

Black's Academy

where all students improve





“Black’s Academy have taught my son in 15 hours more than he learnt in an entire year of sitting in a classroom at school.”

What is Black's Academy?

Black's Academy is a **bespoke** tuition service. It offers one-to-one coaching in any number of subjects.

Why choose us?

You choose Black's Academy because it is a very good idea to have the best education you can find for your child.

You may also choose Black's Academy because your child has a problem with education that has not been solved by anyone else, and you are beginning to despair of finding a remedy. Black's Academy then solves that problem.

- **Immediate improvement**
- **All students experience a reduction of stress**
- **Proven results**

SAMPLE REVIEWS

The ultimate life-hacking system for maths

My son described it as "the ultimate life-hacking system for maths". What had felt impossible was unlocked for him, and it became simple.

Inspiring children to enjoy maths!

The programme Peter has developed, with his wealth of knowledge and experience, is brimming with interactive slides and cumulative questions. What he offers is more than tutoring, it is a positive educational experience that recognises and celebrates individuality, making maths enjoyable and accessible for every child. This is what learning should be!

From "E" to "A" in Physics

Thank you so much Peter! Our daughter was predicted an "E" in Physics and we were on the verge of giving up and changing subjects but you convinced us she had the ability to succeed. She has just been awarded an "A" grade at "A" Level and we could not have done it without you.

What can we do?

Our specialisms are **Mathematics, Science and English**.
We have a long tradition of teaching everything. Just ask!

Proven success

Our success is **proven**. The proof is staggering. The analysis of our results presented here shows that for **Mathematics** the probability that the improvement of our students is a mere fluke is infinitesimally small.

Blacksacademy.net is the nearest thing in education to something you have always dreamed of: a **proven program of study** that works! Whatever your educational need, there is a solution for it.

The student still has to do the work and that takes time. We keep them at it. Blacksacademy.net equates **hours worked to progress**.

And if until now you have been in despair, then there is a reason for it: you have come to believe that there is something permanently wrong with your child inherited from birth, and there is nothing that can be done about it. So, we must demonstrate that **IQ is a myth**. We also lay bear some of the principles on which our system is founded: Black's Academy works because it is a **revolution in educational methodology**.



T H E

Mismeasure of Man

BY STEPHEN JAY GOULD

The measure of intelligence is the ability to change

ALBERT EINSTEIN

**The Mismeasure of Man by Stephen Jay Gould
completely debunked the myth of IQ.**

Is IQ a Myth?

By PETER FEKETE, Director of Black's Academy

Published in the *Bailiwick Express* as an Opinion Piece

It is over 40 years since the publication of *The Mismeasure of Man* in which Stephen Jay Gould, a former President of the American Association for the Advancement of Science, completely debunked the myth of IQ.

This is the myth that there is some underlying characteristic of the brain that is the causal basis of intelligence that is measured by IQ tests.

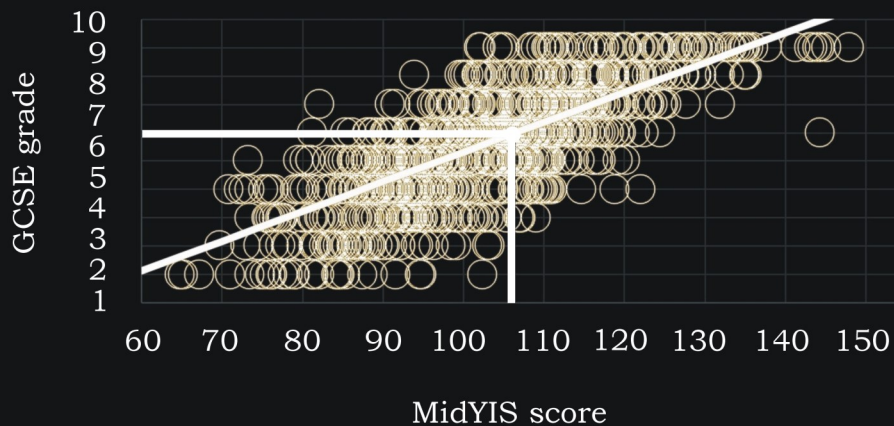
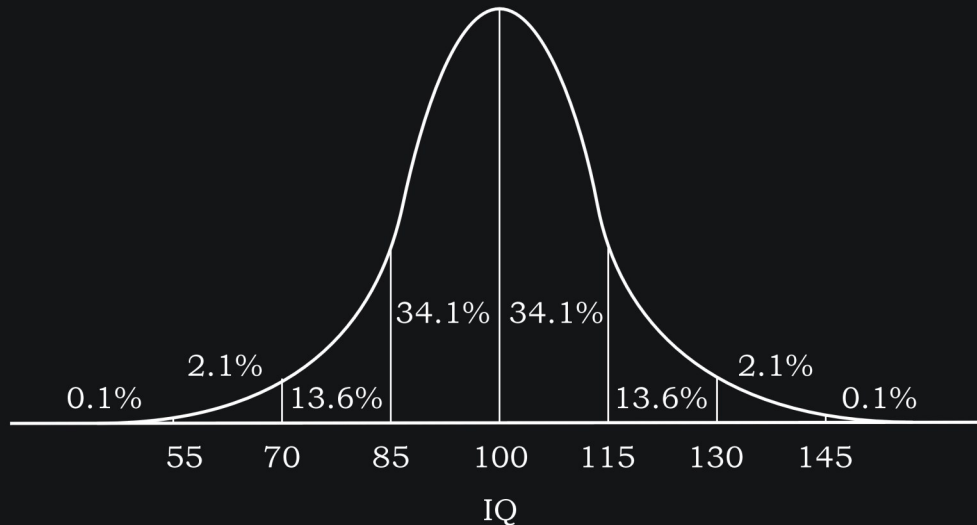
It is the myth that this non-existent characteristic is “inherited, or at least inborn”, which its chief proponent, Sir Cyril Burt, declared is “incontestable”, when it is nothing of the sort!

Reasoning in a circle occurs when the proponent argues from a thing back to that same thing. In Burt's case, from the assumption that intelligence is hereditary to the conclusion that intelligence is hereditary. Not only was Burt atrociously guilty of circular reasoning, but, as Nicholas Mackintosh, Professor of Experimental Psychology at Cambridge, concluded, Burt, who died in 1971, had fabricated his data.

It is no help at all that the myth persists. The danger is encapsulated in Burt's fatalism, “Neither knowledge nor practice, neither interest nor industry, will avail to increase this general intellectual factor”. All my experience proclaims this to be a perverse falsehood.

Even if most people accept that some part of intelligence is hereditary, environment remains the key. One simple fact demonstrates this: the heritability of stature is high, but average heights continue to increase.

THE BELL CURVE



What does this means for your child?
IQ is used to predict your child's results over time.

25 years ago, when I was awarded planning approval in the green zone for a school, I submitted to the committee a list of 53 case studies of students who had previously failed in the then existing school environment, but who had subsequently succeeded.

Some of those written off as incapable of studying for A level, passed with very good grades, and went on to obtain a top first at degree level. Change the environment and you change the outcome.

When you start with a student, you must find out what they know, find out what they don't know, and teach precisely in the gap between the two. Lev Vygotsky called it the zone of proximal development. This is where you teach, and nowhere else.

Once you direct your energies into that gap, the progress is steady and rapid. I do not know a single student that does not progress. The turnaround can be remarkable

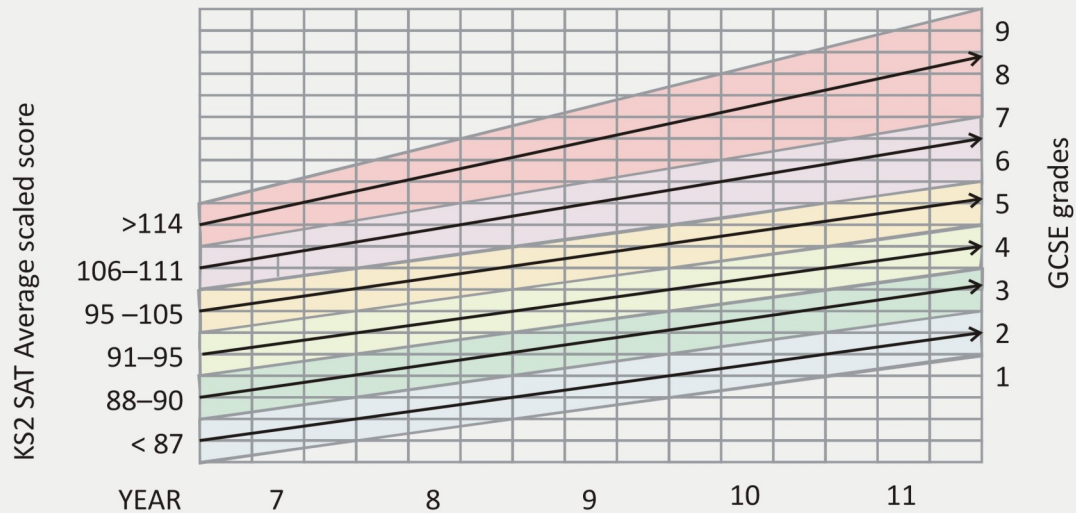
What is it that IQ tests measure? By design, they create a bell-shaped distribution; hence, IQ tests measure what they are designed to measure – variation in a population regarding a specific test. They can be very useful as diagnostics.

True intelligence is manifested in effectiveness. Certain kinds of adaptation are important to modern society – such as a degree of mathematical competence. But that was not always the case. Two hundred years ago, most people were illiterate, but that did not manifest as a lack of effectiveness.

What is intelligence? I see it as a trained memory. Intelligence is the accumulated knowledge of concepts and skills acquired with learning over time. It is exclusively a product of education.

Our contemporary world has invented devices that if applied efficiently can and do alter the learning experience and make the acquisition of effectiveness accessible to all. These are the whiteboard, on-line video and, above all, the database. With these tools, we are now transforming the educational environment, and exposing the myth of fatalism – you don't learn, and you never will learn – for what it is – a myth.

THE STANDARD MODEL



CAT 4

Key Stage 2 Tests and Teacher Assessments 2021/22

MATHEMATICS (Scaled score) 94

Indicators for GCSE

Subject	Most likely grade achieved	'If challenged' grade achieved	GCSE grade								
			1	2	3	4	5	6	7	8	9
Geography	1.8	2.5	●	●							
Maths	1.7	2.4	●	●							
Computer Science	1.5	2.2	●	●							

Predictions at work. According to the model a student with this CAT (Cognitive Abilities Test) score 94 at age 10 is predicted to attain no more than GCSE grade 2 in Mathematics when aged 16. The above CAT4 report was sent to a parent.

Bespoke methods designed to boost pupils' knowledge

By EMILY MOORE

Published in the Jersey Evening Post, 17 April 2024

THE SKY IS THE LIMIT

Widely believed to have been adapted from a line in Cervantes' Don Quixote, this expression is now regularly used as a motivational quote.

But while the sentiment behind it is not without merit, the likelihood of achieving everything that it represents can sometimes feel remote.

This can be particularly striking in a classroom environment where, as the former head of sixth form at Victoria College and founder of Black's Academy Peter Fekete explains, some students can struggle to grasp certain concepts.

"Often exacerbating the student's difficulty is a fatalistic view that people cannot achieve anything beyond a certain level because of an underlying, and probably genetic, condition," he said. "I do not subscribe to that view. In fact, I would argue the opposite and support the arguments in Stephen Jay Gould's seminal work *The Mismeasure of Man*, in which he argues that there is no such thing as IQ.

"Even if people believe that genetic factors influence a child's ability, you cannot overlook the role that the environment plays and therefore, if you develop a teaching

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method which tweaks that environment, there is still tremendous potential for students to learn more and develop new skills.”

Critical to the unique teaching methodology which Mr Fekete has developed are two key elements: faith and the theory of brain plasticity.

“At the core of my approach is the inner faith that you can always achieve something,” he said. “Quite often, if a child is experiencing learning difficulties, the root of the problem goes back to their early childhood. In some cases of extreme learning delay – cases where I am already seeing palpable results – it is clear that some of the physiological developments which you would expect to take place during the early years have not happened.

“At this point, I have to apply the theory of brain plasticity and recognise that the brain will adapt and build the right structures if I get the stimulus right. This is where being at the coalface is a great advantage, as I can see how the student is learning and build a bespoke course, with appropriate materials, to cater for their needs.”

With his teaching approach having gained glowing testimonials both from students and their parents, Mr Fekete has been inspired to hone his methods further in the hope of accelerating students’ learning skills.

“One of the key areas I’m working on at the moment is language acquisition, and I am very much hoping to accelerate this process by at least six months for all students, not just those with learning delays,” he said.

“Educational literature suggests that it takes between two and two and a half years for children between the age of four and six to learn the alphabet. To me it seems that there is a spurious dispute between two approaches; ‘phonics’ and ‘look and say’. My own experience demonstrates that both methods must be used.

“A letter such as ‘s’ is more difficult to recognise on its own than in a word entire. However, one must also generalise from letters to sounds to build word recognition of things that are not physical. In ‘I see a cat’, the cat is something you can point to, but you cannot point to the seeing itself.

“It takes a vast number of resources to enable students to yoyo between these two aspects of learning but, through the method I am developing, I believe that I am building a secure connection between the two which will accelerate the overall learning process. Existing programmes, particularly remedial ones, are massively under-resourced.”

Key to the methods which Mr Fekete employs across all subjects and with all students – from those with learning delays to those preparing for entrance exams to higher-education institutions – is the use of visual devices.

“Visual stimuli not only enable me to alternate between tasks which work the left and right hemisphere of the brain but are also critical for helping students to develop their mental power and concentration, and I run a number of exercises with pupils to help them to train their brain to make it more efficient.”

Overall, as Mr Fekete stresses, each method and teaching resource has been designed to help students and their parents to realise that the sky truly is the limit.

“You have to have faith and believe that improvement is possible,” he said.

“The brain can always adapt and attain higher levels of knowledge and understanding.”

EMILY MOORE

MATHEMATICS

Profile



Profiling at blacksacademy.net is based on a single number called, the **profile score**. Correlation with GCSE grades is obtained by matching school reports, CAT scores and actually obtained GCSE results. Student is correlated by evidence.

Examples

Profile Score	GCSE Result	Profile Score	GCSE Result
780	8	522	5
561	5	385	3

What does this mean for your child?

This is a step in our demonstration that we have improved our students

MATHEMATICS

Results at blacksacademy.net



White lines: standard predictions.
Arrows: our results cutting across the white lines.

Each arrow indicates the performance of an individual student tutored at blacksacademy.net. The white bands represent what any student is expected to achieve according to a standard statistical model. According to that model, a student with a score of 87 in a Year 6 test of cognitive ability is predicted to attain GCSE grade 2 in year 11. The results represented by the arrows are staggering. All our students improve.



ANALYSIS

“This difference is considered to be extremely statistically significant.

Standard error of difference = 14.468

Probability is less than 0.0001.”

<https://www.graphpad.com/quickcalcs/ttest1.cfm>

Please visit www.blacksacademy.net/home/statistics.php for the raw data

What does this mean for your child?

At Black’s Academy there is every good reason to believe that your child can improve beyond expectations. Your child’s results could be one of the arrows in of the preceding diagram. Our students routinely migrate from bottom sets to top sets. You can expect good results and reduced stress, provided you commit the hours on a regular basis over time.



Statistical analysis of these results

We make an estimate of what the Standard Model would predict for each of 32 results at blacksacademy.net. No results have been omitted. One measure is to take a student with IQ 100 at Year 7 and match that to the predicted grade at Year 11. This gives +48 points per year. Results for the standard model are supported by massive data. The Standard Model is embedded and there is no way to brush over its conclusion that improvement outside a band is statistically extremely unlikely.

We can perform a statistical test on the difference between the profile score at Black's Academy with the expected and predicted score according to the standard model. Here, using the value of +70 points improvement for the standard model, which is generous, we apply a paired sample *t*-test of difference of means, the result is a whopping +14.5 standard deviations of the mean.

Even four standard deviations equates to a probability of less than 3 in 1 million. A result of 14 standard deviations equates to a probability significantly less than 1 in a trillion.

The results at blacksacademy.net are not a fluke. There really has been a been a breakthrough in teaching methodology.

“IQ is a myth”



“

What is intelligence? I see it as a trained memory. Intelligence is the accumulated knowledge of concepts and skills acquired with learning over time. It is exclusively a product of education.

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PETER FEKETE

Director, Black's Academy Limited

The methodological breakthrough

OR BLACK'S ACADEMY AND THE MAYO CLINIC

A little while ago, I finally got around to seeing the classic television documentary, Alistair Cook's America. Watching it, I learned for the first time the story of the Mayo Clinic. The Mayo brothers were dedicated doctors, and among their greatest innovations was the creation of profiles; they recorded every instance of a disease or medical condition they encountered, together with each case history. Thus, whenever another person presented a similar health issue, the remedy was already profiled. It was a breakthrough.

Among the principles on which Black's Academy is based, I can mention the following: the "sweet spot" — teach what the student can understand; the "work principle" — work systematically from that point; "mix it up" — vary the tasks and exercise different parts of the brain; "fun" — establish rapport and make it fun; "belief" — have faith in the student.

The last — faith — is the greatest of these principles. However, like the Mayo clinic records everything it does, we know everything about what we taught the student and exactly where the student is in the program of study. The profile is the key.

PETER FEKETE

Black's Academy

blacksacademy.net is a revolutionary development in educational methodology. While it is suitable for students experiencing learning difficulties, this is precisely because it also caters for scholarship students.

All students improve in proportion to the hours worked.

Improvement is immediate.

All students experience a reduction of stress.

As the system is efficient and all tutors are trained to work to the same method, charges are optimised to be affordable.

To find out more and to read all the reviews visit
www.blacksacademy.net

www.blacksacademy.net



keentolearn@blacksacademy.net



0330 1338 308



**Director
Peter Fekete**