



Slough Teaching School Alliance

STSA Leading with Impact Programme

Supporting Slough staff to get ready for senior leadership

COHORT 1

Leadership Lessons

2019-20

Foreword

*The Slough Teaching School Alliance (STSA) is committed to collaborative working and, along with the Slough Secondary Heads Association, aims to invest in school improvement and grow leadership capacity. To this end, we planned and delivered **Leading with Impact**, a bespoke leadership development programme led by Slough Headteachers and SLT to prepare staff in our schools for senior leadership.*

Despite the disruption caused by the Covid-19 pandemic, the first cohort ran in 2019-20 and Headteachers provided professional development for aspiring senior leaders, with the aim of giving them the knowledge, skills and experiences to lead in a context that is volatile, uncertain, complex and ambiguous. With hindsight, this objective seems particularly prescient!

*Equally important was to provide leadership learning and collaboration across Slough schools in order to enhance the education for all students in Slough. It is important to celebrate the impact that participants had in their schools, as well as ensure this learning is shared. It is for this reason, that we are publishing this e-book **Leadership Lessons**, which is a collection of 'impact Initiatives' written by participants for dissemination across and between all Slough schools that they can use to further develop.*

It has been a pleasure and a privilege to work with so many talented, dedicated and creative leaders through Leading with Impact. I would like to congratulate all participants on their successful completion of the programme; I know that forming the cohort and network of leaders was as valuable as the scheduled LeadMeets and that this network will persist beyond the scope of the course. I would also like to thank all the Headteachers and staff in their schools for supporting and delivering this programme. Thank you for dedicating your most precious resource – your time – to growing future leaders; it is an important investment.

We know that leading schools is a complex, challenging and joyful endeavour and I am reassured that we have so many teachers who are willing and able to learn, grow and lead. I hope you enjoy reading this publication and will share it with your colleagues.

With all good wishes,

Mark Pritchard BA (Hons), MA, NPQH, FCCT

Slough Teaching School Alliance

Headteacher, Upton Court Grammar School

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ACCESSING THE WORLD OF A MUSEUM: HOW MUSEUM LEARNING CAN SUPPORT SECONDARY SCHOOL STUDENTS, TEACHERS AND SCHOOLS.

Aims:

To embed museum learning into basic pedagogy and practise of teaching.

- To create a generic approach to museum learning
- Begin to develop in TLA with a small cross curricular working party
- the approach could be tailored to a wider context

Rationale:

As TLA's success has been recognised by external agencies and museums there is still need to build in a formal programme to move beyond only the staff and subjects who have already bought into the museum. I propose to create a rationale and process to embed lessons, SOW and participation with museums to support career development of all staff at TLA.

In the long term, I would like to show other schools within the area how this process can be used to promote good pedagogy and planning as well as offering minimal financial implications for schools.

Context:

The Langley Academy is a museum learning school—the first in this country. The building is a museum, there are many partnership museums (including links to a museum connected to its sponsor), there are museum staff to support the exhibitions, support to plan trips and assist the staff at TLA who wish to plan projects. Where this has been collaborative with subjects it has been effective, even noted by OFSTED (2017):

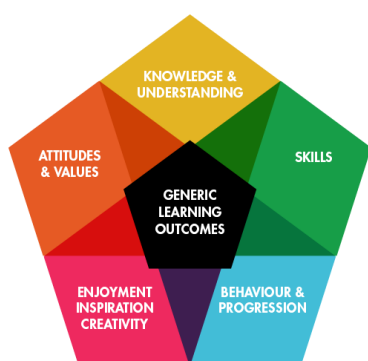
The school's focus on 'museum learning' enriches the learning environment and curriculum. The head of museum learning works with staff to provide engaging learning contexts which are particularly valued by pupils and teachers

In fact, the direct link between English and museums was quoted as raising "awareness of the social and cultural context of *A Christmas Carol* by Charles Dickens. As a result, Year 7 [10] pupils were deeply engaged in discussing the text, and confident to apply subject-specific vocabulary to their own detailed descriptions".

As a long-term leader of a core subject which has seen changing curriculums over a decade, the museum world has led to many opportunities to support the new curriculum. Reaching out has been one of the successes to a world full of change.

Strategically, schools also have limited budgets which seem to become increasingly tighter. Through a variety of 'widening participation' projects, there is scope for all schools to seek extra funding alongside museums, universities and other cultural places whilst maximising learning experiences for students and staff.

Within the latest research, the museum sector has a variety of learning outcomes and aims. These seem to be parallel with a school's learning aims and outcomes (Arts Council England, 2019).



All five generic learning outcomes that have been established by the Arts Council appear to match the basic outcomes for schools. There are academic foci, such as knowledge, understanding and skills. As well as interpersonal skills (pastoral): such as attitudes, values, behaviour and progression. And finally, skills to support student's enjoyment which has links to healthy minds: enjoyment, inspiration and creativity.

As TLA's success has been recognised by external agencies and museums there is still need to build in a formal programme to move beyond only the staff and subjects which have already bought into the museum. I propose to create a rationale and process to embed lessons, SOW and

participation with museums to support career development of all staff at TLA.

The Story

As previously stated, my faculty has had strong links to museum learning since the school opened. There has been an exciting approach and a belief that museums can support learning. However, what was unclear was whether museum learning could support attainment for students as well as supporting the idea of lifelong learning. If it could be established that museum learning supported attainment, then it was far more likely that staff in the whole school would wish to follow a similar process. In other words, they would 'buy in' to the concept as a serious tool to support achievement once results were proven.

In my experience, working with museums was a pleasure. The museum staff are experts in their museums, experts in their field and are always involved heavily research and evidence gathering. As a result, planning projects has always meant minimal time to create a working plan. Most museums have a form of outreach officer and/or educational officer. This again supports the working process between teachers and a museum.

From previous collaborations with museums, it is clear that the most successful partnerships are those that are led by the school/teachers need to support a particular skill or area in their subject. In short, if the teacher brings a goal or aim to the table then the museum will use their knowledge and skills of their collections or experts in fields to make it happen. And usually the plans can take shape in only one or two meetings and often remotely such as emails, phones and increasingly on teams/zoom.

Case Study: Key group of Year 11, SEND low literacy students: Significantly a group of students who were likely to underperform nationally according to the national picture (Gov.uk, 2018). I decided to focus on the GCSE literature paper, specifically *A Christmas Carol* by Charles Dickens. Students who are not confident writers perform better at English Literature. One reason for this is that there are few marks for spelling, punctuation and grammar. However, this is one GCSE that nationally they may not be entered in (Stevens, 2015) limiting their attainment as well as their opportunity to increase cultural capital (Cultural Learning Alliance, 2020). This would mean that an inclusive approach would need to be planned with the museum to ensure that the content was not limited for these students but the approach would be tailored to support their needs (Rao, 2018). In other words, inclusion through pedagogy not content.

The session planned was as followed:

1. A 'pre-assessment' task using a GCSE Nineteenth Century English Literature question
2. A 'intervention' lesson designed to discuss the exam responses, look at the extracts collectively and discuss some of themes they would see in the museum (pre-determined in collaboration with the museum staff)
3. A museum visit- focused around the key themes from the extract using objects and space
4. Post assessment- formal using their mock exam

As the key idea of this project was to encourage staff to use museum learning to support a 'gap' in their subject, it is also important to highlight that steps 1 and 2 happened very quickly. I emailed the assessment

task to the museum annotated with literary devices and context, we discussed what I wanted students to get from the visit over a handful of emails and the visit was simple to plan as most museums have their own risk assessments to support the school process.

Results/Impacts/Outcomes

- The intervention group performed higher than a control group
- Assessment objective 3 (context within literature) significantly improved suggesting improved cultural capital
- Students involved showed more confidence leading to mock exam period
- The study suggests that a collaborative approach between schools and museums could support students who traditionally would not go to museums and deal with a 'threshold fear'

Overall, museum interventions have a positive impact on students because it improves their contextual knowledge. It provides a fun, engaging way of learning that motivates students to do their best and accept the challenges they face academically in the exams.

Reflections and evaluation

On reflection, I believe that the process I used is suitable for many different subjects to use with museums. Sadly, due to the pandemic I was unable to share most of my findings with the whole school. This is something I would have done during the summer term of 2020.

Overall, I believe that the key area process that needs to be followed to support staff building meaningful and impactful museum learning sessions are:

- **Problem-** nationally/school/subject/class/research
- **Organise-** link and discuss with a relevant museum
- **Who-** choose the targeted students
- **Evaluate-** Find typical 'traits' and/or barriers to remediate
- **Review** process

In other words, I suggest that staff approach museum learning as an intervention tool by using the rather cheesy phrase 'Power plan'.

Next Steps

With evidence from my case study proving that museums can support students at GCSE and potentially improve attainment I am currently supporting TLA's museum team in training staff and make links and training across the Trust.

I have already begun links with other museums to support them in their move to 'virtual classrooms'. I have been trying to support museums under the pandemic to see how targeting the GCSE market potentially could make them more important in their communities and support their 'widening participation' programmes.

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ARBOUR VALE HOUSE LIFE SKILLS PROJECT

Rationale:

- Many of our students from Arbour Vale School will experience supported living type of accommodation at some point in their lives and need support to carry out everyday Life skills tasks.
- Many students in the Post 16 Department at Arbour Vale School still lack confidence with regards to working with unfamiliar people.
- The development of Life Skills is key to enable our students to achieve their full potential in their adult life.

Context:

- All KS4 and Post 16 students follow a Life Skills programme taking place in the Residential Unit of the school (Arbour Vale House). The Unit is currently closed as a Residential and future plans will be negotiated this academic year. The students will have access to all the facilities, including kitchens, bedrooms and dining areas. Some students will organise coffee mornings for parents and community linked groups.

Aims:

- Develop confidence and ability to carry out Life skills Tasks and routines in a simulated real life environment.
- Prepare for application to internship with the Hilton Hotel (currently one of our leavers destinations).
- Prepare for potential supported living accommodation.
- Gain vocational skills with real customers.
- Optimise independent skills for all students.

Baseline for Arbour Vale House Project

Although the project will involve over a hundred students, the baseline will show a sample of 3 MLD students from the Post 16 Department. The reason for this is that the students are able to complete their own self-assessment independently and have the reading skills required to answer a survey in writing. This makes it easier to present on paper.

The students answered differentiated questions about their ability to complete Life Skills tasks and their knowledge about a range of topics such as managing bills, health and safety in the house and budgeting.

These are the outcomes of the survey for October 2019.

Lower ability students				Higher ability students Group A			
Student	%			Student	%		
Student 1	42%			Student 1	50%		
Student 2	50%			Student 2	50%		
Student 3	57%			Student 3	50%		
Student 4	42%			Student 4	70%		
Student 5	50%			Student 5	70%		
Student 6	57%			Student 6	60%		
Student 7	42%			Student 7	50%		
Higher ability students Group B							
Student	%						
Student 1	40%						
Student 2	20%						
Student 3	50%						
Student 4	70%						
Student 5	30%						
Student 6	70%						

The story:

A timetable was drawn in September and all of the KS4 and Post 16 classes were allocated a time at the AVH to practise their Life skills. The first challenge was that the House was not available for use the first two weeks in September for Health and Safety reasons. Teachers had to reorganise their life skills lessons and I had to meet with the Facilities Manager of the school on several occasions to solve the issue.

By the end of September, the Life Skills programme started and the students showed great enjoyment in following it. The school was undergoing shortage of staff. The nature of the building meant that groups needed a higher ratio of supervision, especially for our less able students who need more support. As a result, Lego Therapy activities were set up in the main dining room with less supervision so that some students could be taken in smaller groups to do more complex life skills tasks such as making a bed or loading the washing machine.

The focus this academic year for our MLD students has been very much on organising Coffee Mornings for groups, such as parents, ex staff and local community organisations. This has been a fantastic opportunity for students to develop vocational skills in a simulated real life environment. The young people could practise key skills such as greeting people, answering the phone, taking orders, making hot drinks and ushering visitors.

By February 2020 the students felt confident enough to serve coffee and tea without support. The focus then became “dealing with customers complaints” for the most able and “making a cold drink” independently for the less able. Differentiated visuals and scripts were used and progress was recorded on target folders and by using photographs and witness statements.

Different meetings took place with the operation team and members of leadership to decide on the plan for September.

So far, the decision was made that two classes will be permanently based at AVH. This will have an effect on the Life skills Programme and might restrict its use to less students. I am currently assessing how the Life skills programme can carry on taking place in that context.

Impacts:

I was not able to do a final assessment survey due to sudden school closure. We can however see results from individual EHCP target matching. The data shows that by following the Arbour Vale House Project there was a huge increase in most student's ability to complete Life skills tasks. Parents have commented in Annual Review meetings that their children were carrying out basic life skills at home without support. This is the first time that we received this feedback on such a scale.

After practising customer care skills in weekly Coffee Mornings four students were offered an Internship through Project Search at the Hilton Hotel.

Reflection:

It is evident that running a Life Skills programme in a residential setting has been hugely beneficial for our students. One aspect that needs mentioning is the level of enjoyment experienced by all students to complete life skills tasks at Arbour Vale House. The students clearly look forward to their sessions as the programme brings a sense of purpose to what they are doing.

The problem we are facing for the future of this programme are the following:

- Is it sustainable to keep such an expensive Unit open only to practise Life skills?
- If two classrooms are to be located in the building, what will the impacts be for the life Skills programme? (Although this would justify keeping the Unit open as it is)

It is clear that some discussions need to take place and next academic year's timetable will need to be drawn up accordingly.

PURPOSEFUL TUTOR TIME

Aims

- To enable Baylis Court school tutors to become more effective form tutors in supporting their tutees in the development of cultural capital
- Support existing leaders and Heads of Learning with responsibility for tutor time in achieving the above aim

Rationale

We live in times where the nature of our democracy and the way we are governed seems even more 'volatile, complex, uncertain and ambiguous' than school leadership. I completed my PGCE in Citizenship in 2008-09 and, to be honest, have made virtually no use of it. I want to change that. I do remember the driving mission of the subject, and the call of its leading proponent, David Blunkett, to inform and empower young people to take their place as citizens in the 21st century. Since those days, this mission has become ever more important, in an age in which politics has become increasingly polarised, characterised by 'post-truth' statements, stories and 'fake news'. The aim of this project is to enhance pupils' awareness and understanding of issues related to citizenship, in a contemporary environment in which Ofsted and other educational institutions have sought to raise awareness and emphasis on 'cultural capital' (See Appendix B for further details)

Core Idea to Enhance Tutor Time in Light of Guiding Questions Above

Weekly news summaries of important events concerning citizenship issues: democracy, rights, modern British society, with thought provoking questions that encourage debate

Rationale: Improve the cultural capital of pupils by enhancing their knowledge and understanding of topical events, as well as key concepts and arguments relating to those events, and their ability to discuss and debate those issues

Stakeholders to engage: Carol Lamb, Laura Howkins, Heads of Learning, tutors

Context

The Existing Baylis Court Tutor Time Structure

- 20 minutes at the beginning of each day (except Fridays, which is 30 minutes for DEAR (drop everything and read) or PSHE content)
- Key daily tasks: register, bulletin, collect absence notes, deliver individual notices from staff to individual pupils
- Weekly tasks: Sign planners, news-based discussion, assemblies, silent reading, PSHE/ DEAR
- Occasional tasks: Tallying house points, pupil voice questionnaires, sports day planning

The Pre-Existing Citizenship Structure

- Covered through five annual 'collapsed curriculum' PSHE days in which key curriculum content
- Limited/ weak coverage before – little if any education on our political system, rule of law, liberties, etc. This was confirmed via e-mail with a senior leader.

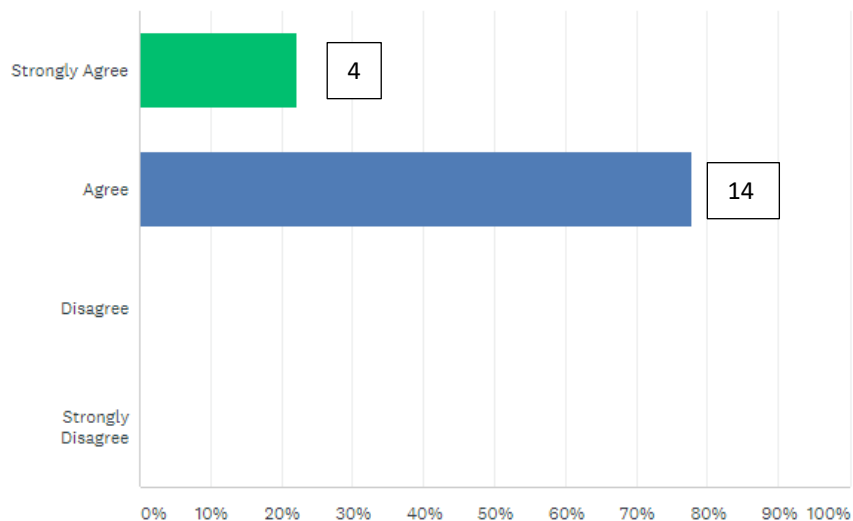
Results

A questionnaire was sent out via SurveyMonkey from 1st -10th June to all staff with tutor responsibilities at Baylis Court School to gauge whether the Aims and Rationale (above) have been met. Ideally, a representative survey or focus group of pupils would be have been produced, but this was impractical due to 'lockdown'. The results are as follows:

	Responses
Year 7	5/6
Year 8	3/6
Year 9	3/6
Year 10	1/6
Year 11	3/6
Sixth Form	3/6

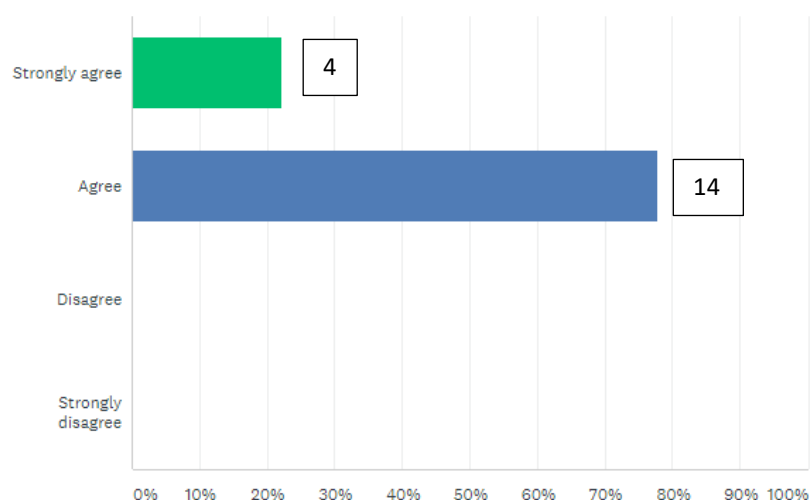
'Citizenship through tutor time has helped develop my tutees' cultural capital'

Answered: 18 Skipped: 0



'Citizenship through tutor time has helped develop my tutees' debating and discussion skills'

Answered: 18 Skipped: 0



Q3. Please provide any 'what went well' comments about citizenship through tutor time this year

"Topical and relevant"

"Students were engaged"

"They were all interested in the topics"

"Relevant topics at the time. Good tips/ leading questions on areas to discuss. Also good information overview in case I hadn't much knowledge on the topic myself"

"Clear objectives and positive outcomes"

"The powerpoint presentations were well structured and the learning activities were well balanced for the year group"

"Powerpoints are concise and the video clips help facilitate discussions"

Q4. Please provide any 'next steps' would you encourage for citizenship through tutor time next year

"The structure and schedule was very confusing" GPI response: Citizenship was scheduled and resources provided for each fortnight. Each Head of Learning may schedule citizenship on different days and that may be an issue for them

"More topics surrounding race and inclusivity" GPI response: Lesson 4 was on racism experienced by England footballers, and the citizenship resource, at the time of writing, is on the death of George Floyd

It is clear from the results that I have provided a clear vision for engaging citizenship education across different year groups, with both my primary objectives largely met.

100% 'strongly agree' or 'agree' that the citizenship through tutor time programme I have led has helped their pupils develop their cultural capital, and 100% 'strongly agree' or 'agree' that the citizenship through tutor time programme I have led has helped their pupils develop their discussion and debate skills.

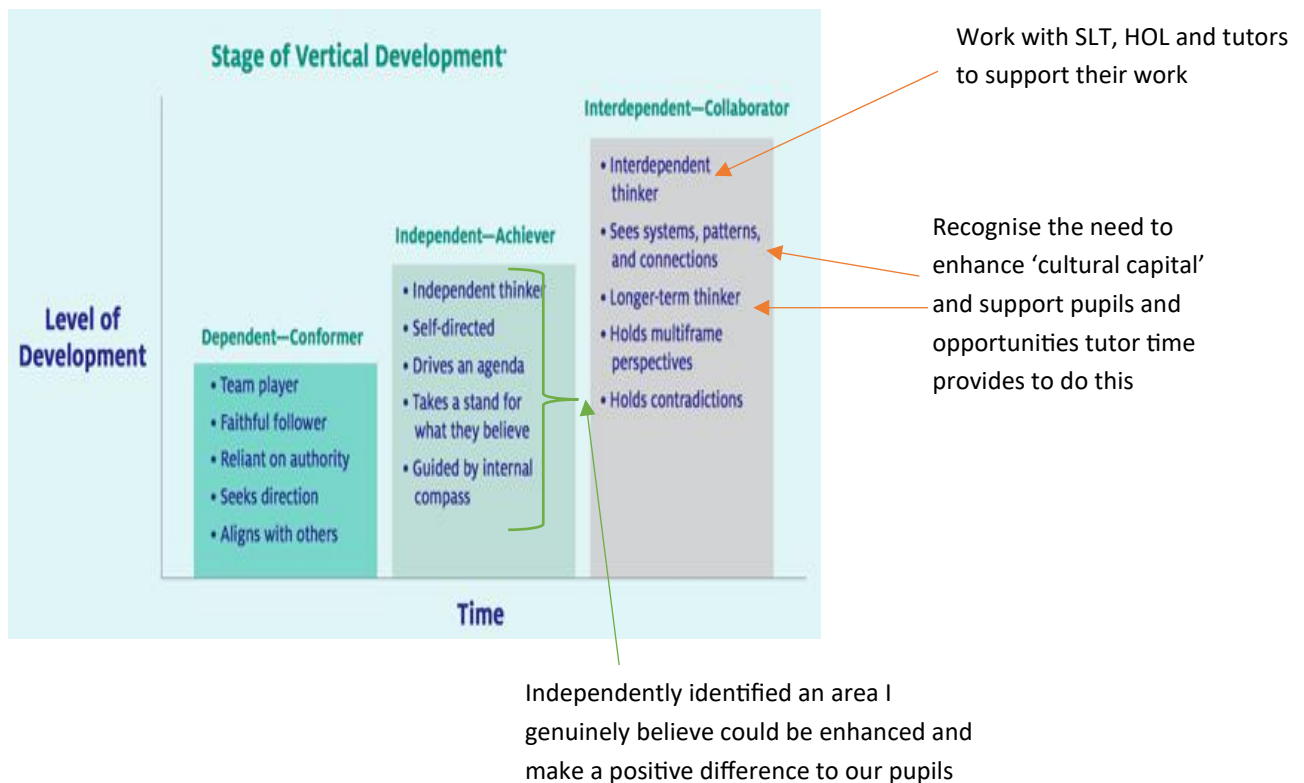
Next Steps

The following options should be considered to improve Citizenship provision next year:

- One powerpoint has been produced for all year groups, but a more differentiated series of powerpoints and resources could be produced for different year groups
- Citizenship pupil subject leader – similar to subject leaders currently in operation, would help raise the status of citizenship through tutor time
- Head Girls – determine the topics from the news and work with teacher leading to produce resources
- Produce a summative piece of work each half term on what they have learned

Appendix A¹

¹ Image taken from 'Vertical Leadership Development – Part 1' (Petrie, 2014), Centre for Creative Leadership



Appendix B

What is cultural capital?

Whilst there will never be one neat, precise definition of 'cultural capital' that satisfies everyone, there are some key indicators:

Eminent sociologist Pierre Bourdieu defined cultural capital as: "familiarity with the legitimate culture within a society", referring to language, literature, theatre and art².

Ofsted have, unexpectedly, adopted this concept with vigour recently. Referring to 'cultural capital' as:

- Understanding and appreciation of cultural influences that have shaped their own and others heritage
- Understanding and appreciation of different cultures as an essential element of their preparation for life in modern Britain
- Recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- Knowledge of Britain's democratic parliamentary system
- Participate in, and respond positively to, artistic, musical, sporting and cultural opportunities
- Respect and positive attitudes towards different local, national and global communities

² P. Bourdieu (1984) 'Distinction' (Routledge)

STUDENT VOICE AND STUDENT LEADERSHIP

In real terms, the impact from my initiative started in December 2019. I took over the lead for Student Voice and Student Leadership Roles.

To enable a smooth transition and have a positive impact, before I took on the role, I looked in detail as to what had been developed by my predecessor in terms of implementation and the plan for future development. As the implementation for both areas as primarily at the start, I had scope to put in place a plan that would move both areas forward and make a direct impact across the school for all pupils.

As with all new initiatives, I researched what had worked at other educational establishments. I then met with the Senior Leadership Team and the Student Leadership Team on numerous occasions to get their feedback on the current provision and their thoughts on what was needed in the school for Student Voice and Student Leadership. I also put an initial questionnaire for all tutor groups, to find out what was important to the whole student body. This process of meeting and speaking to all stakeholders was vital as I was relatively new to the school and I wanted to understand what was important to the pupils and the Senior Leadership Team. This also informed some of my planning and the process of applying my ideas so as to move the provision forward and provide quality student voice and leadership opportunities for all students.

Initially I decided to focus on Student Voice as this was the area that required more initial structure and implementation. After the research process, I compiled my first development plan with an outline time frame for implementation for the rest of the academic year. After consulting with various designated members of staff and the Senior Leadership Team, it was evident that the plan was too congested for one academic year. The actual ideas that were to be implemented were good and appropriate, but the time frame would not allow for everything to be put in place. This was a very important part of the planning process as it made me prioritise further and pin down what initiatives should be developed in year one and what should be implemented in year two.

After reflecting on the feedback, I developed the second development plan and this was discussed at length with various staff members, the Senior Leadership Team and the Student Leadership Team. After the discussions, the plan was tweaked and rolled out for the rest of the academic year. Although the plan was given the go ahead, I knew as with all development plans, this would be a work in progress and the structure would have to be adjusted as the year progressed.

From a Student Voice perspective, the plan focussed on looking at what issues were important to the pupils and how the Senior Leadership Team could affect these points. After the initial questionnaire, it was evident that there were common themes that were important to the student body as a majority. The areas of importance were discussed with the Senior Leadership Team and these issues were then added to the various areas that the senior staff believed that the pupils need to voice their opinions.

The finalised areas formed the basis for the schedule of weekly Student Voice questionnaires that were compiled by individual members of the Senior Leadership Team, myself and other senior colleagues. As this process was about giving opportunities for the pupils, the Student Leadership Team were also consulted on the questionnaires.

At this point it was becoming evident that the process would involve numerous stakeholders and it would need to be led and managed constantly to have a positive impact. Every two weeks a Student Voice questionnaire was emailed to all tutors to complete with their pupils. Prior to this, each questionnaire was compiled by specific members of senior staff responsible for various areas within school. After questionnaires were emailed back, the data was analysed and this outlined what was important to the pupil body regarding each individual issue. The data and student opinion were presented to senior staff and then they would feedback on what was feasible to change or look into.

Every two weeks the Student Leadership Team would meet with myself and I would discuss the feedback from the senior staff. The members of the Student Leadership Team would then discuss this with the Student Voice representatives in their year group.

This process was a positive one, but I realised that logistically it would prove difficult to continue on a fortnightly basis. To make the process more efficient, I decided that questionnaires would be implemented and completed using the online Survey Monkey programme. It was also decided that in the next term, two questionnaires would be completed, rather than four. This would provide more quality feedback, give more realistic timescale for discussions and actual impact and development. This restructuring would also give more focus to the issues that were really important and give pupils more opportunities to voice their thoughts.

At this point, I decided as in line with the development plan, I could now start to also develop the Student Leadership (roles) provision across the school. As the school motto and ethos was developed around student leadership, some good provision was already in place in most subject areas. To improve the provision, I had to look at what would substantially improve the current initiative and make it have more of an impact for the pupils and develop their leadership opportunities and skills. I decided initially to run a small pilot programme in my own subject and this involved increasing the leadership opportunities for all pupils with a specific criteria. This would enable the pupils to actually improve their leadership skill set and get something worthwhile out of the process.

The criteria was developed in conjunction with the department team and the rolled out. It involved a group of five to six pupils leading arrival activities, organising equipment and assisting with coaching during the lessons and then finally taking some pupil led feedback sessions. Initially this process proved logistically demanding, but every pupil was given a leadership opportunity. Each group was constructed with a lead pupil who was in charge for each half term and they would work with the assistant leaders to be ready for each lesson.

After this positive pilot programme that was implemented for a term, the process for implementation across the school started in earnest. This involved creating a Student Leadership working party that consisted of one member of staff from each subject area. After the initial meetings, it was decided that each department would create a criteria for their subject area that would entail what each pupil needed to focus to be a productive leader in that subject area. Each department started to work on developing the criteria and the group would then meet again to feedback on their progress.

This section of the Student Leadership initiative proved to be problematic as it involved influencing members of staff who were keen for the initiative to go in one direction. I was also working hard to coerce staff into believing the process would be positive and worthwhile but with as little impact as possible on their current time commitments. Influencing staff to move in a certain direction on a whole school initiative was new ground for me and one of the most challenging and worthwhile process I had to go through.

Unfortunately, just as the initiatives were starting to build ahead of steam and have a whole school impact, the school had to close to the vast majority of pupils, due to the Covid-19 school closures. From this stage it was difficult to substantially develop the two initiatives and make further impact. This was due to staff working from home and prioritising teaching in a new format with online learning. It was disappointing to have to cease almost all of the provision as just prior to the lockdown, further initiatives including the development of the schools Sports Council and the development of the House system were being implemented. These mini initiatives were part of the development plan and would have completed and developed the opportunities for pupils in the Student Voice and Student Leadership programmes.

Although the majority of the provision ceased at this point, it did give me the opportunity to reflect on my own leadership development, the impact of the initiatives and to also continue to promote Student Leadership during the lockdown period. This period also enabled me to determine how successful the process had been and the impact the initiatives had made. From the questionnaires that were sent out just before and during the early part of the lockdown period, it was evident that the majority of the pupil body thought the Student Voice initiative had made an initial positive impact. This was due to the pupils being given a voice on the issues that were important to them and they felt like they were being listened to. The negative feedback was on the actual physical changes that had taken place in relation to the pupil's views on certain topics. This was an area that I made further recommendations on for development in the plan for year two.

In relation to the Student Leadership roles initiative, the pilot programme within my subject area had been received well and the majority of the pupils appreciated being given a leadership role during the academic year. For this initiative to expand further in the second year, the leadership opportunities would need to be

restructured in all subject areas in Key Stage three initially to develop the provision that could then develop in Key Stage four as the lower school pupils progressed through the school. It was also recommended that the Student Leadership provision should expand in subject areas with the implementation of leadership qualifications that would eventually lead to national accreditation in Key Stage five.

To continue the Student Leadership theme during the lockdown period, I worked with the Student Leadership team to develop the plan for the next academic year and to also promote how pupils could demonstrate strong leadership at home during with the challenges they faced during the last half of the academic year. This involved all members of the team creating a small individual presentation about what they and other pupils can do to demonstrate leadership at home. This process culminated in each member of the Student Leadership Team having their presentation published in the school newsletter on a weekly basis. This section of the initiative was a positive one as it highlighted how to lead at home during the challenging period and it also gave each member of the team a leadership focus on an individual basis. The process of developing the new plan for the next academic year also gave the pupils a focus and gave them an opportunity to have some input into the proposed provision.

The lockdown period allowed me to reflect on my development during the course and to also think about the changes that were needed in my skillset in order to develop as a senior leader in education. Apart from my own development, the one of the most important parts of the process was working with the Senior Leadership Team and realising what the priorities were for running and leading a school on a daily, termly and yearly basis. This was very interesting and eye opening as I was given more exposure as to how the school was organised at senior level and how initiatives had to be implemented effectively to have a real impact.

The process of influencing staff and getting them to believe that your ideas and thoughts were for the better of the school, was a very important part of my personal development. Previously I had to influence and lead a department and be accountable for that individual area of the school educational provision. Working with staff from other departments on a whole school initiative was very challenging but also very positive step. This was one of the main areas that I focussed on during the course. From the excellent talks, presentations and activities led by Headteachers and other senior leaders, it was evident that guiding and influencing a staff body was one of the vital skills required to be an effective senior leader in a secondary school.

CULTURAL CAPITAL

Context: Baylis Court School has celebrated outstanding academic success in recent years. Last April we took part in a pilot scheme for the new Ofsted framework, as a result it was outlined that a potential development area was to increase focus on Cultural Capital within the school's ethos. As a non-selective girls' school with a high proportion of disadvantaged and EAL students, it is evident that there is a gap in Cultural Capital experience and knowledge. With a greater focus and further development of our enrichment/co-curricular programme, I believe we can develop the opportunities for Cultural Enrichment in our school and provide students with experiences that will equip them to thrive in society.

Aim: To create strong co-curricular and enrichment programme, to equip pupils with the knowledge and cultural enrichment they need to succeed in life, particularly SEND and DA pupils.

Intent:³ French sociologist, Pierre Bourdieu believed that families pass on cultural capital to their children through language, mannerisms, introducing them to dance and music, taking them to theatres, galleries and historic sites, and by talking about literature and art over the dinner table. Our intention is to provide opportunities for all students to experience the cultural enrichment they need to thrive in life.

Implementation:

Enrichment/co-curriculum opportunities HoD/HoL will be responsible for providing opportunities to achieve this intention via their academic curriculum and wider enrichment opportunities.	Cultural Enrichment Award: HoD/HoL will be required to provide an external cultural enrichment activity per key stage/for their year group over the academic year to foster links between academic achievement and enthusiasm to learn.	DEAR time: Focus on culturally influential writers and novels-all year groups assigned a cultural enrichment reading list per academic year that they will read during DEAR time (small groups can be led by higher attainers and the form tutor to support all readers.) Reading list to appropriate reading level provided.
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Impact:

Increased student participation in enrichment/co-curricular opportunities
 Personal development of students: confidence, oracy and development of higher aspirations
 Foster a passion for learning.

The Story

The focus group for my Cultural Capital Impact Initiative is Disadvantaged and SEND students. Research showed there is a lack of engagement and exposure to Cultural Capital for students who come from deprived backgrounds or who have special education needs. I want to create a programme that makes Culture Capital available to all students by providing financial support for disadvantaged students and safe, accessible opportunities and environments for those with additional needs. For my Initiative, I have planned a programme that provides students with opportunities within the curriculum and co-curriculum to develop their knowledge and appreciation of culture. They will gather evidence that will result in a Cultural Enrichment Award. For this, they must attend a full terms co-curricular activity or a one off event. They can use three different activities to achieve the award, but they need to be from three different enrichment areas, put into categories in order to maintain the breath of cultural experience.

When the details of the programme and award were established, I needed to encourage the engagement of both staff and students. I first delivered a twilight session with staff in order to equip them with the research into Cultural Capital and to provide ways in which they could invest their departments and their own cultural interests into the programme/award. I then delivered assemblies, award stickers and classroom posters to students.

³ School inspection handbook
 Handbook for inspecting schools in England under section 5 of the Education Act 2005



Cultural Enrichment Award

Baylis Court School aims to provide opportunities for all students to experience Cultural Enrichment needed to thrive in life.

It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.

Cultural Enrichment Award
Participate in three opportunities
key Cultural Enrichment areas:

Creativity and Expression
Sport
Teamwork and Leadership
Academic enrichment
Enrichment Visits
Documentary and Debate
Influential Literature



Cultural Enrichment Award

Three activities completed

1. Staff signature Date

2. Staff signature Date

3. Staff signature Date

Confirmation of completion:
KCO Date



Baylis Court School Co-Curricular programme

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Break time	VI Enrichment leaders activities club	VI Enrichment leaders activities club	VI Enrichment leaders activities club	VI Enrichment leaders activities club	VI Enrichment leaders activities club
Lunchtime	<ul style="list-style-type: none"> Drama Rehearsal club Media Studies: School magazine Gardening Club Baylis Sports Stars DT club KSS B-Girlz (Hip Hop Crew) 	<ul style="list-style-type: none"> Musical Theatre club Media Studies: Film club History PEACH club Year 11 Chill Out Room Dance Club Knitting/ cross stitch Debate Club 	<ul style="list-style-type: none"> Drama: Collaborate Theatre Company Media Studies: Vlogging club Gymnastics Baylis Dance Company 	<ul style="list-style-type: none"> Drama: Collaborate Theatre Company Baylis Dance Company Juniors Collaborate Theatre Company Year 7 DT club 	<ul style="list-style-type: none"> Devise Drama club Media Studies: photography club Football / Basketball Club Badminton/ Table Tennis Club Gardening Club
After School	<ul style="list-style-type: none"> Ballet Club (Babel School of Dance) 	<ul style="list-style-type: none"> Media Studies: A level screening Theatre Design club Basketball Club Table Tennis Club Rugby Club Art club Debate Club 	<ul style="list-style-type: none"> Netball Football Club Art club 	<ul style="list-style-type: none"> Netball Club Football Club Art Club Photography 	

In order to track and monitor the impact of the Cultural Enrichment programme I employed the support of Student Head Girls as Enrichment Leaders, responsible for delivering key information and gathering data required from our biweekly meetings. I also carried a SWOT analysis for a platform that would track the attendance of all co-curricular clubs and visits, resulting in the school investing in *Sims Activities*. I delivered training sessions with staff and the platform has been very successful in tracking, monitoring and providing enrichment data. The development of our co-curricular timetable has been a particular success, demonstrating the Enrichment programme's positive impact on staff and students.

Following school closure, I developed my initial programme to work online in order to continue enrichment and provide a virtual means of social interaction and to support mental well-being. I created the online Cultural Enrichment Project, delivered via Teams pages; this has been a very successful surprise! Students and staff have engaged with the online platform and it has allowed more opportunities to experience Culture than might have been available from school. I will be continuing this platform as a means to share and support Cultural Enrichment moving into the new academic year.

Student
Enrichment
tasks



ENRICHMENT

Customs, ideas and social behaviour
Unique British culture
Listen to the best that has been thought and said
Talk about the world around you
Use others ideas to influence your own
Reflect on the past to influence the future
Art and creativity to express yourself
Learn from education visits

Cultural
Enrichment
Logo

Impact: Data for fully achieved Cultural Enrichment programme Award 10/03/2020

Year Group	Focus Group	At least one co-curricular enrichment opportunity	Target of 35% of DA and SEN achieve the enrichment programme award: Current % =
Year 12/13	All	108 90%	DA 31.3% SEN 8.4%
	DA	10 100%	
	SEND	3 100%	
Year 11	All	160 100%	At least one co-curricular enrichment opportunity:
	DA	63 100%	
	SEND	12 100%	
Year 10	All	83 51%	<p>Year Groups</p>
	DA	27 62%	
	SEND	7 77%	
Year 9	All	92 57%	
	DA	33 70%	

	SEND	4 30%
Year 8	All	161 100%
	DA	56 100%
	SEND	14 100%
Year 7	All	160 100%
	DA	42 100%
	SEND	13 100%
Whole school	All	764=83%
	DA	231/260=89%
	SEND	53/64=83%

The spring data shows participation in at least one co-curricular enrichment opportunity across the school as excellent. The disadvantaged target of 35% to achieve the award by the end of the year was already at 31.3%, and if school has remained on-site, we would have surpassed that target. The data displays a gap in the SEND early achievement of the award with only 8.4% having achieved it by the spring term. With intervention put into place and support from the SENCO in engaging the SEND focus group, I believe we would have reached the target set. The data displays a lack of engagement from years 9 and 10, this has also been the case for the online enrichment project, highlighting a need for student voice and directed opportunities that year 9 and 10 will actively participate in.

Reflections and evaluation: when designing the initiative I planned a programme that engaged all stakeholders: staff, students and parents.

Students:

- I used a focus group to create the tasks for the award and received regular feedback via student voice.
- I employed the support of the Year Head Girls-they would act as Enrichment Leaders. This gave them the responsibility of tracking and supporting their year groups to achieve the award.
- I engaged the sixth form students by appointing them as Enrichment Leaders for a break time co-curricular club that invited our focus group of SEND and DA students to engage with Cultural activities in a safe and secure environment.
- The development of a wide range of co-curricular clubs, in-school screenings, culture industry visitors and termly educational visits further supported the student participation.

Staff:

- I delivered CPD on how to include Cultural Capital in the curriculum, how to plan and run educational visits and how to utilise student led co-curricular and staff rotas when delivering clubs.

Parents:

- Parents receive a postcard home to celebrate the achievement. I also share students work weekly on the website and newsletter for parents to see and enjoy.
- The co-curricular timetable is on both the website and newsletter, as are all educational visits and photographs from the experience.
- The engagement with educational visits is a clear indicator that parents have engaged with the Cultural opportunities provided for their children and parents have provided verbal feedback sharing how pleased they are that the students have the chance to explore culture outside of the classroom.

My next steps: I want to focus on SEND engagement, the impact overall for SEND has not been as successful as the DA and whole school impact. I also want to develop the *Culture Vulture programme* for students who achieve the award-focused on Environment and citizenship.

I have thoroughly enjoyed leading the Cultural Capital initiative and making a whole school impact. My role as Cultural Enrichment curriculum lead has allowed me to implement the strategic development of whole school enrichment. Through my innovative ideas and passion for bridging the gap in Cultural Capital, particularly for

our disadvantaged students, I have introduced the Cultural Enrichment programme and engaged students and staff in a whole school enrichment, ensuring there is a breadth of opportunities available.

Appendix

Appendix A-Strategic plan

Actions	Impact
Research on Cultural Capital and Enrichment Programmes in secondary education.	Build a robust programme influenced by academic research
Create a budget plan for the Cultural Enrichment Programme.	Budget will allow for development of Cultural Enrichment Programme-resources, funding for EV and prizes
Create a Programme of Cultural Enrichment opportunities to allow students to experience ‘the best that has been thought and said...’	Students have a breadth of opportunities for Cultural Enrichment throughout the year.
SWOT analysis of additional Sims packages/alternative packages to allow staff to track/monitor participation and SEND/DA groups.	Staff will be able to register, track and monitor student attendance to co-curricular. Students will be more committed to regular attendance. Key groups can be monitored and intervention put in place when needed.
CPD with HoDs/HoLs/Teaching/support staff Support development of opportunities provided by staff-skills or passions of staff	Educate staff of the concept and implementation of Cultural Capital. Identify and expand Cultural Enrichment opportunities in lessons and as part of student’s Co-Curricular Programme.
Inform and educate students on their role and social responsibility in national and local charities via whole school Enrichment events	Understand the importance of being charitable and where the donations go and gain a sense of social responsibility in the wider world
Facilitate Deeper Learning for year 8-Influential Literature.	Provide an Enrichment opportunity for literature and engagement with the Cultural Enrichment Award.
Create a reading list for each year group of culturally influential writers and novels	Provide weekly Enrichment opportunity for literature; expand the literature experience of students. Develop literacy skills.
Create display for Cultural Enrichment and add Enrichment section to the ‘Curriculum’ section on the school website	Promote whole school participation and provide key information. Promote whole school participation and provide key information for parental engagement.
Plan, promote and run a whole school Cultural Enrichment visit to an Opera-Track SEND and PP attendance; Letters for SEND emailed home, Funding for DA/SEND/EHCP	Provide opportunities for Cultural Enrichment and engagement outside school-achieve our aim of “...introducing them to the best that has been thought and said...” Foster a passion for learning.
Track and monitor the attendance of SEND and DA students to Cultural Enrichment opportunities across the school. Head Girls as Enrichment Leaders for each year group Provide intervention to encourage poor involvement.	Trigger intervention for key groups when needed.
Recognise and Reward achievement by students via the Cultural Enrichment award in assemblies/newsletter. Order Cultural Enrichment Post cards. Motivate staff/students to engagement; Assemblies, CPD sessions, Bulletin, Newsletter	Increased student participation in enrichment/co-curricular opportunities and increase personal development of students: confidence, oracy and development of higher aspirations

Provide low/no cost opportunities for low income students via PP funding and a safe environments for SEND to participate	Encourage and support participation for PP/SEND students.
Assign Sixth form Enrichment Leaders to run an Enrichment activities club, invite SEND students and HoL recommendations for PP	Increased student participation in enrichment/co-curricular opportunities Personal development of students: confidence, oracy and development of higher aspirations Engage sixth form participation and develop leadership skills.
Cultural Enrichment Home learning: Create Team pages for each year group Create Home Cultural Enrichment project Launch Tutor task and competition with £10 <i>Amazon</i> voucher prize Create a regular dialogue of student achievement via display of their work on Teams, the website and the newsletter	Created a community in each year group and a supportive dialogue about each other's Cultural Enrichment activities. Student engagement with the programme has increased via the online platform; this will continue into the new academic year. Raised the profile of the programme and encouraged student appreciation and participation.
Create an acrostic to support student retention of what Cultural Enrichment means/its purpose	Student voice concluded this would support their retention when displayed around the school on posters.

Appendix B-Student survey example

1. Have you completed THREE or MORE Cultural Enrichment tasks from the Award, Project or weekly Tutor Tasks. These DO NOT NEED TO BE SIGNED

[More Details](#)

● YES	39
● NO	12
● I am not sure and will email kc...	4



What department are you in?	I have included Cultural Enrichment activities within my subject lessons and curriculum this Year	My department have organised a school educational visit (even if it couldn't run due to Covid19) or co-curricular club this academic year	I enjoy delivering the Cultural Enrichment curriculum	Has the Cultural Enrichment curriculum/ programme been easily accessible and well planned?	What do you think are the strengths of the Cultural Enrichment programme?	Appendix C How do you think the programme could be developed in 2020-2021?
MFL	Yes	Yes	Yes	Yes	The simplicity of the tasks makes them achievable.	More parental involvement (holding prize ceremonies at the end of term, for example)
Mathematics	Yes	Yes	Yes	Yes	Encouraging students to do a wide range of activities	More events, more student lead activities, posters around the school, sadly not all form tutors read the bulletin
PE		Yes	Yes	Yes	broad, fun, accessible	
MFL	Yes	Yes	Yes	Yes		
science	Yes	No	Yes	Yes		
Library	Yes	No	Yes	Yes	Covers a broad range of cross curricular activity and experiences.	More culture based visits and visitors, i.e. artists and musicians across many cultures.
Sociology	Yes	Yes	Yes	Yes	Introduces new ideas to students/ widens their horizons/improves cultural capital	Raise profile of it and significance of it to sixth form students in order that all of them get on board. Link to ucas applications as the more hobbies/interests they have, the more their references stand out.
Drama	Yes	Yes	Yes	Yes	Variety of activities and suggestions	Consideration as to whether year 11s should be targeted after January as many were stressed by feeling that they had another thing to complete.
English	Yes	Yes	Yes	Yes	Widens opportunities and experiences for the more sheltered students It provides opportunities for all outside the formal curriculum. It also provides opportunities for the vulnerable students who sometimes are not able to participate in extracurricular activities. The cultural enrichment award has given some of the less able academic students the opportunity to achieve in an area that is a level playing field.	Trips if allowed.
PE and Dance	Yes	Yes	Yes	Yes		Add house competitions and student leadership into the provision.
English	Yes	Yes	Yes	Yes		
English	Yes	Yes			It gives students access to learning or experiences that they	Allow more time for it both for teachers and for students.

					would not otherwise have.	
RS	Yes	Yes	Yes	Yes		
					enriching activities that develop well rounded school experience	continue with what you are doing as it is fantastic but could link some of it more with careers!
maths	Yes	Yes	Yes	Yes		
maths	Yes	Yes	Yes	Yes	Provide opportunities to develop other skills than academic only	May try to avoid travelling but will look into getting speakers in or join online competition
					the opportunities it provides students with	
History	Yes	Yes	Yes	Yes		time being given on inset days for staff to plan events
	Yes	Yes	Yes	Yes		
					Its relevant. They are all things the students enjoy- there is a range of activities/trips to cater for interests.	
					There is a high awareness of cultural enrichment programme- due to the bulletin, assemblies etc.	Give examples of what could be done and how easy it is to implement- for example I wasn't aware for a long time how easy it was to get a trip approved and that the club could just be for one term or a set amount of weeks rather than a long term commitment.
Design & Technology	Yes	Yes	Yes	Yes		
					It enhances the pupils' perspective and exposes them to the art and new ideas.	Continue to share positive feedback on what was successful and how it could be even further improved next year.
Art	Yes	No	Yes	Yes		
					KCO's constant drive & push to encourage staff & students to engage / plan for the programme.	
					Constant reminders in assemblies, bulletins and newsletters.	Continue to use Teams as a method of engaging students & staff.
Computer Science	Yes	Yes	Yes	Yes		
maths	Yes	Yes	Yes	Yes		
Science	Yes	Yes	Yes	Yes		
Media Studies, PE and PSHE	Yes	Yes	Yes	Yes	Develops culture rich students	
					The students have access to a diverse range of activities	
Geography	Yes	Yes	Yes	Yes		
						Ensure all tutor groups receive the resources/materials/info well in advance. Each tutor group
Business and Law	Yes	Yes	Yes			to have 2 Enrichment Mentors to ensure the tutor group is completing activities / meeting deadlines.
					Well-targeted programme with a variety of activities, particularly taking part in clubs and visits	
MFL - Spanish	Yes	Yes	Yes	Yes		Carry on with similar activities to consolidate them

THE LEADERSHIP, DEVELOPMENT AND EMPOWERMENT OF A STAFF TEAM TO FACILITATE THE SUCCESSFUL PREPARATION OF YEAR 11 STUDENTS FOR WORK EXPERIENCE AND POST-16 LIFE, IN A “MOVING ON” PROGRAMME AT MILLSIDE SCHOOL, HAYBROOK COLLEGE.

Aims / Rationale:

Future

- ✓ Ensure that all involved “buy in” to the project and the expected outcomes
- ✓ Sell the vision of the future of work experience at Haybrook College and encourage that Millside are pioneers
- ✓ Use CPD to develop knowledge and understanding, create new ideas and resource elements of the programme
- ✓ Challenge particular mind-sets and develop relationships between colleagues

Engage

- ✓ Initiate, develop and manage a strong team
- ✓ Empower the individuals in the team to carry out their roles within the programme
- ✓ Understand and manage that these roles are not necessarily within their job description, creating opportunities for the team to collaborate and complete tasks in a timely fashion
- ✓ Support and encourage the strong relationships already in place with Year 11 students and facilitate the best use of these in terms of preparation for work experience

Deliver

- ✓ Strategic calendar planning – internal and external
- ✓ Assessment and monitoring to generate useful data at the right time
- ✓ Liaise with parents and outside agencies to facilitate good progress and successful Work experience in its entirety and discretely
The context is in terms of successful and meaningful Work Experience for Millside Year 11 students. Our students at this centre are all on EHCP's and have SEND and / or SEMH. They generally have poor attendance, so the starting point is lower than most of their peers. They are also at risk of NEET and are often known to the police and / or YOT. Our students are also at huge risk of being involved in the increasing local problems surrounding County Lines, Knife Crime and Child slavery and Exploitation.
- ✓ Goal – I am hoping to achieve the successful leadership of a Work Experience Programme. All students will engage positively in meaningful Work Experience during Year 11. Staff working groups will be proactive, facilitating positive preparation for students in advance of formal work experience placements.
- ✓ Reality – Much of the workload and admin has been completed by me – some delegation of admin tasks achieved, but reduced turnaround times mean that I needed to process the paperwork for external agencies.
- ✓ Options – I can facilitate some internal work experience and try to influence colleagues to “buy in” to the potential positive impact; I can arrange working group meetings to develop plan of action with staff; I can complete an internal Milestones sheet; I can liaise with outside agencies to fulfil student progress

- ✓ Will – Arrange a meeting for colleagues involved with Year 11 – tutors, teaching staff (Fun Studs), CEIAG team to discuss plan of action and share ideas; Create a timeline / milestones sheet to support preparation for upcoming Work experience; arrange for internal work experience where appropriate.
- ✓ Tactics – Internal work experience arranged with colleagues – Yr. 11 student is mentoring Yr. 7 maths class – day 1 Mon 14th Oct – RT popped in to observe – Yr. 11 student was teaching the class – much more involved than initially suspected. Will discuss with class teacher and SCM later on. Need to liaise with SLT regarding calendar to arrange time for working group to meet up. Arranged for outside agencies to interview 2 x Yr. 11 students for extended work experience – Tues 15th Oct.
- ✓ Habits – Need to plan in regular meeting dates in advance so that colleagues in working group feel that this is a long term plan and buy in to the developmental nature of the programme.

Baseline information includes the following: There are 11 students on roll with 60% average attendance and zero work experience to date.

Story

- ✓ Attended whole college meetings and disseminated information to relevant students and staff
- ✓ Worked with SCM's of Year 11 – worked together to facilitate BCA College visit for CD
- ✓ RONI's, NEET's, Adviza, SEND, LTW paperwork and admin completed and passed onto relevant outside agencies
- ✓ ALL Year 11 students have had meetings with above outside agencies

Work Experience:

- ✓ SD – starts weekly work experience at Savers, Slough on 5/12/19
- ✓ JV – started weekly work experience at Ray Williams of Burnham on 21/11/19
- ✓ CD – work experience at stables currently under negotiation
- ✓ AW – work experience at hotel focussing on site maintenance and facilities management
- ✓ 37% success rate to date

College Visits:

- ✓ CD – attended BCA Animal Management Taster Day and managed whole day – very successful and application for Level 1 course is underway

Networking opportunities:

- ✓ Haybrook College Parent & Student information event – 3/12/19 – opportunity to talk to outside agencies regarding Haybrook students
- ✓ Students attended various careers fairs and Haybrook College hosted a careers event onsite

Curriculum Links:

- ✓ Links to Princes Trust Award – positive for Year 11 students – direct links to Fundamental Studies and PSHCE Curriculum including CEIAG
- ✓ Liaison with ZF to plan Fun Studs for Year 11 students

Results, Impacts & Outcomes

The results of the Work Experience Programme were hindered by the arrival of the Covid-19 Pandemic. This meant that direct education was drastically impacted, as was access to work experience and college visits /

open days; however, we continued to work with our students in order to facilitate their opportunities for work experience and next steps for Post-16.

There were successful interviews with colleges in person and facilitated by staff via video conferencing. Students were assisted by their mentors in communicating with various agencies to ensure that they would not “fall through the net” and have nowhere to go in September.

At the time of writing, 6 of our students have successfully gained places at college; 1 student has a paid job but will also enrol in part-time education to ensure continuation of his EHCP; 1 student has gained a place on a Football Academy course and the remaining students have a place on a 10-week transition programme to support them in gaining places in further education. Some of our students have been severely impacted by the pandemic in terms of their ability to engage with the community, go outside and think about their future. The transition programmes that have been put in place by our Moving On Leader, and the regular contact that students and their families have had with staff has meant that Millside students have not been left by the wayside, but have a constant source of communication and support in the lead up to, during and post transition.

Reflections and Evaluation

From a leadership perspective, I have learned many things during this academic year. Taking on a new leadership role in September, building relationships with new students and colleagues, teaching new subjects, meeting the pandemic crisis head on and leading from the front.

At the start of the year, I was somewhat of a “control freak” – being handed a project and the responsibility that goes with it – in this case ensuring our students would gain and attend work experience, ultimately leading to post 16 offers in education and employment – was quite a scary thought. Working with an infinite number of outside agencies, who all seemed to want the same information from our staff and students was often frustrating and challenging. However, after some time, it became clear that our students have special relationships with our staff team and I needed to observe and learn from these, then utilise them for the best outcomes. Listening to the students, staff mentors and working with them all, I built a much clearer picture of what our students needed from us and what we could do for them to enable their progress. At this point, I began to relinquish control and delegate much more, having built a trust with the staff team. This resulted in much more meaningful information being gained from the students, in addition to a more open-minded approach from the students to attend talks, careers fairs and meetings with outside agencies. The students were more amenable to trying new experiences and taking risks, with support. This was a huge step for some of our students, and for me.

The most important things I have learned are patience, active listening and the need for clarity.

Next steps

Now that I have experienced a year of “Moving On”, I feel that I have the knowledge to be able to work more effectively with the team and improve on key areas including timelines, curriculum planning, relevant material and learning for our young people. Preparation can begin much earlier and deadlines can be prepared for. This will enhance the experience for our students and provide them with a more applicable programme for the year, in order to gain a successful outcome for each individual.

In continuing my role as Moving On coordinator and working with a new team of colleagues supporting a new cohort of Year 11 students, I hope to build on my experiences this year and embed the leadership strategies I have learned into the delivery of the programme next year. I am a firm believer of empowering others so that they can take responsibility for their own actions. If I can provide effective leadership to my team, they can provide effective leadership for the students. If the students can build their self-confidence and learn how to

take calculated risks to improve their opportunities and experiences, then their post 16 experiences will be meaningful and successful.

I continue to watch and learn at every opportunity – from students in Years 7 to 11, support staff, coaches, mentors, teachers and senior leaders. I try to delegate something every day that will empower someone else in a meaningful way, building their confidence and enhancing their commitment to our educational community.

“The organisations that will excel will be those that discover how to tap their people’s commitment and capacity to learn at every level...” . (Senge, 1990)

TECHNICALLY SPEAKING

RATIONALE

Creating an environment for Haybrook College learners to be able to problem solve a technical exercise will promote opportunities to narrow the gap with their peers.

CONTEXT AND BASELINE

Slough Pitstop Project currently offer Level 1 and Level 2 qualifications in Motor Vehicles, Construction and Catering. Pitstop serves a wide range of provisions including Pupil Referral Units, Mainstream Schools, those with SEN and SEMH. The government is introducing a range of Technical Level qualifications for both pre and post 16 learners. My aim is to introduce a strategy to refresh the current curriculum offer from vocational to technical to coincide with any future government implementations by 20th April 2020. However, Pitstop will now offer, in line with government technical qualifications to raise not only knowledge but also the self-esteem of learners to allow for social mobility in line with their peers.

STORY

Willem Von Humboldt suggests in his educational model that people cannot be good at what they do, regardless of their occupation, unless they are good, upstanding and well-informed human beings and citizens. Two ways to nurture self-esteem are positive affirmation, and learning to cope with mistakes and failures.

Having met with my line manager, I have adapted a self-esteem questionnaire as a baseline for learners I will be teaching as part of my strategy for implementing technical qualifications to my cohort. The questionnaire will be introduced to all learners from Haybrook College's Post 16 provision. Those with low self-esteem scores will be considered for an enrichment course to be delivered in the new year. Furthermore, as a control measure, those with high self-esteem will be included in the programme. Along the way self-evaluation feedback forms will be given to learners to complete to measure their confidence, competencies and how they have learned from mistakes. Learners will be given a task to perform which challenges their problem solving and motor skills. On completion, they will be issued with an in-house technical qualification certificate as a measure of their success. The self-esteem questionnaire will be repeated at the end of the course to measure and compare those with high and low self-esteem.

My plan was for learners with low levels of self-esteem to build a model car engine. The challenge faced was not how to transmit to learners what I wanted them to do, but rather to build a positive relationship with them in order for them to engage in the given task. My strategy was to give them the confidence to perform technical tasks by sitting with them and mirroring their task in hand. If they gauged that we were in this together then their engagement levels would be of compliance rather than resistance. Furthermore, I would deliberately make mistakes when building my engine so they could see my human side therefore, helping them better understand their relationships with themselves and with others.

RESULTS

Ideally, I would have liked to have spent more time with these learners to gain a more quantitative result to my research however, the short period we had produced some positive outcomes. Outcomes were measured not on the building of their models, more so on how they felt when they left the lesson. There was a positive correlation evidenced in scores collated from their self-esteem questionnaires. The impact of this was observable in their mannerisms during each lesson. It was noticeable at the beginning of each learner's journey, how nervous and withdrawn they appeared. Nevertheless, as each lesson established itself, the smiles of joy and enthusiasm brought a heart-warming ambience to the potentially disconcerting environment.

There appeared to be no extraneous variables evidenced in the test results from learners results who were in the control bracket of displaying high self-esteem levels.

In summary, although there was not enough time to conclude our journey together, the pragmatic approach displayed by this group has confirmed that working together has raised each learner's spiritual and emotional ability to achieve a technical certificate. Consequently, an impact on this group is that they have all successfully transitioned to Further Education.

REFLECTION

I often thought about how I could raise a learner's self-esteem whilst at the same time increasing my skills to become a leader. I am technically competent and some would argue intellectual in my approach to life. I find it easy to transmit my knowledge to the educational environment. However, how could I evolve further and take the leap of faith to show my own spiritual and emotional side to my teaching and leading? Throughout my teacher training I often quoted the father of education, Aristotle, as a baseline to all of my planning. My personal values in teaching relate to my favourite quote, "Educating the mind without educating the heart is no education at all." This was how I was going to change the curriculum. Not by conventional methods for example, ensuring attendance and statistical data is high. But rather, to work with learners to set a future goal whilst all the time working together to achieve. We had a vision, we had an action, the secret was to put these two together so we could change our world for a brief period of time. Yet despite the failures and successes the experience we shared has made us all leaders in our own right.

NEXT STEPS

John Maxwell states "The pessimist complains about the wind. The optimist expects it to change. The leader adjusts the sails." Before teaching I had a choice to either put my life on hold for a while or change tack and try to make a difference down a path I had never previously intended to go down.

It is important to be a leader of the ever-changing vocational curriculum and it requires me to find new ways of applying technology to the learning process. Leaders, teachers and learners need to look at the future to achieve common goals. We need to engage those with apathy to be willing to comply with our common aims. We need to attain through our studying and logic to realise the potential of everyone as a leader by working together as one. Enabling everyone to be a leader, my organisation will benefit from the impact of an assured and inspiring technical vocation.

SUPPORT TO ACHIEVE

1. Aims/Rationale

In this study, I propose to research and implement changes on the subject of *how to best to use adult support within the classroom to improve pupils' academic learning*.

- Research, plan and deliver a programme to a group of Sports Coach Mentors (SCMs) on the subject of how to best assist learners within the classroom to improve learning
- Empower SCMs to facilitate improved learning within the classroom
- Improve communication between SCMs and teachers to enhance teaching and learning within the classroom

2. Context/Baseline

Our most recent Ofsted report highlighted a need for embedding best practice in teaching, learning and assessment across our school so that all teachers and sports coach mentors:

- increase the level of challenge for pupils while maintaining positive relationships, behaviour and attitudes to learning
- use assessment information incisively in lessons to deepen pupils' knowledge quickly
- plan carefully how best to use adult support to improve pupils' academic learning.

As such, the key focus for Haybrook College this year is the quality of education, specifically ensuring challenge and independence in teaching and learning. I would like to implement a programme that focusses on supporting the sports coach mentors at Haybrook college; empowering them through guided sessions of sharing good practice and equipping them with tools to enable them to work towards this common goal in challenging our students to work independently during lessons and to liaise more effectively with teaching staff. There is currently no platform for our sports coach mentors to share good practice nor do they have opportunity to plan and resource how they can improve their role in supporting students within the classroom.

3. The Story

Embarking on this initiative, I identified the three key areas which would need addressing, namely: the students' learning, the role of the sports coach mentor and the role of the teacher. First, I met with key stakeholders, namely the three sports coach mentors with whom I would be working closely with, to implement change. From this meeting it became clear that the sports coaches had different ideas as to what their role in the classroom should be. It also highlighted the differences in individual teacher expectations of the sports coaches. Some teachers wanted the coaches to be solely involved with behaviour management, while others wanted the coaches to be actively involved in facilitating learning, though few actually shared plans, resources or expectations with the coaches. During this initial meeting I shared with the coaches my vision for this impact initiative, that is to best to use adult support within the classroom to improve pupils' academic learning. The coaches were all on board and eager to join me on this journey.

Next, I met with the teachers involved and shared with them my impact initiative. They too were keen to improve communication between themselves and the coaches and thought that it was beneficial to be given some time each week to meet with the coaches to share best practise and ideas.

Finally, I devised a questionnaire for the students, asking them to reflect upon their learning with a particular focus on what works well for them, what they like the coaches to do in their lessons and what things could be improved. My findings proved that 100% of the students enjoyed when the coaches got involved with the work they were doing. All students preferred to collaborate with a coach mentor when the work was difficult. All the students felt more inclined to keep trying when the coach was working alongside them. I have found this to be true in the lessons I teach too – the coaches who actively participate/work alongside the students have a much higher rate of success regarding students' engagement in the lesson as well as the ability to more successfully get the student back on task when they too are working and asking questions within the lesson.

Adapting the *'Eight Tips for Supporting the Second Adult in The Classroom'* by Ross McGill, I set up a framework of expectations for teachers to effectively initiate my plans moving forward. I met with the teachers and asked them to: Make time to plan with the coach and incorporate within their plans their guidance for coaches during each lesson; Share resources with the coaches in advance, also providing resources for the coaches to be able to work alongside the students; Be confident to direct the coach as they enter the classroom and throughout the lesson in a collaborative manner; Share with the coach their expectations regarding behaviour management, also seeking advice from the coaches who know the students so well in this area; Follow up with the coach after the lesson has finished; Offer some time together to train the coach in the skills they may need for the lesson.

I shared these expectations with the sports coaches too and asked them to actively participate in this initiative. To plan with the teachers, to offer their views and advice, to collaborate with the teacher and to feel comfortable to ask questions and offer solutions.

4. Results / Impacts / Outcomes

Initially, the teachers would meet formally with the coaches once a week to plan and work on the expectations outlined by this initiative. Before long, the teachers and coaches started meeting more frequently and informally as they became more comfortable talking about their roles and what was working within the classrooms. Their improved communication, willingness to share good practise and offer advice from both sides seemed to have a great impact on the initiative and on the students' engagement in lessons. We were seeing students spending less time off task/out of lessons and much quicker 'turnarounds' in getting students who were struggling back to a more focussed learning environment. Empowering sports coaches with a voice within the classroom and enabling them to participate and learn parallel to the students they were working with, had the biggest impact in keeping our students engaged. The coaches were much more involved in the learning during lessons, asking questions when they found things tricky (particularly in maths and English) and we found that the students became more comfortable with asking questions and making mistakes, thereby also improving their growth mind-set in lessons.

5. Reflections and Evaluation

Upon reflection, highlighting a need for the teachers and sports coach mentors to communicate regularly and collaborate often regarding each students' learning journey has been beneficial to student engagement and increased academic progress during lessons. Encouraging communication between teachers and sports coach mentors took much more effort in the beginning than anticipated and I had to be heavily involved in improving this during the beginning stages of the initiative. Once we were able to break down some barriers and communication became more collaborative, effective and less obligatory, the results quite quickly improved. After another questionnaire, the students felt like they were learning more consistently during lessons and really enjoyed the adult participation in class. The students, as a majority, said they felt more comfortable to ask questions and to try again when they got things wrong – more so than before. The teachers felt that the coaches

were supporting their lessons much more effectively and were pleased with the increased student participation that they had noticed as a whole. Finally, the sports coach mentors felt more empowered within the classroom and, in particular, felt like they added much more value than before in helping students' make a success of their academic work.

6. Next Steps

Moving forward, I will continue to meet with the coaches and teachers once a week at my centre as a minimum, to continue to facilitate open lines of communication. The phrase 'clarity is kindness' (which I first heard on the initial STSA Lead Meet course day) has resonated with me since then and has been something which I have tried to embed throughout this Impact Initiative. Allowing a specific allocated time every week will continue to improve communication, thereby setting clear expectations for all involved. I will also continue to encourage sports coach mentors to work alongside the students in lessons, where appropriate, as this has proved most advantageous in student engagement and thereby improved academic progress overall. Finally, I will share these results and encourage our other centres to adopt some of the practices included in this initiative moving forward, so that we can embed best practice in teaching, learning and assessment across our school.

CURRICULUM REDESIGN

'If he is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind'

(Khalil Gibran – The prophet).

Aims

Short term (June 2020)

- To create a more coherent DT curriculum at HGS (Year 7-11).
- To identify connections with other curricula in school
- To be able to communicate this in a visually engaging way

Longer term

- To affect student study behaviours to encourage a deeper approach to learning.
- To provide opportunities for students to engage in extended abstract thought processes through making explicit curricula connections; in DT itself and between other subjects, careers, wellbeing, safety, values and diversity

Rationale

Short term

We have been delivering the new DT curriculum for 2 years and have been concentrating on our KS4 students, both in terms of addressing any gaps in their knowledge and adjusting our delivery of the NEA. We need now to focus on delivering a 5-year curriculum and to ensure that modules are delivering rigorously against the new specification and that they are well placed on the timeline.

Longer term

Students adopting a deep approach to learning characteristically exhibit; an explicit intent to develop their own understanding of material, knowledge which is highly structured, an ability to apply their own and others' ideas/concepts to new situations and a highly developed integration of knowledge.

These qualities manifest themselves in student performance as; enhanced understanding and comprehension, more spontaneous sharing of ideas, elaborate explanations that describe cause-effect relationships or refer to personal experiences, questions that focus on explanations and causes, predictions, resolving discrepancies in knowledge and engaging in theorising, constructing more elaborate and well-differentiated knowledge structures. (Meyers and Nulty 2008).

Clearly, these are the kinds of qualities we would like to help our students aspire to and develop.

Context

As a High Performing Pupil Coordinator (Sept 2016 - present), I was introduced to the theory of SOLO taxonomy by Heather Clements (NACE associate) a few years ago. Motivated by the concept of coaching students to appropriately challenge themselves, I have encouraged staff to use the SOLO model to provide a framework for extended abstract thinking in the classroom.

As HOF (Sept 2018 - present) I am planning to improve our D&T curriculum to optimally deliver a 5 year programme coherent with the 'new' AQA GCSE specification. The parallels between SOLO in the classroom, used to help students move from surface, to deep, to conceptual learning and the organizational structure of a

curriculum became evident to me. This leads to developing links that are more explicit; not only within our D&T curriculum, but also with the wider curriculum and outside school (the latter exist to a degree). I believe that facilitating these links is essential to maximizing students learning capabilities and leading them to the 'threshold of their own mind'. Concurrently, in response to the latest Ofsted curriculum research (Dec 2018), the whole school will be looking at curriculum coherence this year.

Baseline with proposed areas to develop in red

The current curriculum for Yr 7-11:

- SOW in place D&T
- Currently half termly course overviews are in place

The questions: To what extent do our D&T courses provide students with teaching and learning materials, tasks and experiences that are:

1. Authentic, real-world and relevant; Can students make links between topics taught in D&T and life skills / careers / further education?

Year 9 Jaguar Land Rover trip/ KS4 NEA contexts / Careers discussed at end of year 8 and 9 options talks / Innovation challenge competitions (RS components) / Careers board in department / D&T Students progress to engineering degrees (Alumni in faculty / student survey)

2. Constructive, sequential and inter-linked;

Are the topics in D&T taught in a logical sequence, building on prior knowledge? (Staff to audit v curriculum map). Can students currently make links between areas of our curriculum / wider curriculum? (Student survey)

3. Demanding of students to use and engage with progressively higher-order cognitive processes.

Can students (and staff) currently make links between topics taught in D&T and elsewhere in school? (Curriculum coherence work and meetings with other subject staff)

4. All aligned with each other and the desired learning outcomes;

(Mapping against specification)

5. Providing challenge, interest and motivation to learn

(How do we measure this? Uptake of GCSE? Experiment in Yr. 7/8 – student survey)

The story with results / impacts/outcomes in green

The D&T curriculum was always going to be under review this year (as further response to the new specification is needed, particularly at KS3). The additional need to address new Ofsted requirements meant that this became part of a whole school initiative to develop the schools' curriculum.

Autumn Term:

I made our existing course overviews accessible to all staff through a whole school, shared curriculum review spreadsheet. As a faculty (including FPN and DT), we then divided the task and all staff worked to add

specification points to the overviews (using our existing curriculum mapping documents). **This enabled other departments to be able to see exactly what is taught in D&T and FPN and when. We also identified opportunities in our modules for the following: links with other subjects, links to careers, literacy, numeracy, activity, wellbeing, British and school values, online safety, diversity and HPP (school inspection guidelines).**

After attending a DATA course in Oct 2019 (focused on new Ofsted guidelines), I worked with staff to **produce a draft vision statement** for D&T. In particular, we thought about the values and attributes that we would want our pupils to embody.

A survey was sent out to all students of D&T asking them what they thought about our curriculum and what links they can readily make. Many students were able to make various links between D&T and other subjects / careers.

Most found the subject enjoyable, but only found it challenging 'some of the time' (KS3 in particular).

Alumni visits were arranged for Jan/Feb.

Spring Term:

We refined our vision statements after looking at those of other departments and each member of the team having further input. We continued to work on the order and content of modules in our curriculum. We identified opportunities to deliver A level theory topics more closely alongside the practical aspects of the course and to **add interest and challenge in Year 9 by developing a new electronics module**. We discussed testing the more challenging NEA concept of identifying problems rather than just responding to a given brief at KS3. **This is to be trialed in the summer term. Additionally, to add interest and challenge at KS3 we would like to introduce 3D printing lower down the school.** This also has many cross-curricular opportunities.

Staff explored the curriculum across the whole school and identified subject and topic links, in particular with Maths, Physics, Geography and Computing. We agreed to schedule meetings to discuss links with other subjects later in the spring term / summer term.

After a meeting with the Maths department, they have noted on their SOW to flag up D&T connections including; 3D and orthographic drawing, nesting of shapes and calculation of percentage waste. D&T now understands that some difficulties with A level PD maths are common including unit conversions and poorly structured calculations. **It is hoped that by understanding these links more explicitly that we may be able to maximize progress by working together.**

Forms of assessment have been reviewed and we decided to design quick, electronic end of module tests for KS3. **These are being trialed in some modules this term.**

Through this collaborative work on our curriculum and additionally informal interviews with SLT (sparked after observing similar at UGCS) **staff have all thought more deeply about our curriculum and its raison d'être. (Useful for Ofsted, but even more so for developing our teaching). It is hoped that this will form a stronger platform going forward for continuous curriculum improvement.**

Summer Term (planned):

KS3 modules updated and end of module tests in place. Trial of NEA context with YR 7&8 (this is planned to go ahead on line)

Staff will meet virtually with other subject staff to explore further links and add these into SOW.

A level theory schedule to be revised for Sept 2020. Bid to purchase 3D printers has been submitted.

Reflection and evaluation

This is quite a large task, but it was launched right at the start of the year and broken down into termly expectations. I also ensured that it tied in directly with the faculty improvement plan and staff targets. This has helped ensure that certain aspects e.g. Yr 9 electronics module and KS3 end of module tests are being completed. Curriculum mapping documents that I prepared over the summer and up to date curriculum overviews that I put into the shared document ensured that we made a good start on the project. The tasks were well spread out over the year and having dedicated inset time proved essential. Most staff engaged well with the process, however one (nearing retirement) thought it was a lot of work for little gain). The student survey was quite difficult to analyse, as there were several open questions. Perhaps focus groups would have been better to extract this feedback. One of the most useful things has just been to have the conversations with staff both inside and outside the faculty. It means that in the faculty we are all 'on the same page' with regard to our curriculum development. The cross curricula conversations that have happened thus far have been useful.

Next steps

- Revise KS3 booklets further to tighten up delivery of subject vocabulary / manufacturing processes and end of module tests. Make links to maths and science explicit.
- Initiate KS3 contextual challenge experiment and evaluate how pupils respond to this. Can we introduce this next year? Secure 3D printer bid and introduce this manufacturing technique in KS3.
- Develop a visual representation of curriculum journey for D&T. There is a standard school format for this. However, I would like to put up a more creative and fluid display, communicating this in the department.
- Encourage staff to continue to make cross-curricular links with other subjects and feedback to the department on these so that they can be flagged up in SoW.
- Run focus groups with DT students toward the end of next year to assess the level of challenge in particular.

MAPPING OF CROSS-CURRICULAR LINKS AND ALIGNING PROGRAMMES OF STUDY TO ENSURE A COHERENT SCHEDULING OF TOPICS BETWEEN SUBJECT AREAS

Headings	Impact initiative – How to achieve this?	Wider considerations
Title	Mapping of cross-curricular links and aligning programmes of study to ensure a coherent scheduling of topics between subject areas.	
Aims/ Rationale	<p>Develop a creative, innovation and inspiring curriculum. The focus is on developing a wider curriculum to address and enhance students' enjoyment and personal development. Improving the students' experience of the curriculum through the development of cross-curricular link. Carefully mapping of cross-curricular links and aligning programmes of study to ensure a coherent scheduling of topics between subject areas.</p> <p>Achieve this through collaborative work through the subject leaders and teams. Rescheduling of the curriculum as necessary.</p>	<ul style="list-style-type: none"> - Consider climate for learning. - Information on the website - Subject leaders meeting-speed dating event.
Context and baseline	<p>Why the school has done it: The school is aware of the benefits of subjects working together and making students aware of the links. The school has started creating links between subjects such as the museum for learning project, which involved Art, and Science. Also science, computing and DT with the Year 7 rocket car project. They see the links made by students from project based learning.</p> <p>Why I picked it: I felt this initiative would enable me to demonstrate my ability to combine operational action with strategic planning, securing short-term improvements whilst building sustainable change.</p>	<ul style="list-style-type: none"> - Number of departments do this well, e.g. Art, Drama and DT. - We do this well at KS3 level.
The story	Meeting with the deputy head about planning the next subject leaders meeting. Brainstorming ideas of how we can get department working together. Planning the inset for Thursday 28 th November 2019. Decided to do a speed dating event with subject leaders. Got all subject	

	<p>information from the school website on A3 paper, printed and stuck outaround the room.</p> <p>Meeting plan for SL, 803,3.30pm</p> <p>HT Set up the furniture and post up the info at lunch</p> <p>Draft an agenda – send out to HT to add link to agenda. You will need to bring iPad or Laptop</p> <p>1. Start with why we’re looking at cross curricular thinking</p> <ul style="list-style-type: none"> • Better for students if they can see the links between subjects, build on what they’ve learnt in subject A when doing something for subject B • Avoid repetition of content ... teach same thing in different subject areas ... or is there something we miss that’s critical? • Better sequencing – would a topic in geography be better done later in the year to build on a foundational topic in Science, for example assuming it didn’t detract from good sequencing of content within geography. <p>2. Seen some good cross curricular projects and initiatives over recent years – HT to give some examples</p> <p>3. 10 mins: DH Will only be possible if genuine collaboration. And as a team and staff there is a will to do this. Building on what’s happened</p> <p>A3. Post up on walls curriculum content from website ... work out who you want to speak to – could annotate where possible links might exist</p> <p>Start at 3.50pm 4. HT Speed date / time free flow. Start a conversation and explore links & explain Padlet it up.</p> <p>With a shared live document to collate ideas</p> <p>5, 4.20, next step for them ...Finally – what do you want to do & take away in short medium and longer term?</p> <p>Possible steps:</p> <ul style="list-style-type: none"> • Share with department about what happens in other subjects • A follow up conversation with another subject leader • Using a form time for cross-curricular project. • Re-sequence order of topics – maybe a summer term job • What to take out? <p>We might revisit progress in a subject leaders meeting</p> <p>Follow up meeting with the Deputy head decided to we needed to give subjects more time on follow up conversation with other subject leaders. Cross-curricular document shared with all Heads of Department.</p>	
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	<p>During this meeting all Heads of department started mapping out opportunities to strengthen cross-curricular links.</p> <p>Next meeting schedules for Tuesday 14th January</p> <p>Meeting agenda 14th Jan</p> <p>Beforehand</p> <p>DH to send out agenda with document from first meeting and link to new document</p> <p>Ask people to think what links they want to further explore and develop during the meeting</p> <p>During</p> <p>1/ DH. Recap – what we’re trying to achieve – not a fully integrated curriculum, but steps towards better links/understanding and away from teaching in silos/ isolation</p> <p>Aim today – can every department have one tangible outcome?</p> <p>2. HT – explain This might be –</p> <ul style="list-style-type: none"> • Better knowledge of what is taught in another department and when that then helps teachers in your department make links / build on / refer to in when teaching • Rescheduling of when things happen so the sequencing across subjects is more logical • Revising of resources, schemes of work • Collaborative planning and team teaching across departments e.g. food and MfL. HT to explain. <p>3. Free flow discussions: record on grid what we’re going to do – live document.</p> <p>Live documents created.</p> <p>Outcome from this meeting was live documented created:</p> <p>https://langleygrammarschool-my.sharepoint.com/:x:/g/personal/harpreetoor_lgs_slough_sch_uk/ETcjz9yOyTBDgW-Fyft7iooBKU27Wxi7KwTUCm3CwSUgtw?e=LnaRkL</p>	
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	<p>On 11th February, we had a STEM event, which was done in partnership with a parent that works for SHELL. Range of activities were organised to highlight different careers and pathways. This involved over 60 girls in Year 9.</p> <p>Evaluation of the event below:</p> <p>Questions 1: Describe three things you learnt from today's STEM session? https://padlet.com/Htoor/85hd3jngln5</p> <p>Questions 2: Do you feel more aware of employment and job opportunities when you leave education? What has helped in today session to make you feel like that? https://padlet.com/Htoor/vrhgiix56vr</p> <p>Question 3: What is next? What will be one things you will do after this session? What action will you take? https://padlet.com/Htoor/uuwdocw5xrro</p>	
Results/ Impact/ Outcomes	<p>Number of positive links have been established over the two Heads of Department meetings. Staff have started to make steps towards an integrated curriculum and therefore stepping away from departments teaching in isolation. The subject leader meetings that I have hosted with the deputy head have been designed to make more logical and meaningful links between subject areas, to bring a greater coherence to the sequencing of the students' learning. Therefore creating positive connections for subject leaders to explore with their teams.</p> <p>This summer a number of departments wanted to start planning their curriculum for September 2020.</p> <p>Another positive has been the links I have made with a number of parents who would like to come in and do career talks. I have built excellent relationships with Shell and Bp.</p>	<p>- No time in the summer term to work on this as school was closed.</p>
Reflections and evaluation	<p>Key actions when evaluating the impact of my leadership:</p> <ul style="list-style-type: none"> - Speaking to members of staff directly - Sharing the project to all Subject leaders. - Listening to staff concerns and working around them. Always looking for a solution to a problem. - Being passionate and driven by my project. 	

	<ul style="list-style-type: none"> - Leading from example, introducing links when staff could not/want to see them. - Building relationships with outside my department, pushing myself to go and speak to staff. - Looking for ongoing improvements that could be made throughout the project. - Having high standards throughout. - Presenting the finding to subject leaders and going through the next steps with them. <p>The impact of my leadership on colleagues has been:</p> <ul style="list-style-type: none"> - All the Departments have made links to their curricular and have started working on SOW and plans for September 2020. - New subject leaders/second in departments getting the experience, knowledge and support on how to do this. Empowering staff to be able to lead an event/ projects. - Range of teachers working together those don't normally get this opportunity. - Empowering staff to lead and run activities. Not leaving the sole responsibility to the subject leaders. <p>The impact of my leadership in students have been:</p> <ul style="list-style-type: none"> - Students experiencing an inclusive curriculum. - Students using knowledge from one subject area to help them in another. Their improved appreciation of the holistic nature of learning through cross- curricular links. - Excellent range and quality of work that students produced as a result of the activities and events that were organised across the whole school. - Development of soft skills, Collaboration, Problem-solving, Leadership, Time management, Communication and interpersonal skills. 	
Next steps	<p>To carry on working with Heads of department on making steps towards an integrated curriculum. To have one link from each department developed by next year.</p> <p>Student questionnaire on their experience and if they just the connections.</p>	

IMPROVING A LEVEL STUDENT ATTAINMENT THROUGH ROBUST AND RELEVANT ASSESSMENT

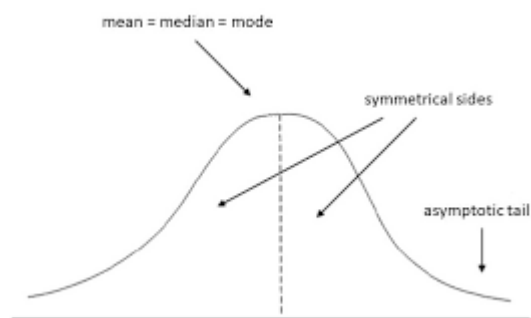
Rationale

The term 'assessment' comes from Latin and means 'to sit alongside'. Merry Myatt explains in her book 'The Curriculum', that assessment is *"the process of gaining insight into what our pupils know, understand and can do as a result of what we have taught them"*.

I have started to work on this research having in my mind that I want all the students to be prepared for their assessments/exams, and when assessed, to have no doubt that the assessment is relevant to what they have learned.

Reading Mary Myatt's book has reinforced what I believe in: that assessment must be robust and relevant to what students were taught, and that students have not had prior access to any questions used in the assessment. Therefore, the teachers designing these assessments should not have used any past papers which the students might have had access to.

For this research to be relevant, I analysed the Pre-Public Exams of six subjects from two



consecutive years: 2019 and 2020. These subjects were mathematics, physics, chemistry, biology, business and economics.

I have used the normal distribution curve as the bench mark and therefore, once I have collected the data from these departments, I have analysed the distribution of students'

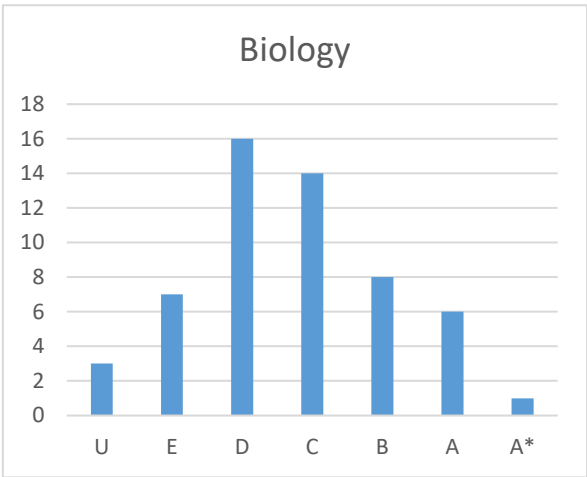
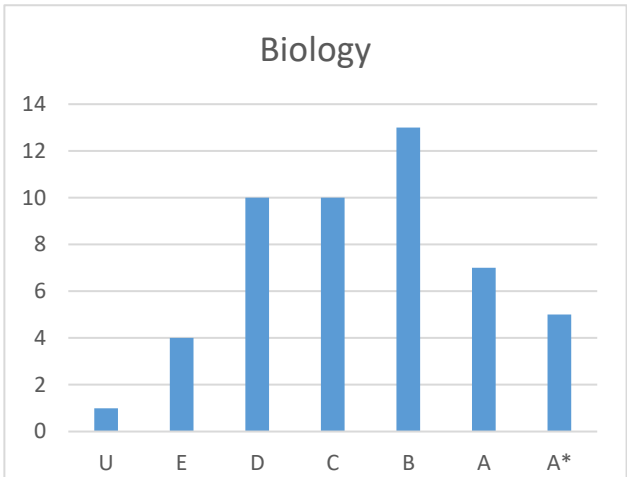
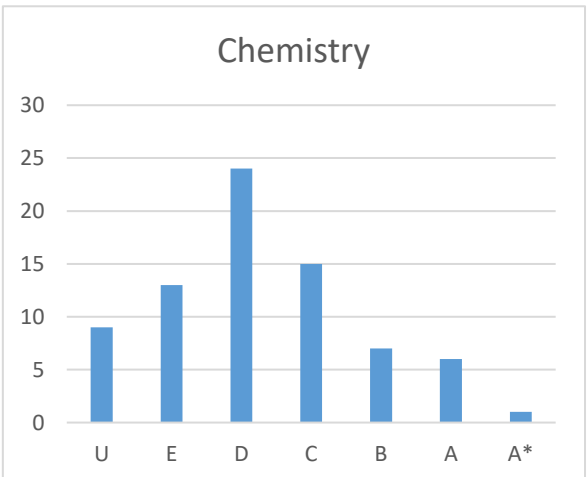
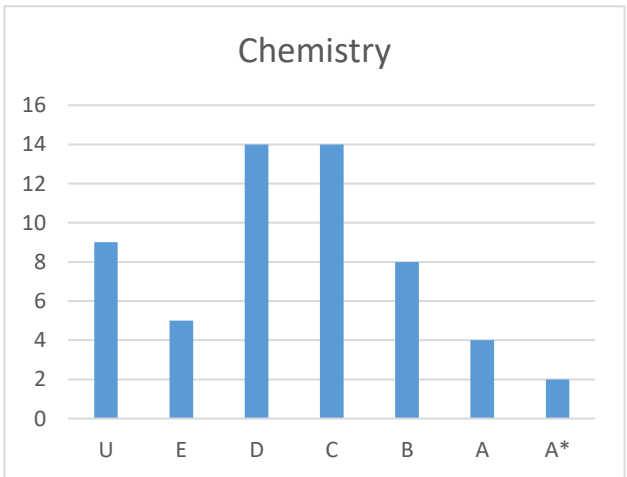
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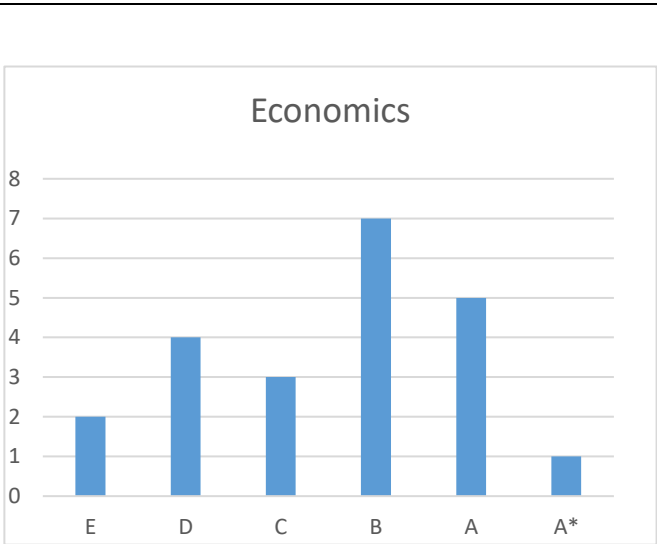
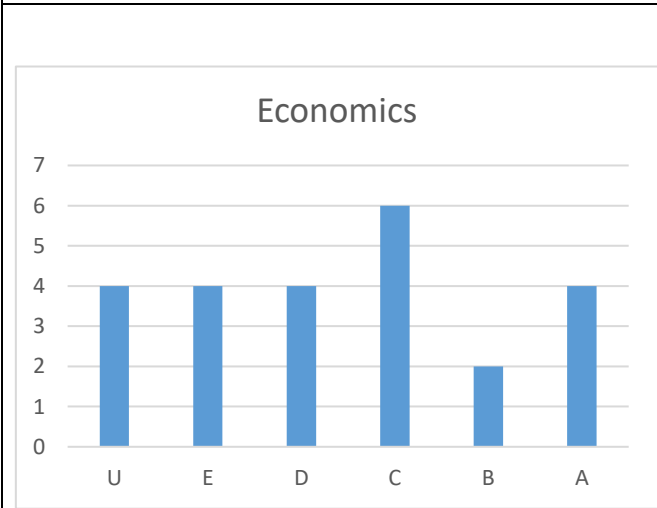
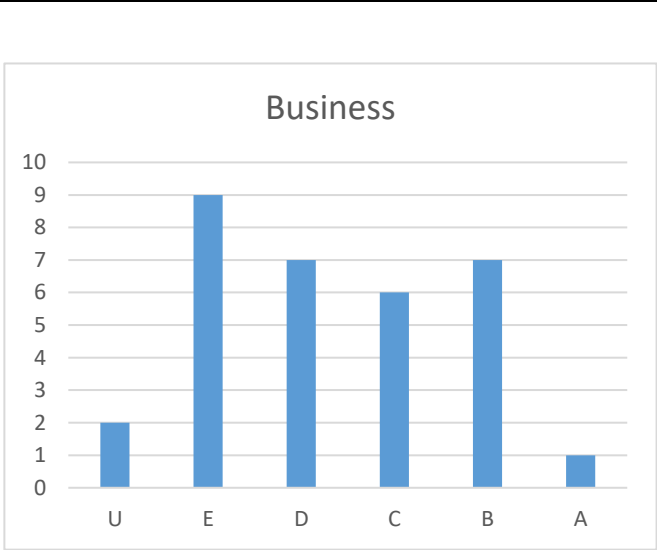
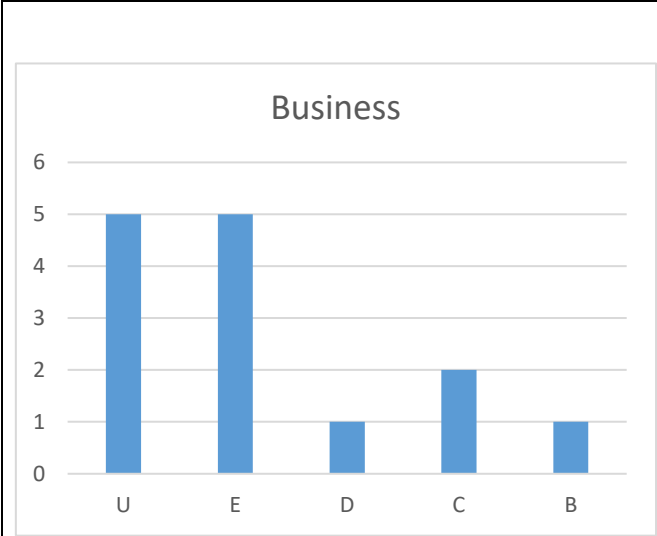
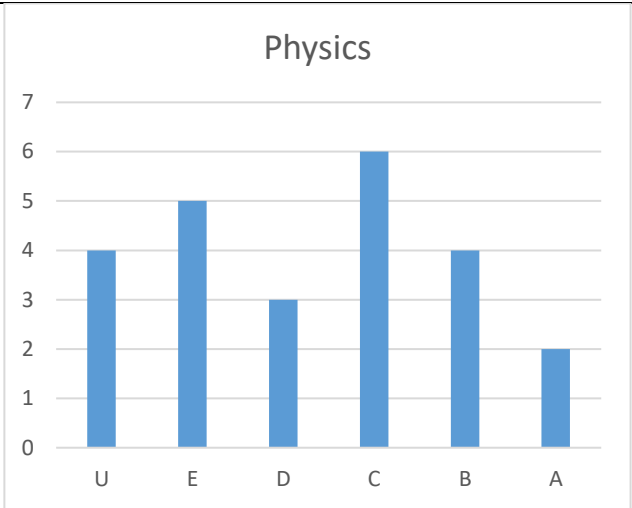
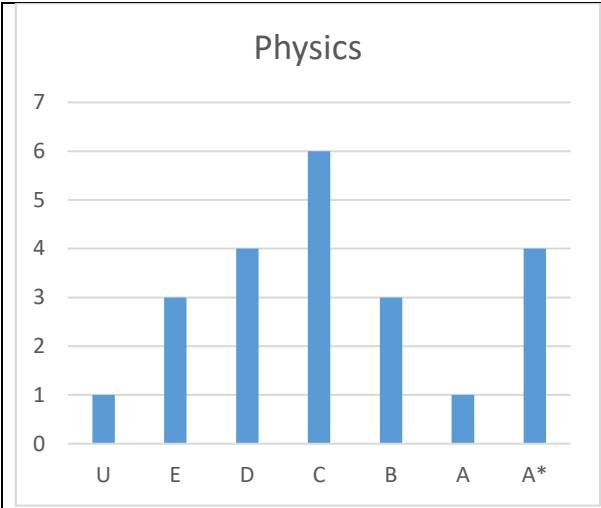
When I started, I knew that the heads of department are very busy with running their departments, ensuring that teaching and learning are efficient and that students are progressing. Under such pressure, some heads of department have little time to discuss with their staff the design of these assessments. At times, they 'grab' from their pile of past exam papers one of them, and rush towards the reprographics, under the pressure of a dead line that they might have well forgotten about it, until a last reminder was emailed to them.

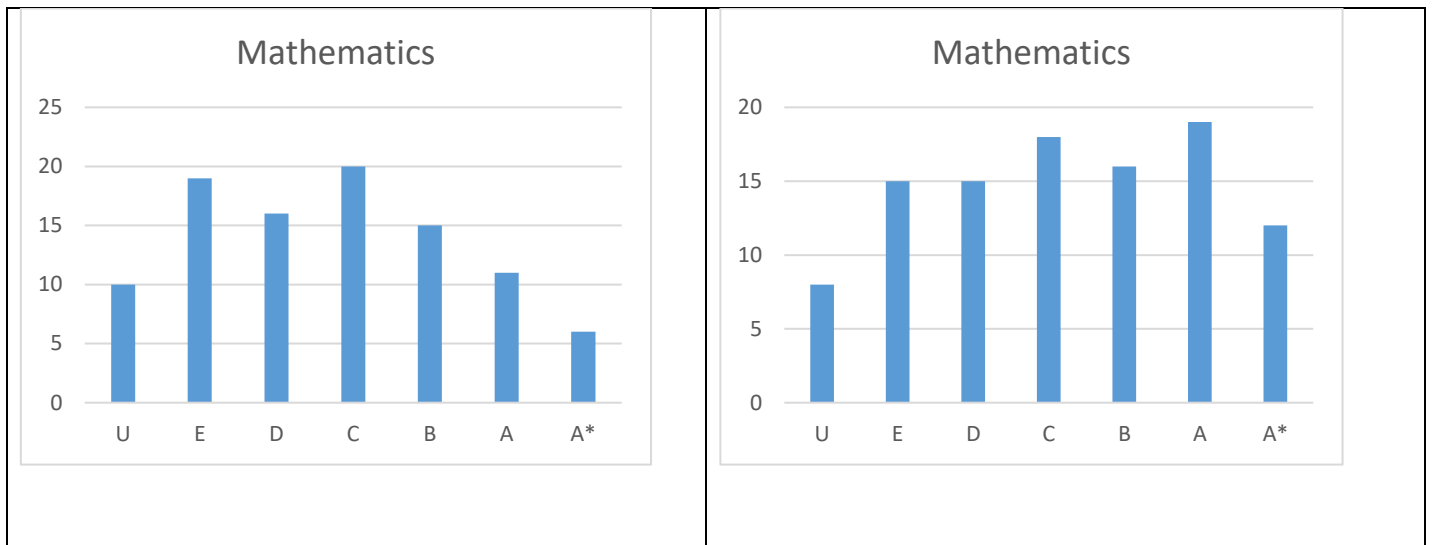
I did not want to judge any head of department, I wanted to help them and share from my findings. I wanted to coach them to understand that is important to analyse the results not just as a statistic but also as a relevant tool when it comes to giving feedback to students. Students should know about the gaps they have in their knowledge and teachers should use the assessment to inform their planning related to these topics which need to be revisited or retaught.

Data Analysis

I have collected all the results from the Pre-Public Exams for all the six subjects and I have looked at the distribution of students results, which can be found in the table below.

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After the first-year analysis I met with heads of department and shared my findings. In 2019 the concern was Business and Economics with a distribution that does not follow a normal distribution curve. Every department needs to study the distribution of the papers as this will give an important information about the robustness of the paper and also if the paper/s were appropriate for that particular cohort.

The vertical leadership has been very useful for me in this project and, and during my meeting with the Head of Business and Economics, change was the immediate goal. To improve the assessments, we both agreed to collaborate and achieve improvement for the 2020 PPE's.

Using growth coaching I empowered the colleague coached, and to help achieve improvements I have shared from my knowledge related to data distribution. At the same time this process has allowed me to see the performance of our students in other subjects.

As heads of department, we sometimes feel vulnerable if we de-armour in front of our colleagues. We feel that we don't want to share our findings with others, and to be more precise, we fear that we might be judged.

I was ready to do so with my colleagues, and for this to work, I had to achieve reciprocity.

During the coaching we listed the reasons why some of the assessments were leading to a skewed distribution:

- Students have seen some of the questions before,
- Students were assessed on topics on which they have not practiced exam style questions,
- The questions used were not taking in consideration the ability of the entire cohort and therefore they were targeting only certain abilities,
- Student were tested on some topics which have not been covered and therefore they have not practiced any questions related to these topics.

Outcomes

To improve the assessments, we need to have access to resources such as practice papers that we purchase or use exam wizard to build our own papers. It is also important to develop a network with other schools and share resources and ideas. All of the above were the steps that we agreed that need to be taken.

After the meeting, the Head of Business and Economics has shared his vision with the department and they have worked to improve the outcomes for 2020 PPE's.

Looking in the table for 2020 PPE's, this goal has been achieved, and the distribution for business and economics has improved.

Working in a VUCA (volatile, uncertain, complex, and ambiguous) world has helped to choose the right strategy in this project and to use both horizontal and vertical development skills. Vertical leadership has helped in the end by empowering my colleagues to think about "**the what**", when looking for what needs to be changed and "**the how**" when deciding with the team about what needs to be changed and what strategies will be used.

And finally, "**the who**" was vital in order to diversify the resources used for designing a robust assessment and to realise the importance of a network which will facilitate the change of ideas, experiences and resources.

References:

"the Curriculum Gallimaufry to coherence" by Mary Myatt ISBN 978 1 911382836

"Vertical Leadership Development-Developing leaders for a complex World" by Nick Petrie

LEARNING THROUGH ORACY

Rationale: to research and present the impact of oracy strategies used across subjects by following a sample group of students' progress in their learning through oracy using the Voice 21 benchmark frame

Outcome: students will feel more able and confident to actively participate in learning through oracy; staff across different subject specialisms will have evaluated student progress as a result of learning through oracy

Who will be involved?

Students will include regular attendants of 'Up for Debate' enrichment club, students from 7M and 8HE as well as selected students during classroom observations.

Context:

- Oracy: the ability to articulate ideas, develop understanding and engage with others through spoken language.

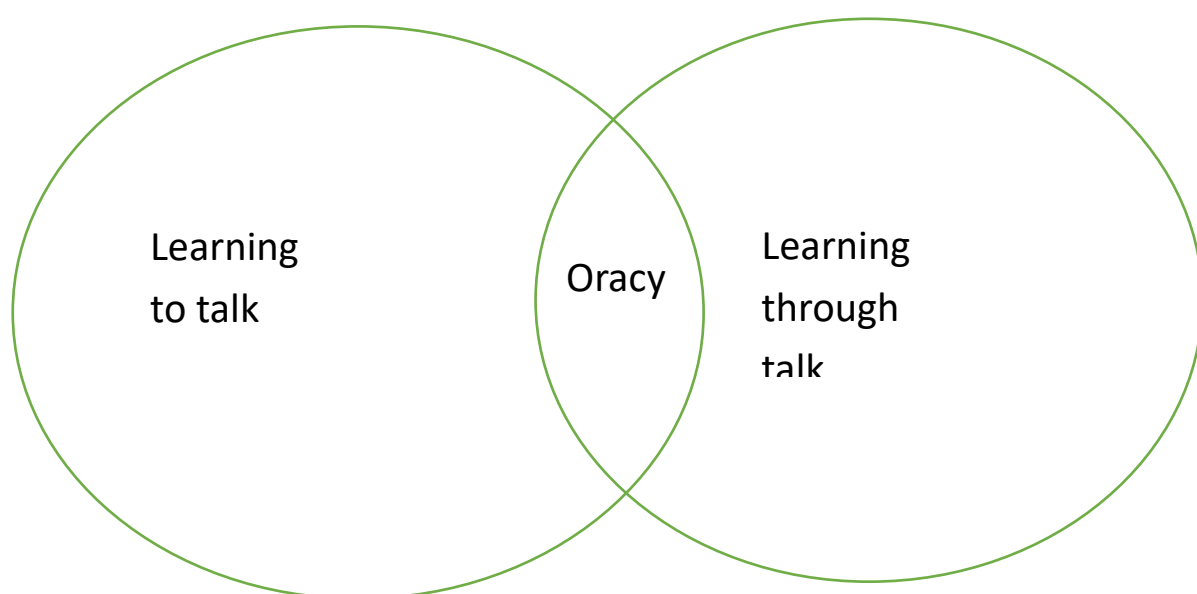


Figure 1: Learning to and learning through talk

Context and Baseline:

Oracy is the fundamental belief that every individual has something of worth to say; oracy teaches children to actively listen and to articulate their own views in a considered manner; as well as building communication skills, it aims to foster empathy, respect and compassion, cornerstones of a democratic society. These are values that must be embedded across a diverse school curriculum.

Oracy is integral of our school's whole school vision. As our school mission statement makes clear, students at UCGS will have fulfilled their academic and personal aspirations and become successful and engaged citizens. We therefore do not want our students to be 'word-poor' or wanting in cultural capital. Instead, we want articulate, confident, socially-aware students who thrive within and beyond school life.

It would be easy to assume that students at a selective school already come prepared with higher-than-average standards of literacy and oracy, and while this is the case for some students, there is much anecdotal evidence that students (especially girls) lack the confidence to be able to articulate themselves. There are other examples where English as a second language may be a barrier to accessing a good level of literacy.

Oracy is more than simply speaking thoughts aloud, however; it is also about reasoning, synthesis and use of academic vocabulary to name a few. Indeed, there is a large cognitive benefit to facilitating learning through

oracy, and there are also numerous other benefits including linguistic, social and emotional as outlined below (Voice 21, 2014).

The Oracy Framework

Use the oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.

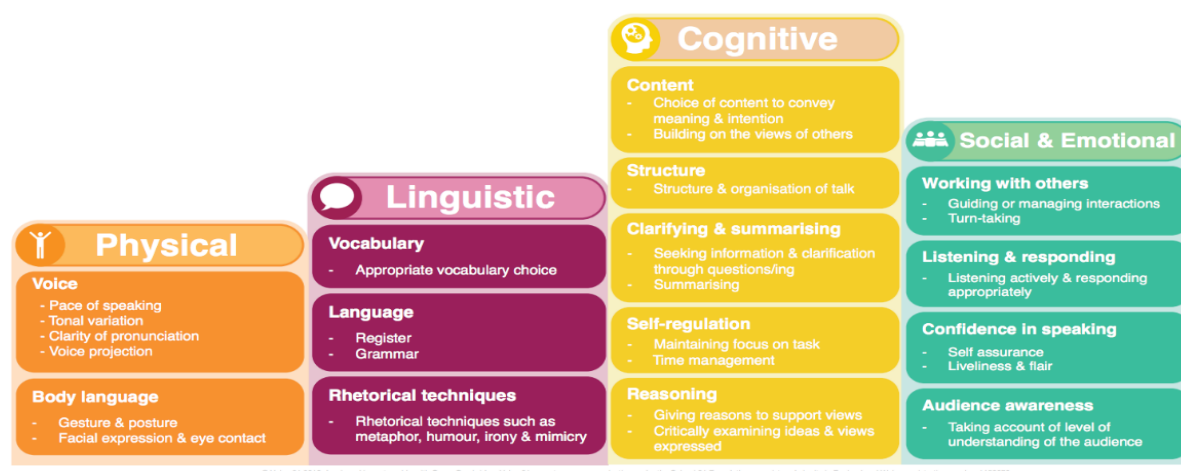


Figure 2. The Oracy Framework

From experience, students often enjoy activities that allow them to learn through exploratory talk, presentations and debate. They see it as ‘fun’ because they get to work with their peers collaboratively and experience a level of independence. This is, therefore, a perfect opportunity for learning (whether students realise it or not!) and the earlier in school this is embedded the better, since it establishes a culture of openness and participation.

However, oracy, just as with any pedagogical approach, must be modelled and explicitly taught with clear guidance and success criteria. There must always be a culture of high expectation and no opt-outs. Debate for example is best taught as a formal discipline using academic language and stimulus reading material; teachers should also allow lesson time (about two lessons) and home-learning for preparation, role-assignment, research and rehearsal so that students can build their confidence before they propose or oppose motions. Audience members (who have a different debate motion) can act as judges or questioners during the ‘floor debate’ so that they can actively engage in each other’s debates. Impromptu debates do of course have huge merit, though this is best done after the ground rules are established.

My initial intention for the project is to gather data via a surveys completed by students and staff separately, as well as observation notes of students learning through explicit oracy (by ‘explicit oracy’ I mean a structured activity that allows students to demonstrate learning rather than impromptu Q&A or discussion) across subjects.

An example of some baseline data is featured in figure 3.

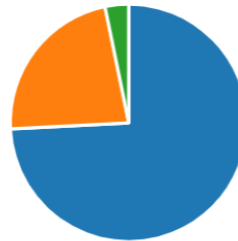
Narrative and impact

As well as collating initial impressions from students about learning through oracy, I carried out a self-evaluation survey for colleagues using the Voice 21 oracy benchmark for guidance. These included seventeen statements on oracy with a five-point scale ranging from 'most of the time' or 'strongly agree' to 'unsure'.

3. Do you value opportunities in class to discuss ideas in groups, present ideas verbally and debate ideas?

[More Details](#)

Yes	23
Partially	7
Not really	1
Not at all	0



6. Do you think it is important for students to be able to communicate well verbally?

[More Details](#)

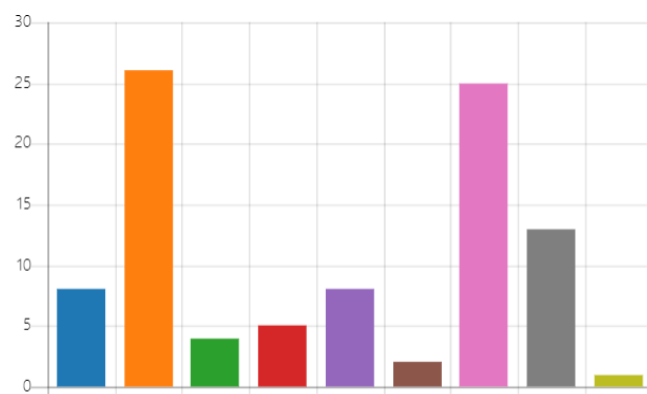
Yes	29
Partially	1
Not really	1
Not at all	0



7. If yes, why do you think this is? (You can choose up to three.)

[More Details](#)

Better job prospects	8
Gives me confidence to articul...	26
It helps me in other subjects t...	4
Builds my vocabulary	5
Helps me to think through ide...	8
Improves my writing	2
Improves my social and interp...	25
Will help me in formal intervie...	13
Other	1



9. Which of these skills would you most benefit from improving?

[More Details](#)

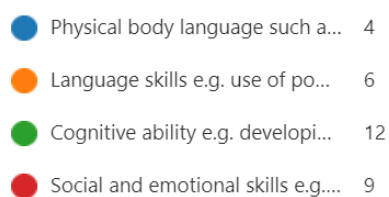
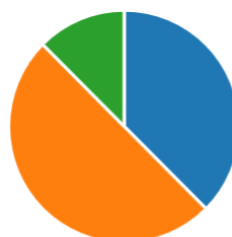
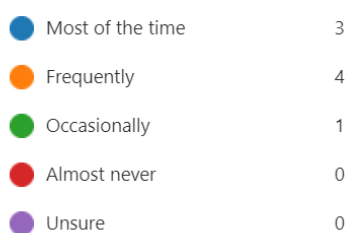


Figure 3. Partial screen grabs of baseline data

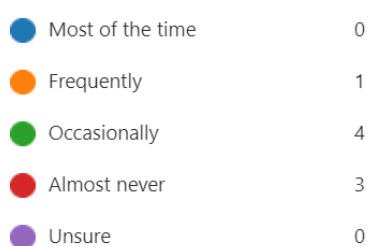
14. My students have regular opportunities to share, develop and consolidate their understanding through talk.

[More Details](#)



15. I evaluate my students progress in oracy.

[More Details](#)



16. I use this to inform my teaching.

[More Details](#)

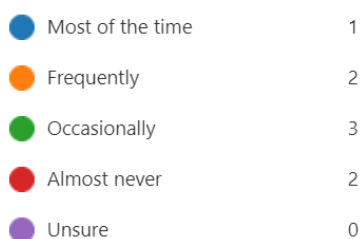


Figure 4: Oracy self-evaluation for staff

It was evident that while most staff and students clearly valued opportunities to facilitate learning/ learn through oracy, students didn't necessarily understand how they made progress through oracy, and staff did not routinely evaluate the impact of learning through oracy in order to inform future planning.

From this initial data, I decided to take several steps to support learning through explicit oracy by carrying out the following leadership actions:

1. Liaising with colleagues in different departments (Chemistry, Geography and Physical Education) through Quality Improvement observations focusing specifically on oracy
2. Training colleagues on oracy methods used by Voice 21 and Noisy Classrooms through Teachmeet and Inset events
3. Working with the enrichment lead teacher to hold a formal House debating competition for Year 7
4. Facilitating wider opportunities for oracy across the school including competitions

In terms of impact, the training events were well received with positive feedback from participants, particularly those teaching in middle-school and secondary school. We saw a notable increase in attendance to debate club during the debating competition; this event will also likely be an annual event.

Through the QI process, I gained good insight from observing colleagues in different departments in terms of their style of teaching as well as incorporating learning through oracy. For example, I appreciated that Chemistry is a practical subject where students learn best through story-telling and real-life examples, especially in Key Stage 3 teaching. I noted the teacher's emphasis on literacy when she unpacked prefixes such as 'di/ mono/poly/ tri'. Following this, students were asked to create 3D model structures of chemical bonds. Students were grouped in mixed-ability and were encouraged to discuss and collaborate with each other in order to arrive at solutions. In an A-Level Geography lesson, I learned from students that they particularly appreciate teaching where 'informal chat' is allowed and where they can benefit from both the teacher expertise as well as their peers when given the opportunities to explore ideas for themselves. To quote one student in Year 12, "I like when sir takes charge to explain a concept, defines the terms and then leaves space for student questions". Apart from this, I noted the teacher's use of self-deprecating humour as he introduced a task; his obviously strong relationship with students, as well as the complete trust that students had in him to guide them in their understanding of tasks lead me to believe that learning through oracy is optimal when students feel completely safe to speak aloud their thoughts, without fear of 'getting it wrong'.

Evaluation and next steps:

Sadly, due to the unprecedented school closure in mid-March, I was unable to fully complete this oracy project including facilitating wider opportunities for oracy through the PiXL debate competition as well as the student leader competition to give the Prize Day key note speech. In addition, while I lay some of the groundwork for learning through oracy in selected cluster groups, I did not have as wide an impact whole school as I would have liked by actually getting colleagues to implement explicit oracy teaching through the benchmark frame.

Moving forward, I would like to support colleagues in implementing the oracy benchmarks, particularly to evaluate students' progress through oracy activities. In order to more fully measure the impact of learning through oracy, I would have liked to test this through a cold task, followed by a re-test following Harkness discussion, a Noisy Classroom debate and/or Voice 21's 'Talk Detectives'.

Leadership reflections:

With Steve Radcliffe's Future, Engage, Delivery (FED) model in mind, I have learnt the value of vision, strategy and forward planning (Future); I found that it is not difficult to engage colleagues as most are willing to participate in QI specifically where they can gain feedback on an aspect of their teaching, in this case, learning through oracy; however I have also learned about getting key stakeholders on board and delegating some responsibility (engage); we also have whole school structures that would make possible the trial and testing of

oracy strategies through, for example, Wednesday CPDL and department meetings which is the next step (delivery).

Throughout this project, I have completed myriad organisational tasks from collating data and evidence to meeting with outside agencies such as *Talk the Talk* to set up 'talking about transitions' workshops for Year 7. I have sought CPDL opportunities through QI by signing up for Voice 21's *The Great Oracy Exhibition*, and I have volunteered to share my research with colleagues during inset.

I have learned that leadership, as with oracy itself, is about developing self and others, and in an educational context particularly, it is about growth – not being afraid to step out of one's comfort zone. I am an experienced teacher; a hard worker and I love to learn from others. It is much more of a challenge for me to share my expertise and influence the practice of teachers outside of my department. However, during this difficult time of lockdown and personal challenges, I remain encouraged by the collaborative spirit of colleagues and feel inspired to take up new opportunities where possible.

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- Gaunt, A. and Stott, A. (2019). *Transform teaching and learning through talk : the oracy imperative*. Lanham, Maryland: Rowman & Littlefield.
- Radcliffe, S. and Landale, A. (2009). *Future, engage, deliver : the essential guide to your leadership*. Leicester, UK: Matador.
- Tes. (n.d.). *A focus on oracy can transform your school*. [online] Available at: <https://www.tes.com/magazine/article/focus-oracy-can-transform-your-school> [Accessed 20 Jul. 2020].

DISENGAGED BOYS AND THE ELUSIVE SILVER BULLET

Aims/Rationale:

To better understand the culture behind disengaged boys, creating opportunity for further research whilst investigating innovative strategies and solutions.

Context and Baseline:

Yr 11 Data 2019:

5 Grades 9-4: Boys 31% // Girls 62%

Positive P8: Boys 9.33% // Girls 32.89%

4 members of the schools Senior Leadership Team have 4 different solutions to combating disengagement within boys:

- Resilience building & personal skills development.
- Development of motivation linked with appropriate role models.
- Academic support and tuition.
- Staff behaviour management development and emotional understanding of disengaged boys.

Following research into causality of disengagement these solutions and others need to be examined and tested in order to better understand what solutions create positive change. Attempts will be made to better understand if the solution needs to vary dependent of the individual or whether there is a collective strategy, pulling on numerous ideas in order to support multiple disengaged boys in one attempt.

The Story:

The simply question 'why are boys disengaged' has led to a magnitude of ideas, solutions and further questions. Initially I met with relevant stake holders within the schools Senior Leadership Team (SLT); both Deputy Heads, along with 2 Assistant Heads who oversee behaviour and engagement. Due to the collective experience and responsibility of these stake holders I decided this was the best place to start looking for answers. All four stakeholder's solutions to the problem/question were different. This initial discovery was particularly interesting as I would later find out on my journey.

Due to the scale of the question and the range in responses from SLT I decided I needed to form a more expert opinion by completing some wider reading. I started with Paul Dix '*When Adults Change Everything Changes*'. This developed my understanding of the control the classroom teacher possesses (even when they don't realise it). This concept completely supports one of the four SLT solutions to boys disengagement. I soon discovered the common issue when analysing disengagement amongst boys is that poor behaviour takes focus. Poor behaviour can be a sign of disengagement but not all disengaged boys behave poorly. This was a significant discovery that led me to read '*Boys Don't Try*' by Matt Pinkett and Mark Roberts. Through reading this I was able to better understand the difference between poorly behaved students and disengaged students, for boys the unconscious choices of both students and staff more commonly lead to negative outcomes when compared to girls. Pinkett and Roberts suggest that male stereotypes correlates with a lower importance on academic success compared to that of girls. This has created a self-fulfilling prophecy whereby the students and staff attitudes to towards an individual's ability leads directly to their outcomes. Girls tend to experience the Pygmalion effect where their positive attitudes lead to positive outcomes whereas often fall victim of the Golem effect where their negative attitudes lead to negative outcomes. The issue of these stereotypes is how do we break them? This is a societal issue that is potential to large an issue to solve on a school to school level. However, the

potential 'silver bullet' comes in the importance of positive relationships and trust with staff. This idea mirrors that of one of the four SLT suggestions but this solution branches further than just that.

My next step was to create a study group of students from my school in order to explore whether my new understanding correlated with students I was familiar with. The study group was of 25 male students from 3-year groups identified by SLT and Heads of Year as disengaged. The students were asked to complete written task that consisted of 10 important questions, discovered through my research. Following the completion of the written task several similarities appeared between the students; a large number expressed that they are never excited by schoolwork – which was to be expected, however the other largest group to form was based around respect from staff. Other groups include; not feeling successful, request for academic support, a lack of resilience and finally a dismissive view of others/opinions. Following this a smaller group of 'engaged boys' completed the written task, the level of detail in the answers were similar but the content was completely different. Not one mentioned a lack of success or respect. But they did request more support and sometimes feeling underwhelmed with schoolwork. The findings between the two groups sparked my intrigue as I was expecting the disengaged boys to simply not engage with the task, after speaking with some of them they were motivated by the opportunity to have their voice heard and they were aware they were underachieving. I believe this is further evidence of a need for mutual respect as well as the need for creating an environment to make these students feel successful.

My final opportunity to research was to visit two contrasting local schools. Firstly I visited Haybrook College and then Upton Court Grammar School. Haybrook College is the local 'Pupil Referral Unit' for students who have struggled within a mainstream setting. This coupled with the school mantra of *"Inspiring and supporting young people to make positive choices about the future"* meant it was the perfect place to research further. Throughout my day at Haybrook College the word 'relationship' was used consistently. Staff knew their students and were able to individualise support and care for everyone. This strategy was supported by the unique environment which fostered individualism within the students and made the teachers and coaches more human to them. Clearly relationships were a high priority both in thought and practise. There is further evidence of this in the school action plan which is linked to the 'Overton Window' where change was implemented slowly and consistently over a long period of time as a students relationship with the school and staff is allowed to grow and flourish. As with any school setting Haybrook College has its ups and downs but the successes far out weigh the failures which begs the questions – can this level of student individualism, care and attention be replicated in a mainstream setting where the ratio of students to staff is far higher?

My second school visit was a completely contrasting setting; Upton Court Grammar School. Upton Court is a very successful local Grammar school with a highlight of achieving in the top 5 results in 2019 for disadvantaged students. This made it the perfect place to finalise my research. Again, the school's mantra was particularly interesting – *'Ad Astra'* meaning *'to the stars'* as well as *'struggle builds strength'*. These ideologies were evident throughout my day, both in its students and policy. Students were willing to share, experiment and reflect. Whilst school policy was dictated by its 'culture policy' where staff and students were motivated to be ambitious and successful as a result. However the relationship between staff and students were less individualised and less personal, mainly due to the ration of 30 students per teacher. To mitigate any significant downside of this approach, the most disengaged students did receive individualised support and the school culture/environment allowed these students to be lower in number and more obvious in their need of support.

The final step in my story was create a new engagement strategy for my school – in the hope to find the elusive silver bullet for boys disengagement.

Results / Impacts / Outcomes:

Due to the COVID19 pandemic there was not an opportunity to put my research into practice however a thesis was created that in normal circumstances would have been explored.

My Thesis:

My research has led me to believe that 'Disengaged Boys' are disengaged with all aspects of school life. They do not draw connectives between the things they enjoy and school. Instead school is solely somewhere to go to learn. This discovery isn't especially unique. Nor are the traditional methods and current methods to combat boy's disengagement. What I hoped, and hoped for the future, is to test something innovative and sustained over the course of 2 years. Hopefully upon our return this will be something I can explore further. The first issue with creating something sustained for disengaged boys is finding something they will engage in for this extended period of time. As a result, I was forced to look outside the conventional box.

This led me to my plan to create a school 'engagement room'. This room it's self would be engaging and exciting, however, solely creating an engagement room will have limited impact. By carefully selecting the right number of students at the right juncture of school they would become the driving force for the year to grow 'the engagement room' as they feel most appropriate.

The Engagement Room

The engagement room is a project. Something to connect these boys with school outside the classroom. Research has shown that for some boys success on the sports field can create a bigger sense of belonging to the school resulting in better outcomes in the classroom. The Engagement Room wants to recreate that but away from a sporting context. The room itself must be appealing and exciting to initially engage the students with the project. This excitement could come in its design and/or its activities within it. The project for the students is then to decide what their peer group would value most within the Engagement Room, then plan and execute fundraising to achieve it. These fundraising activities would be targeted at both students and staff creating a positive image of the students whilst also giving them the opportunity to develop relationships with staff outside of the classroom. During the course of the project students must make other commitments, such as attend regular Engagement Room meetings, improve in a subject area (with teacher support and an action plan) and complete more independent study. Fundraising needs to be a success – failure could demotivate them further, therefore budgets need to be planned for in case they fall short. When the students are successful, they can be celebrated as the students that obtained X prize of the Engagement Room. This can then be immediately followed by rewarding other students with time enjoying the Engagement Room whilst further enhancing the boy's status in a positive light. Longer term this is a scheme that could be replicated year on year, growing the reputation and excitement around the Engagement Room each year as a result. Students who completed the project the previous year can now support as role models and mentors giving further responsibility and connection to the school.

Reflections and Evaluation:

There are a few issues with the engagement room plan. Firstly, many schools will not have a spare room able to facilitate such a plan. Fortunately, Westgate has a room at present, but due to the growth of the school this may not always be the case. Secondly this will only tackle a few disengaged boys. However, my belief is that if the 5-10% most disengaged boys are supported then the ripple will be significant across year groups. Other less disengaged boys will still be supported through the traditional mechanisms as previously discussed.

Next Steps:

The Engagement room was approved by SLT for this year, however following the COVID19 pandemic this will need to be revisited. Upon approval specific students will need to be decided upon with appropriate stakeholders: SLT and Heads of Year. The 2020/21 academic year could now work as the pilot year giving the project an entire year to demonstrate success. On completion of the year an analysis will need to be made in order to make necessary adaptations and adjustments to the strategy. A mentoring programme will also need

to be created for the following year to ensure the students are still engaging, ensuring they do not once again become disconnected once their involvement in the project is over.

The Story Continued:

As the story will never have an official ending, I believe it is important to conclude with some further discovery and further opportunity for research, strategy and impact. Following the COVID19 pandemic schools and students have had to operate and learn in completely new ways. This has created barriers and challenges that our young people have never had to encounter before for generations. Learning from home has meant students are needed to be more independent, responsible and able to problem solve in order to succeed. They have also been forced to manage themselves, their time and their workload. This is where the potential impact of the engagement room is enormous, beyond just engaging boys. The process will force these students outside of their comfort zone where they will be challenged as both a student and as a person. An environment where failure can be challenged and accepted as a tool for improvement is one example of positive change both in and outside the classroom. As part of the project not all fundraising activities will be successful, and this will be embraced in order to ensure the next is better. A trait in disengaged boys is that they tend to give up rather than fail, therefore by ensuring the overall purpose of the Engagement Room is a success but carefully allowing failures to take place allows us as staff to work with the students to ensure they don't give up, to ensure they do keep pushing forward and to allow us to teach these students that failure is a necessary part of success. This skill will lead to them overcoming more barriers in the classroom leading to greater outcomes as result. Finally, if done correctly the relationship with these students and the teachers involved will go far deeper than that of a normal classroom teacher due to having been on this journey with the students. This will then create that needed connection with the school that will stand the test of time. To be continued...



STSA Leading with Impact Programme—Cohort 2

Supporting Slough staff to get ready for senior leadership

Leading with Impact is a programme designed and delivered by Slough Headteachers and SLT to prepare staff in our schools for senior leadership. It is an 12-month programme, beginning in January 2021 and ending in January 2022. The programme is designed to support cross-phase leadership collaboration.

The programme objectives are:

- to provide professional development for aspiring senior leaders so that they have the knowledge, skills and experiences to lead in a context that is volatile, uncertain, complex and ambiguous;
- to promote leadership learning and collaboration across Slough schools in order to enhance the education for primary and secondary pupils in Slough.

The programme outcomes will be:

- leaders who are ready, willing and able to take on additional whole-school challenges (the 'WHY')
- participant 'impact Initiatives' written up and published for dissemination across Slough schools (the 'WHAT')
- leadership learning presentations to school leaders (the 'HOW')

Suitable programme participants will be: established middle leaders; aspirant SLT; those with the potential to lead significant whole-school initiatives; leaders who have only experienced one school or a specific phase or context.

To apply to be a participant on the programme, please submit the following using this Form: <https://forms.microsoft.com/Pages/ResponsePage.aspx?id=2r5LQU61KkyYrII32nitAunIaoaT78BKoulVihPMZvJUODZVRTFJTk05RUZLWDBSQkROSEdPRkdDSS4u>

- A written application (no more than 300 words) stating why you would be a suitable candidate for this programme and how you and your school will benefit from undertaking this professional learning opportunity
- A supporting statement from your Headteacher

In applying, you are making a commitment to participate in all aspects of the programme, including attending the welcome meeting, all LeadMeet Twilight sessions (4pm—5:30pm); engage in coaching practice; attend a virtual SLT meeting; present your learning to an audience of headteachers/senior leaders; write up an impact initiative for dissemination across Slough schools.

Deadline for all applications: **9am on Monday 14th December 2020.**

Applications received after this time will not be considered.

Please only apply using the online form: <https://forms.microsoft.com/Pages/ResponsePage.aspx?id=2r5LQU61KkyYrII32nitAunIaoaT78BKoulVihPMZvJUODZVRTFJTk05RUZLWDBSQkROSEdPRkdDSS4u>

If you have any questions, please contact Louie Murphy (PA to Headteacher) at LMurphy@uptoncourtgrammar.org.uk or call 01753 522892