School improvement through partnership working

Case study
School improvement through partnership working
Maplebrook Academy

The purpose of this case study is to explore how a senior leader, who, has successfully facilitated partnership working internally with colleagues across the key stages and with other primary schools. It identifies the impact this has had on school improvement priorities and subsequent outcomes for pupils. It demonstrates both what she has done as a leader and how she has done it, including lessons learned.

Academy background

Maplebrook converted to academy status in 2011. The mixed 4–11 school has national support school status and has developed a strong reputation for pastoral care and robust behaviour management underpinned by excellent teacher–pupil relationships. The school’s most recent Ofsted inspection in 2009 judged the school to be outstanding.

The case study focuses on Helen who has worked at Maplebrook since 1991, before it became an academy. Helen has now been vice principal at Maplebrook Academy for two years, but has been a key member of the leadership team for many years in a previous leadership structure. Perspective is provided by the senior leadership team (SLT), principal Phillip and Key Stage 2 leader and director of curriculum, Anne.

Helen has a pivotal role in facilitating the school’s partnership, working both internally and externally and this case study focuses on:

- the development of effective internal and external partnerships and how these contribute to the development of successful school improvement strategies and impact on school improvement priorities and pupil outcomes
  
  See Appendix 4 – extract from the Maplebrook development plan.

- challenges faced and solutions identified by the senior leader in facilitating effective collaboration and developing strong partnerships

- continuing professional development (CPD) and workforce development which links to successful partnership working

- unanticipated outcomes and the benefits of partnership working

Helen believes leading by example has gained her credibility with colleagues and this has helped her to develop strong partnerships. In addition, as a long-standing member of staff she has earned the respect of colleagues by demonstrating the behaviours she wants to see and this has enabled her to establish herself with authenticity. She says:

  We all have different strengths, we are a resilient team and Phillip knows we will pull together and do what each other needs to. Therefore, I think knowing your team really well is critical to effective partnership working.

Anne has achieved this through maintaining a strong presence in the staff room and around school, ensuring that she is available to staff as much as possible and through encouraging staff to ask questions. Anne reassures colleagues that it is a safe environment to ask questions and it does not show weakness if a member of staff does not have all of the answers; she demonstrates this through her own willingness to seek the advice and support of others.
Internal school partnerships

Effective inter-school partnerships have promoted workforce development, provided staff with CPD opportunities and contributed to school improvement priorities.

Helen has established an internal school partnership as a conduit for lesson study cycles. She has enhanced existing collaborative peer working through extending the network of teachers involved and consolidating the learning by providing the resources that staff need to participate in the process effectively, for example in lesson cover and time for joint planning. Initially the lesson study cycle involved teachers from Year 3 to Year 6. This year the programme is being extended throughout the school.

An example of inter-school partnership – lesson study cycles

Initially identifying teaching and learning priorities in literacy and securing funding from the local authority provided the school with the opportunity to access training in lesson study cycles and provided funds for teaching cover.

Helen led on the lesson study cycle and working closely with other senior leaders, identified an area for improvement from the school improvement plan, which in the first instance was literacy.

See Appendix 1 – Lesson study aims and objectives

Helen facilitated a collaborative approach to the planning of the lesson study cycle. She believed that if the process was to be truly effective and have significant impact all teachers participating needed equal status within the partnership. Helen believed that through a collaborative approach colleagues would be encouraged to take an active role and ideally within this group there would be a person with good coaching skills and a person who was an excellent practitioner in the area for development. Helen considered that staff would feel less like the process was being done to them and acknowledges that this helped to reduce the anxieties that staff have historically had about lesson observations.
Figure 1: Lesson study cycle

1. **Set goals**
   - Identify specific student needs and formulate curricular goals.
   - Between Stages 1 and 2
   - Research brainstorm, go off on valuable tangents explore mathematics concepts as teachers.

2. **Plan**
   - Develop lesson plans
   - Devise data collection strategies
   - Rationalize the approach
   - Anticipate student responses
   - Between Stages 2 and 3
   - Plan pre-and post-lessons in the sequence, carefully considering student groupings, conducting exploratory lessons, acclimatizing students to the presence of video camera.

3. **Implement**
   - One or two members of the team teach/co-teach the ‘public’ lesson; other members observe and collect data: such as video documentation and work samples.
   - Between Stages 3 and 4
   - Reflect on actions, make possible lesson adjustments, develop comments from notes made experience feelings of accomplishment.

4. **Debrief**
   - Analyze data collected
   - Discuss student learning, teacher learning, pedagogical content learning
   - Between Stages 4 and 1
   - Additional teaching after revising the lesson, review video documentation, reflect on the process after the excitement of the public-lesson activities.
Helen has been instrumental in bringing together all Key Stage 2 staff. Following her lesson study cycle training Helen acknowledges that her belief in the potential impact of the process on the improvement of the quality of teaching and learning and her subsequent enthusiasm made it very easy for her to get colleagues to buy into it. Additionally Helen recognised that literacy in Key Stage 2 was a school improvement priority and that there were two newly qualified teachers who would have more recent experience of lesson observations which could assist the introduction of the lesson study cycle. Year 3, Year 4, Year 5 and Year 6 teachers have been working together and this has helped staff become very comfortable with other staff in the classroom. This is corroborated by Anne, who says:

Staff don’t feel threatened by this process. Joint planning facilitates joint ownership and joint accountability. Everyone is supportive of each other and everybody learns together.

Helen recognises that the joint planning of lessons and the focus on learning rather than teaching gives all teachers ownership of the lesson development and an equal stake in the delivery of the lesson and the level of learning to be achieved. This supports transparent, honest and strong partnership working as teachers recognise there is no one solely responsible for the lesson and that they have a collective responsibility. Consequently teachers are keen to share practice and work transparently to identify good practice.

Challenges and solutions

The most significant challenge Helen anticipated was staff attitude and embedding a cultural change. To avoid any potential staff negativity to what they may have perceived as a lesson observation, Helen realised it was very important to introduce the lesson study cycle as an opportunity to work together. During a staff meeting she provided plenty of reassurance and clarified that the lesson planning and delivery process was a joint responsibility.

See Appendix 2 – Lesson study impact report

Helen recognises the lesson study cycle debrief – a key factor in the cycle – has to be facilitated effectively. If the debrief following a lesson is to be valuable it has to be honest, challenging and clearly communicated to the team. This has on occasion proved to be a challenge, as Anne says:

Staff have sometimes not been aware of where there might have been areas for improvement. Without staff having absolute clarity about this the learning from the lesson study cycle cannot be consolidated. I have observed and learnt from Helen during a debriefing session and now model these behaviours. This informs a cyclical process of staff development.

Helen has provided training for all staff involved in the debriefing process to ensure that they are equipped to ask the right questions. She endeavours to secure accountability through questioning and through modelling the debriefing process.

The debrief following the lesson study cycle can necessitate difficult decisions. Within a culture of high expectations in teaching and learning it is inevitable that the teacher leading the cycle will have to give honest feedback from time to time. The challenge is in facilitating self-awareness so the teachers are able to recognise areas for development themselves. This can be achieved through questioning.
External school partnerships – supporting other schools

Maplebrook began supporting local primary schools in 2010 following a request from the local authority and has since provided support to two other schools following a request from the National College and the local diocese. Work in supporting other schools links to Maplebrook’s continuing professional development (CPD) school improvement priority as it significantly contributes to the ongoing CPD of staff at Maplebrook, for example in the identification of new teaching and learning resources which can be shared and introduced to staff during In Service Training or team meetings.

Senior leaders at Maplebrook recognise that effective partnerships are based upon clear and shared priorities. Helen firmly believes that it is essential to invest the time initially to establish a rapport, develop excellent methods of communication, agree roles and responsibilities and clearly define outcomes for all, which will effectively underpin future partnership working.

I make sure I really listen. It is important for me not to prejudge; I always want to get the big picture. I will identify their strengths in addition to their support needs as there is always learning in that.

The support provided to other schools includes:
- auditing and support with self-assessment implemented through a mini Ofsted style two-day inspection
- lesson observations
- coaching and mentoring of individual staff members
- CPD delivered through meetings
- twilight CPD sessions
- joint curriculum and lesson planning

Establishing effective external school partnerships

Helen accepts that schools which have been identified as needing support may be defensive, apprehensive, anxious and possibly reluctant to engage. Helen’s solutions include:
- Initially allocate as much time as possible to establishing a transparent and trusting relationship.
- Spend as much time in the school as possible to establish a physical presence.
- Avoid allocating blame, foster a shared responsibility and reassure staff that you are there to support them.
- Ask the right questions and find out as much as possible about the school. Don’t jump to conclusions and remain non-judgemental.
- Identify and acknowledge good practice, not just areas for development.
- Model the behaviour you want to see. For example, Maplebrook developed a culture where people are actively encouraged to ask questions.
- Endeavour to secure the resources they need to be effective and embed sustainable change. For example, identify and provide support to access the tools necessary, training, CPD and time.
- Different approaches may be necessary in different schools. For example, learning styles, communications and training preferences.
- Make it safe for staff to try something different. Joint planning and delivery fosters joint responsibility.
Strengthening external partnerships through distributed leadership

Phillip’s succession strategy for the school is about ensuring that when highly experienced and valued members of staff retire or move on in their careers, they leave behind the legacy of their knowledge and experience. He recognises the importance of building capacity within the school and with this identified as a school improvement priority Phillip has begun to provide opportunities for senior members of staff to coach, mentor and support newly qualified teachers. He says:

There is a stratification of the staff now. Helen has 22 years’ experience in our school, is an innate coach and I cannot afford to let her walk away with those skills and knowledge. It’s my responsibility to ensure that all the staff learn from her. That is why she is an integral part of all our partnerships.

Helen says the high expectations of the school are communicated to staff right from the beginning, during induction and therefore school leaders are clear about their own responsibilities. Helen is keen to ensure that they are supported and given the tools they need to do the job and they are empowered to step up.

Phillip supports this, saying:

You have to trust your team to get on and do what is needed. I have complete confidence in Helen and trust her judgement. I make sure I give her what she needs to do the job, knowing she in turn provides staff with what they need.

Helen recognises that she has developed professionally through her role in facilitating strong external school partnerships. She says:

Phillip has enabled me to see what I can do. His vision has helped me realise that I have the knowledge and ability to support others effectively. This has developed my confidence and it has made me a better leader here.

These external partnerships have had far reaching impact both within the schools supported by Maplebrook and within the academy itself.

Benefits and impact of external school partnerships on CPD

External school partnerships contribute to meeting school improvement priorities for CPD in several ways. Helen recognises that working in a school can lead you to develop an insular view of education so she has developed a broader perspective by working in other schools. Helen acknowledges that learning at Maplebrook and other schools has been accelerated by providing opportunities for staff from other schools to come in and observe lessons at Maplebrook.

Teachers observing other teachers’ lessons can be a really powerful way to learn. I always prefer to show rather than tell and then the learning is almost by osmosis.

Helen has reflected upon her supporting work in other schools and now acknowledges that joint planning is critical and the benefit has been increased accountability and ownership. Helen knows that seeing the bigger picture has enabled her to support staff in school more effectively as she is able to access and employ a broader range of teaching and learning approaches, strategies and resources.
The role of the senior leader in facilitating effective partnership working

Philip recognised Helen’s skills would equip her perfectly for a supportive role within other primary schools.

Supporting our first school provided us all with a steep learning curve, no one more than Helen. She practised and refined existing skills and developed new areas of expertise. Helen has been supporting senior leaders to achieve consistency in approach and in results. Helen promotes accountability and her presence provides an impetus for change and helps to push and focus the SLT on what needs to be done, which is improve teaching and learning.

Helen appreciates that from taking a more outward-facing approach she has been able to reflect upon the outstanding teaching and learning strategies and methods adopted in Maplebrook. This has helped her to gain perspective and realise these are not necessarily embraced in other schools for a range of complex reasons, including weak leadership, an inward-facing culture, lack of accountability, resources, and high turnover of staff. As a consequence Helen has developed a new found confidence in her skills and abilities and is dedicated to sharing them.

I began to realise that practice in Maplebrook constituted good practice and consequently believed it was important to model and share these approaches and strategies as potential solutions to challenges faced by other primary schools.

Modelling the behaviour you want to see is a key feature of the school and is a crucial element in effective partnership working. Anne explains how Helen’s modelling has supported her:

Helen asked me for advice. This had two benefits. Firstly, it showed me that, regardless of Helen’s more senior position and experience, it was OK to ask for help. Secondly, it felt good to be asked and it developed my confidence that I could be someone that others might look to for help.

Anna

The freedom to ask questions safely and with the confidence that it will not be regarded as a sign of weakness has permeated throughout the school. This is now part of the school culture and underpins effective partnership working, explains Helen:

We recognise it takes confidence to admit when you haven’t got all the answers. Therefore take the time to build their trust. Where possible allocate time on a weekly basis. They may not always need it, but they appreciate knowing that you are always there for them and it is high on your agenda.

Helen acknowledges that the role of the senior leader is critical in facilitating effective partnership working for a range of reasons:

- Credibility. For example, the key quality of senior leaders is that they must walk the walk and talk the talk, whereas most headteachers have moved away from actual classroom practice.
  They have a level of expertise and specialist knowledge which can be shared to build capacity and contribute to succession planning, for example through mentoring and coaching newly qualified teachers (NQTs).
  See Appendix 3 – Action plan for NQT induction
- They have influence. For example, they can secure staff ‘buy-in’ and challenge thinking.
- They can make decisions and deliver difficult messages with gravitas.
- They can facilitate access to the tools and resources needed, for example relevant training and CPD and empower staff to work in partnership.
- They have authority. For example they can decide whether or not to adopt new approaches and implement them.
One of the schools that Maplebrook has recently supported – Riverside Academy – corroborates Helen’s belief that the senior leader role is key to effective partnership working:

The involvement of Maplebrook Academy over the past year has been an essential element in the school’s progress. We are in no doubt that we would not have achieved the progress made without them. The school faced a range of challenging circumstances and Phillip brought clarity and vision to the process. He enabled the school to sustain a focus on the key priorities over the first year. In this he received excellent support from his leadership team. Helen played a key role in delivering high quality CPD here. The level of challenge was always high, but with that came the support necessary to deliver, a clear purpose and strong systems which have placed the school on a much stronger footing for the future. We have valued the input from Maplebrook and would like to maintain the relationship in some form, as we feel that the leadership team here will continue to benefit from that balance of high challenge and strong support.

The benefits and impact of partnership working at Maplebrook Academy

Benefits for the staff:

- broader knowledge, particularly in senior leaders who have had opportunities for wider experience and greater reflection
- new skills, developed through a more reflective approach to teaching and leading
- ongoing joint practice development, through visiting other schools and observing lessons and jointly planning and delivering CPD increased opportunities to learn from staff from other key stages, contributing to increased staff morale
- access to a wider range of strategies, approaches and resources which provide staff with a wider understanding of education and current practices
- affirmation of the job they are doing at school

There isn’t a school that I have been in where I haven’t taken away at least three new ideas. Phillip

Our school ethos is not to adopt others’ strategies but to adapt them to meet our school and pupils’ needs. Helen
Benefits for the school

Partnership working is an effective school improvement strategy which can impact directly upon school improvement priorities such as non-duplication of resources, maximisation of available resources, improving safeguarding and inclusion. See Appendix 4 – Maplebrook development plan

- Partnership working helps the school respond more quickly to new, innovative practice both nationally and internationally and keep pace with changes in education. For example, senior leaders are visiting China in spring 2013 to look at the strengths in teaching of maths and Science at both Key Stage 2 and Key Stage 3.

- Maplebrook no longer sees itself as a single school. Helen says:
  Our school is part of a community of schools which work together to share expertise.

- The school benefits from the increased skills and knowledge of senior staff.

- The school has more robust succession plans/strategies.

- The school grows leaders at all levels and this ensures increased levels of distributed leadership.

- More voices contribute to the plans and future direction of the school.

For the pupils

- Learning is accelerated as pupils benefit from a wider range of teaching and learning approaches and methods.

- Access to a wider network of support which promotes continuous progress for pupils.

- Access to a wider range of resources that promote more active engagement in learning for pupils with different learning styles.

- Children feel they have an input into their learning. For example, interviews take place with pupils at the end of the lesson study cycle.

Affirmation of practice at Maplebrook

Helen has identified several unanticipated outcomes which have arisen from developing strong, robust partnerships. While the lesson study cycle has facilitated improvements in the teaching and learning of literacy and numeracy it has also contributed to the development of coaching and leadership skills and is supporting workforce development. Furthermore the lesson study cycle will be extended throughout all key stages and this will provide the opportunity for staff to ensure that teaching and learning is progressive and identifies what has gone before and what is coming next. This will provide pupils with learning opportunities that are always new and build upon previous knowledge and understanding.

Work supporting other schools has enabled the leadership team at Maplebrook to know the school and itself as a group much better and has significantly strengthened the relationships between the members of the leadership team.
Conclusion

Helen acknowledges that to be successful in facilitating effective partnerships you must recognise that other members of the partnership have their own strengths and areas of expertise.

I don’t regard it as a weakness if I do not have all of the answers. I have been in teaching for over 20 years and I don’t claim to have all of the answers. If there is honesty and transparency within the partnership then people will not be afraid to ask.

Phillip actively appoints new staff members with expertise, specialist knowledge and skills in areas where he knows there are gaps.

Helen leads the curriculum and partnership working in this area because she is better at that than me. I know what outstanding teaching and learning looks like but the actual practice is Helen’s strength and she does that exceptionally well. Therefore I provide challenge and quality assurance.

A current challenge for Helen is extending the lesson study cycle throughout the whole school. Helen has reflected on the process and its impact. This knowledge, combined with her awareness of her colleagues’ strengths and areas of specialism, has supported Helen to identify the key staff who will facilitate the next cycle.

Helen reflects upon her own learning from working in partnership with staff internally and externally:

I appreciate now that what I do in my practice may not necessarily be what other staff do, either in my school or in other schools. This new insight has helped me to be mindful of how other staff feel. I make a concerted effort to empathise and understand the challenges others are facing. I then consider how high expectations in our school and the pace of change in education are a significant challenge for staff. I have realised we can’t just keep giving them new things to do. Changes must be embedded and strong partnerships facilitate this through building capacity which is sustainable.
Appendix 1: Lesson study at Maplebrook Academy

Aims of the lesson study project

- to give teachers the opportunity to work alongside colleagues in their own schools using the lesson study approach
- to develop a greater understanding of children’s learning

McKinsey report 2007

The world’s best school systems enable teachers to learn from each other – in real classrooms and with the children they have responsibility for teaching, developing classroom practices which demonstrably work, and innovating ways of improving them further.

How the best school systems came out on top.

McKinsey, 2007

Objectives

- to consider how we, as teachers, can teach comprehension, especially AF3, through whole class shared time and guided reading
- to consider the resources available and how we can best use these
- to make us familiar with the types of questions we need to ask to develop inference and deduction skills
- to explore how we can provide response hooks for children to enable them to be more confident when discussing answers
- to enable us to have a wider picture of progression through the NC levels for AF3
## Interviewing pupils after the lesson

**Year group** .................................................................

**Date** .................................................................

<table>
<thead>
<tr>
<th>Questions</th>
<th>Child’s name</th>
<th>Child’s name</th>
<th>Child’s name</th>
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<tbody>
<tr>
<td>What did you enjoy most about that lesson?</td>
<td></td>
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<tr>
<td>What did you learn? (What can you do now that you couldn’t do before?)</td>
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<td></td>
<td></td>
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<tr>
<td>What can you do better? (How is it better?)</td>
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<tr>
<td>Which part of the teaching worked best for you?</td>
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<td>If the same lesson was being taught again to another group, what would you change? Why would you change that part?</td>
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</tbody>
</table>
## Appendix 2: Lesson study impact report

<table>
<thead>
<tr>
<th>Name of school:</th>
<th>Maplebrook Academy</th>
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</thead>
<tbody>
<tr>
<td>Name of lead teacher:</td>
<td>Helen Pearson</td>
</tr>
<tr>
<td>Class in which lesson study took place:</td>
<td>Year 1, Year 2, Year 3, Year 4, Year 5</td>
</tr>
<tr>
<td>Focus of lesson study:</td>
<td>Year 1, Year 2, Year 3 shared writing</td>
</tr>
<tr>
<td></td>
<td>Year 1, Year 4, Year 5 problem solving maths</td>
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</tbody>
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### Impact of lesson study

**Literacy**
- Improved teacher confidence and clarity of approach to shared writing.
- Opened up and encouraged professional dialogue between members of staff.
- Enabled lead teachers to model teaching strategies and planning, a much more powerful approach than explaining.
- United staff in raising standards.
- Made teachers aware of sub-levels to inform teaching

**Maths**
- Improved teacher confidence and clarity of approach to problem solving.
- Enabled teachers to experience working across a key stage.
- Enabled lead teachers to model teaching strategies and planning, a much more powerful approach than explaining.
- Enabled teachers to become more familiar with using sub-levels in maths to focus planning.
- United staff in raising standards.

### Comments
- Teachers found it positive, supportive and non-threatening.
- Teachers thought it was good to focus on children and learning.
- Staff wanted to be included in Lesson Study, staff don’t want to be observed teaching.
- A positive and effective way of sharing ideas.
- Staff observed lead teachers teaching and modelling good practice.
- It is almost a ‘no fail’ situation because the input is there during the planning stage.
## Appendix 3: Action plan for NQT induction

<table>
<thead>
<tr>
<th>Name of school</th>
<th>Maplebrook Academy ...............................................................</th>
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</thead>
<tbody>
<tr>
<td>Name of NQT</td>
<td>Jane Murray ...............................................................................................................................</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Objectives (up to five things to be achieved during the year)</th>
<th>To improve delivery of lessons by ensuring objectives are broken down appropriately and instructions for the children are given effectively and concisely. C10, C15, C29, C7, C9, C35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success criteria (how achievement will be evident)</td>
<td>Jane will be confident that children are learning and achieving step by step objectives. Children will understand instructions given and be confident to work independently.</td>
</tr>
<tr>
<td>Action to be taken and by whom (who needs to do what)</td>
<td>Coaching on a daily basis by mentor. Jane to observe other teachers teach and discuss lessons observed. Teachers to observe BC Year 2, CD Year 2, AW Year 6 and MM Rec</td>
</tr>
<tr>
<td>Resources (eg time, training, and equipment using NQT budget)</td>
<td>Time out of class to observe other teacher</td>
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<tr>
<td>Target date for achievement (eg review meeting)</td>
<td>October half-term</td>
</tr>
<tr>
<td>Evaluation (to be completed at review meetings)</td>
<td>Jane is much more confident with what she is teaching and has had a lot of support with planning her lessons, in detail, with her mentor. She has observed four other teachers teaching and discussed how they plan and break down objectives. Jane has received INSET training on maths renewed framework and includes sub levels in her planning.</td>
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<tr>
<th>Signature on behalf of school</th>
<th>Date ......................................................................................................................</th>
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<tbody>
<tr>
<td>Signature of NQT</td>
<td>Date ......................................................................................................................</td>
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</table>

Review date Friday 21 November
## Appendix 4: Academy development plan 2012–14 – Leadership and management

<table>
<thead>
<tr>
<th>Academy objectives</th>
<th>Action tasks</th>
<th>Person responsible</th>
<th>Outcomes</th>
<th>Implementation timeline</th>
<th>Resource implications</th>
<th>RAG rating/progress</th>
</tr>
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<tbody>
<tr>
<td>To create a leadership structure that allows school to support/sponsor other schools.</td>
<td>- Design an organisational structure which clearly allows for the deployment of senior staff&lt;br&gt;- Improve communication between leadership team and all staff to combat deployments&lt;br&gt;- Create key policies that become active during deployment</td>
<td></td>
<td>School is in a position to respond to the rapidly changing landscape and take advantage of the many opportunities that are developing</td>
<td>Initial design in place for September 2012. Discussions held with Department for Education, FE, diocese and other bodies around s2s &amp; sponsorship</td>
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<tr>
<td>Build staff confidence and productivity in response to changes in last 12 months</td>
<td>- Organise a staff team building day (5/11/12)&lt;br&gt;- Investigate social network options for professional dialogue (yammer)&lt;br&gt;- Lesson study cycle building skills, knowledge and team ethos</td>
<td>Leadership team</td>
<td>Staff motivated and sharing best practice&lt;br&gt;Shared vision and pursuit of excellence</td>
<td>From September 2012</td>
<td>£750</td>
<td></td>
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<tr>
<td>Implement a professional development weekly session for coaching of new and existing staff. ‘Professional capital’</td>
<td>- Weekly key stage sessions for all teaching staff to work together on a coaching model for individual improvement.&lt;br&gt;- The mentoring programme will be lead by heads of each key stage at first and then other staff will lead in their subjects of expertise&lt;br&gt;- Assessment for learning strategies developed and implemented on a whole school basis</td>
<td>Helen Anne</td>
<td>Higher quality teaching on a more consistent basis. All teaching in all classes should be at least ‘good’. Raised expectations of all staff Marking is more consistent and more informative to pupil progress. Lesson observation timetable linked to lesson mentoring so that judgments are more relevant and useful.</td>
<td>Implemented September 2012 with review meetings at end of each term with team leaders.</td>
<td>Costs covered within staffing for the year, however we will have to pay for NQT registration additionally.</td>
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</table>
The National College exists to develop and support great leaders of schools and children’s centres – whatever their context or phase.

- Enabling leaders to work together to lead improvement
- Helping to identify and develop the next generation of leaders
- Improving the quality of leadership so that every child has the best opportunity to succeed

Membership of the National College gives access to unrivalled development and networking opportunities, professional support and leadership resources.