

## QUOTES FROM UK HEADTEACHERS

**“The IPC is not an off-the-peg solution; I see it as a quality toolkit with great scaffolding and a great system to follow which allows schools to develop the learning to suit the needs of their school and their children; in other words, to make it their own”**

**“The IPC will definitely remain the tool for delivering the National Curriculum here at Ryders Hayes because it clearly ticks the boxes in the White Paper and more”**

**“The IPC helps children learn how to learn in a relevant, fun, exciting and creative way and it has clearly raised the standards in our school”** Jo Speller, Headteacher, Ryders Hayes School, Walsall

**“Ofsted asked some very pointed questions to some of our parents about the impact of the IPC on the children. But all responses from the parents were very, very positive”**

**“I feel the IPC is money well spent and I think it will continue to be. It has definitely helped us to make a positive change in how our children learn. In fact it’s been a major change for the whole school”** John Cooper, Headteacher, Holy Spirit Catholic primary School, Heckmondwike

**“One great thing about the IPC is its flexibility; it acts like a springboard giving teachers a rigorous approach that they can make their own, adapting it to the exact needs of their children and our locality”**

**“The IPC is making teaching and learning exciting for everyone in our school. It actively engages our pupils in their learning and provides a flexible learning structure. It provides good coverage of areas of the curriculum through a thematic approach and this has really helped my teachers”** Lorraine Napier, Headteacher, Kirkhill Nursery/Primary, Aberdeen

**“It was Ofsted that suggested we look at the IPC. The inspector felt that it was exactly what our school needed”**

**“The IPC has encompassed our very able, our average ability and our SEN children incredibly well. I’ve been in lessons where you couldn’t pick out the SEN children’ they were completely integrated in the learning”**

**“The IPC cross-reference document and the route planner gave us a lot of confidence that the rigor was being addressed and now we can see clearly if there is any coverage gaps. This really provides a fail-safe system for schools in England”** Cathryn Downing, Headteacher, Stamford Park Junior School, Hale, Cheshire

**“The IPC enables us to teach subjects in context, so that children can see the purpose of what they’re learning. It’s constantly making links between subject learning and for us that’s been one of the successes”** Vivian Onwubalili, Headteacher, Stepney Green Coat Primary School, Tower Hamlets, London

**“The IPC approach to learning definitely helps our children to remember more about their learning. It’s because the learning experiences are more effective, they’re stimulating and hands-on and as a result, the children then go home and tell their parents”** Myicelie Kotze, teacher, Stepney Green Coat Primary School, Tower Hamlets, London

**“Our standards have improved, our SATS results gone up, our Ofsted report ‘outstanding’. We’re now top of the Warwickshire league tables for SATS, over 90% of our children are now on reading level 5 which is a substantial increase, and this year we’ve had our highest Key Stage one SATs results ever in literacy. IPC is, without doubt, a big part in all this because it’s putting everything into context. The children are now excited and interested about what they’re reading and writing and it’s showing in the standard of their work”**  
Sheila Dentith, Senior Inspector & Primary Strategy Manager, Warwickshire County Council

**“The IPC is worth every penny for what it’s doing is making every child want to learn more. Its cross-curricular approach means that subjects are embedded within each unit. No longer are we stopping one lesson to move onto another that’s completely unrelated. Now it’s all about building on a theme and, as a result, the children become completely engaged.”**  
Caroline Quinn, Headteacher, All Souls Catholic Primary, Coventry

**“Classrooms have changed beyond comparison. There are role play areas in every room based on their present IPC theme. Work displays are completely different; you can see the group involvement and the ownership everyone is taking. There’s a constant flow of new and creative ways to approach subjects.”**  
Debbie Newman, Deputy Headteacher, Forest Lodge School, Leicester

**“We were awarded a British Council award for internationalism in August 2006 based on our outstanding development of the international perspective within the school. We introduced the IPC three years ago. It has made it very, very easy for us to expand on the international element because it is embedded into the curriculum. We are on the edge of Canary Wharf. Our children come from a whole wealth of nationalities and we owe it to them to help them understand and to know their cultural perspectives.”** Alex Bell, Deputy Headteacher, Sir William Burrough Primary School, Tower Hamlets

**“The IPC has been planned to ensure that the visual, auditory and kinaesthetic learning is met. So each of the needs of all of the children are being met through the IPC. I think in addition to that, the type of topics the IPC covers are open-ended and so enabling the teachers, empowering them to develop the learning and teaching within their own classroom environment rather than the turgid way of text books.”**  
Huw Jones, Headteacher, Albert Primary, Penarth, Wales

**“The IPC is a much more natural way for children to learn. There are links to all their learning and we’ve also been able to link much of our literacy to our IPC units which really helps to give the children experiences and purpose to their writing and reading”** Lyndsay Gray, Headteacher, Yohden primary School, Durham

**“The IPC teaching frameworks give my teachers the support they need to know they’re achieving the rigor, but it leaves the flexibility of the presentation to the professional”** Keith Atkins, Headteacher, Gors primary School, Swansea, Wales

**“It’s a curriculum that has total relevance for today’s children. It’s skill-based rather than knowledge based-based; a curriculum that encourages lifelong learning. It ignites creativity within our teachers and totally engages our children, even our 25% SEN children because it meets their kinaesthetic learning needs. Our SATs are way up and the IPC is very much a part of that. We thought we couldn’t afford it but once I’d seen the IPC in action, I knew that as a school we had to have it. It wrapped up everything that I believed was important. After three years working with it I still believe it’s been worth every penny.”** Margaret Goodwin, Headteacher, Warren Farm Primary School, Kingstanding, Birmingham