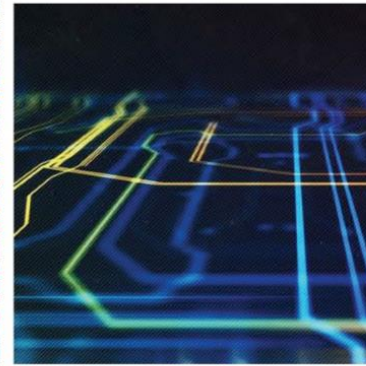
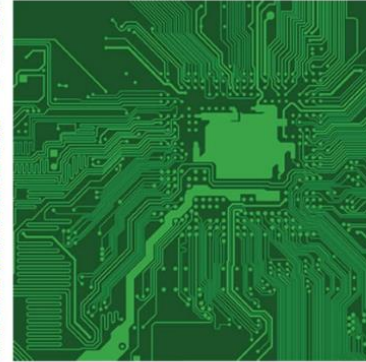
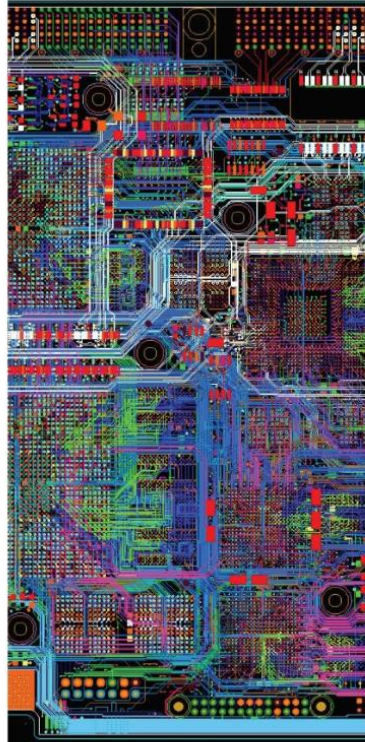
A young boy with dark hair, wearing a blue jacket, is focused on drawing on a canvas mounted on a wooden easel. He is holding a pencil in his right hand. The background is blurred, showing what appears to be a classroom or art studio setting. The entire image is covered with a semi-transparent teal overlay.

Internal art / sculpture

Site 3 – Interior (celebrating collaboration)

INTERACTIVE PROJECTIONS

- Multiple projections redirected by a satellite of mirrors through filters and onto sculptural screens
- Programmed by pupils - installation 'owned' by different pupils as they upload their data
- Innovation through working with others
- Showcasing individuals ideas and abstracting imagery across architectural surface
- The culmination of the primitive punch cards

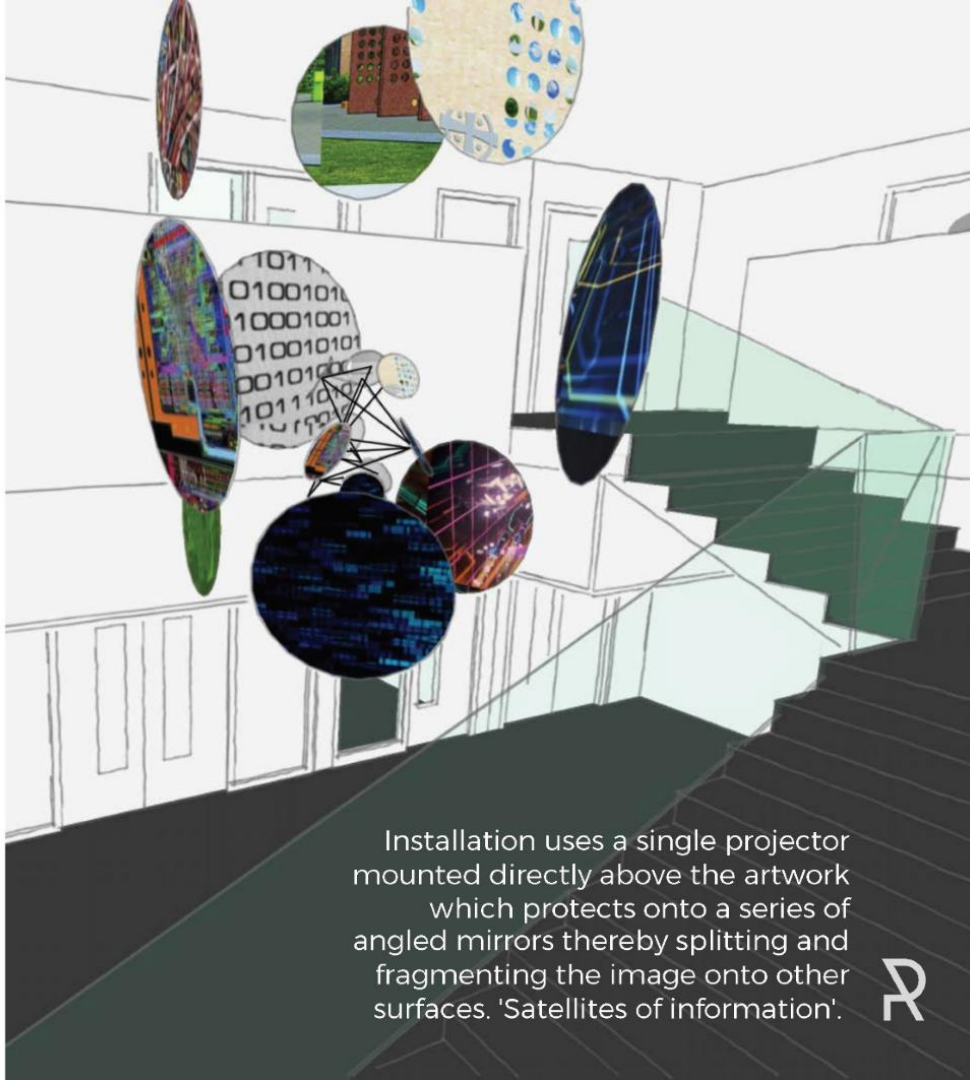


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Site 3 – Interior (celebrating collaboration)

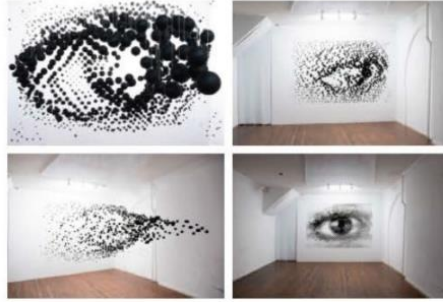


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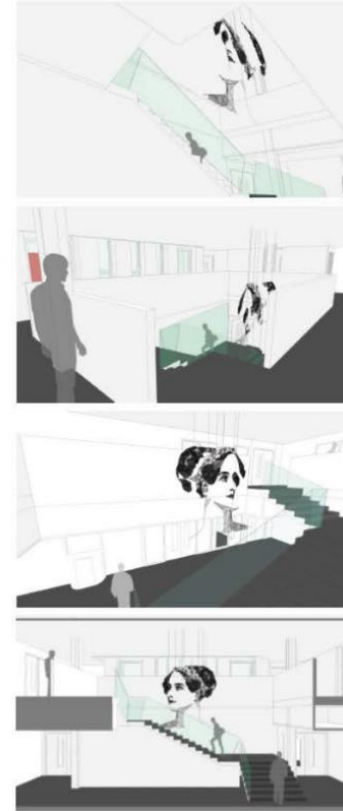
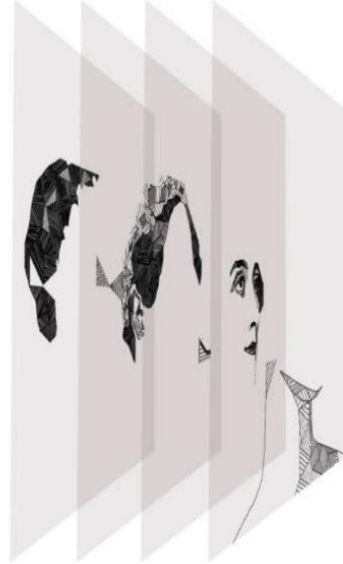


Installation uses a single projector mounted directly above the artwork which projects onto a series of angled mirrors thereby splitting and fragmenting the image onto other surfaces. 'Satellites of Information'.

Additional atrium concept (not costed at present)



Art installation



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External and internal for Lovelace Collection

Estimated approach external and internal sculpture works

*does not include delivery, installation, ground works and VAT

Site 1, Landscape	Site 2, Façade	Site 3, Interior
£18,480 ex works	£17,500 ex works	£22,400 ex works

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A photograph of three students in a computer lab, overlaid with a teal gradient. The students are wearing blue blazers and ties. The student in the foreground is a Black woman with glasses, smiling and typing on a keyboard. Behind her is a white male student looking at the camera, and further back is a female student working on a computer. A large computer monitor is visible on the right side of the frame.

Target cost summary

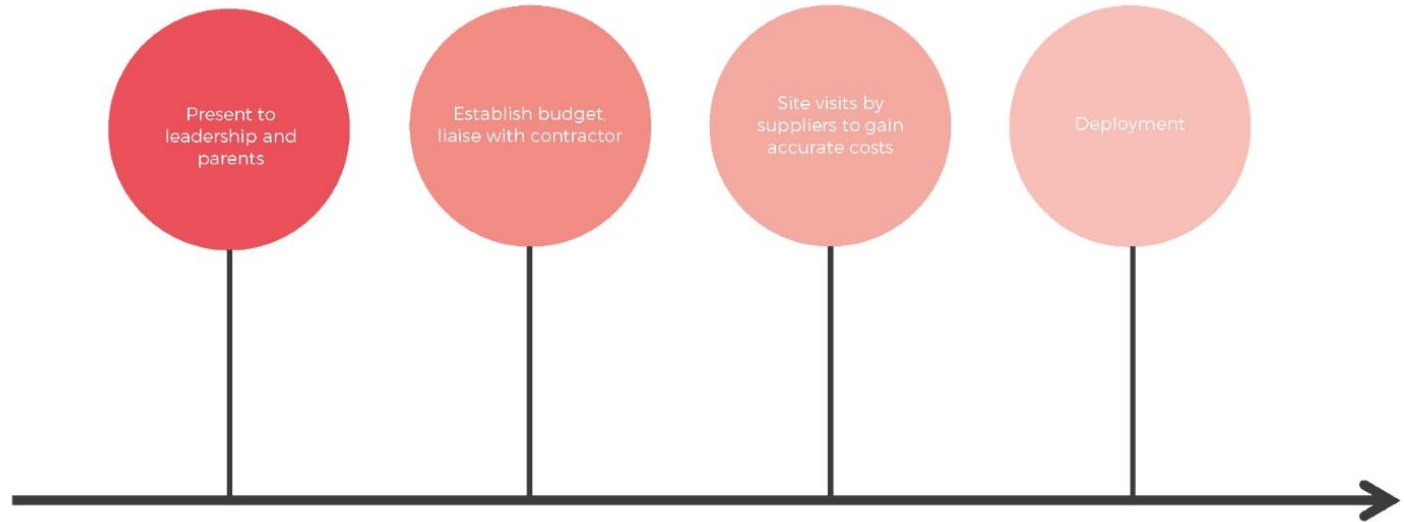
Over target cost summary

Possible phased approach	Target total
1 – Internal Graphics Environment	£40,180
2 – Internal digital (silver)	£45,750
3 – External furniture (Arrow + ZigZag 10 each)	£29,000
4 – External and internal art sculpture	£58,380
Overall project target total	£144,339

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Next steps...





RAW BROTHERS

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Ms Emma Harniman

(School Fund)

Chair of Governors

Ada Lovelace Church of England High School



Thank You!



Share successes and brainstorm potential ideas for fund raising (Mrs Torbica)



Share successes and brainstorm potential ideas for fund raising

Task:

On your tables please discuss ideas for fundraising to enable us to further develop our built environment

Please can one member of the group scribe ideas onto the spider diagram A3 sheet (to be collated)



A Message from the 'embryonic' PTFA Alison Young

A Parent Teachers and Friends Association for Ada Lovelace

Setting up a PTFA for Ada this term

- Comms to follow shortly
 - Committee members needed
 - Initial meeting [Tuesday 4th Feb]
 - AGM end Feb/early March, to set up PTFA and elect committee
- setupAdaPTFA@gmail.com

Summer Festival, 4th July (Independence Day!)

- Jointly run by WP and Ada PTFAs
- Profits to be split between the two schools
- Festival committee members needed!



Make the Leap

Establishing a distinctive learning culture

Our vision:

“Agile thinkers, effective problem-solvers,
incisive decision-makers”

“Digital, computing specialism”



Our 10:10 ethic



Closing Responses

Be patterns, be examples
in all countries, islands, nations

that your life might speak God's word.
For then you will walk cheerfully,

Touching that of God in everyone
and be blessing to all peoples.

after George Fox

