

## Leading Large Schools: Summary of Good Practice from Session 1

Chris Gibson	Eastlea Community School	<ul style="list-style-type: none"> <li>• How to empower all staff as change agents in a distributive (non-middle management) leadership school</li> </ul>
Soumick Dey	Riddlesdown High School	<ul style="list-style-type: none"> <li>• Small schools within schools</li> </ul>
Gordon Smith	Riddlesdown High School	<ul style="list-style-type: none"> <li>• Creating smaller learning communities</li> </ul>
Jane Crow	Cardinal Newman High School	<ul style="list-style-type: none"> <li>• Developing new vision for school under BSF (i.e. dividing school of 1800 into smaller unit) in order to maintain personal knowledge of students and raise standards</li> </ul>
Sue Cowans	Philip Morant School	<ul style="list-style-type: none"> <li>• House system – school within school</li> </ul>
Keith Parris	Broxbourne School	<ul style="list-style-type: none"> <li>• Personalised pathways</li> <li>• Focused use of data to raise standards</li> <li>• Cross-curricular teaching and learning</li> </ul>
Catherine St Ville	The Towers School	<ul style="list-style-type: none"> <li>• Learning communities</li> <li>• Small group advisories (mentoring)</li> </ul>
Peter Beaven	Norton Hill School	<ul style="list-style-type: none"> <li>• Pupil tracking in individual subjects and precise areas for feedback on area for development and how</li> </ul>
Mark Thompson	Norton Hill School	<ul style="list-style-type: none"> <li>• Leadership at all Levels</li> <li>• Developing an 'associate mentor' role for talented young staff in second year of teaching – supported and monitored by experienced 'lead mentor'. Will go on to coaching roles etc.</li> </ul>
Gill Smith	Oriel High School	<ul style="list-style-type: none"> <li>• Focus on learning through language and structure</li> <li>• Learning communities</li> <li>• Learning beyond lessons</li> <li>• Learning associates</li> <li>• Learning group chaired by AST –</li> </ul>

		coaching initiatives
Cat Mangham	Wootton Bassett School	<ul style="list-style-type: none"> <li>• Improving teaching and learning</li> <li>• Accountability of expectations</li> <li>• Ethos – creativity, risk-taking, empowerment</li> <li>• Use of specialist status</li> <li>• Rethinking CPD</li> <li>• Coaching</li> <li>• Innovation groups and initiative champions</li> <li>• Restructure SLT for T&amp;L</li> </ul>
Anthony Swift	Brays Grove School	<ul style="list-style-type: none"> <li>• Taking school from 24% - 55% A*-C over 5 years</li> <li>• From serious weaknesses to specialist school</li> <li>• 100 most improved schools, 2002-5</li> <li>• Artsmark Gold 2004, 2007</li> <li>• Big focus on developing literacy</li> </ul>
Damian Fox	St Thomas The Apostle School	<ul style="list-style-type: none"> <li>• Improving T&amp;L</li> <li>• Training School</li> <li>• Research</li> <li>• Observe teaching</li> <li>• Pupils' views ("How do they learn?")</li> <li>• Culture of observation</li> </ul>
Cathy McAllister	Theale Green Community School	<ul style="list-style-type: none"> <li>• House system –chance of focus for pastoral staff to support teaching and learning and student progress</li> <li>• Use of data/tracking</li> <li>• Training of pastoral leaders (MLT) to use data effectively</li> </ul>
Tom Campbell	John Cleveland College	<ul style="list-style-type: none"> <li>• Quality assurance through student progress-observing learning</li> </ul>
Judy McBlain	Carter Community Sports School	<ul style="list-style-type: none"> <li>• Current progress</li> <li>• Use of data</li> <li>• Tracking progress</li> <li>• Target setting</li> <li>• Future</li> <li>• Need to shift culture from teaching to learning</li> </ul>
Geoff Walker	Myton School	<ul style="list-style-type: none"> <li>• To encourage 'decision making' from all areas instead of all top down (to change perceptions).</li> </ul>

		<ul style="list-style-type: none"> <li>• School Improvement Plan is run/monitored by SIP groups who have real empowerment to make change and then BIG CELEBRATION at end (ie we have done this)</li> </ul>
Nigel O'Neil	Aylestone School	<ul style="list-style-type: none"> <li>• Building leadership capacity</li> <li>• Distributed leadership</li> </ul>
Sue Woodrow	Ayleston School	<ul style="list-style-type: none"> <li>• Seeing communication skills as fundamental to success. Implementing focus on reading, writing, speaking, spelling, ICT, appearance and listening for all teachers. Links very closely to AFL – forces/encourages interaction and engagement.</li> </ul>
Robin Blackley	Newark High School	<ul style="list-style-type: none"> <li>• Remodelling teaching allocations to suit student learning</li> </ul>
Angela Wang	Hellesdon High School	<ul style="list-style-type: none"> <li>• Tensions within pastoral/classroom systems</li> </ul>
Catherine St Ville	Towers School	<ul style="list-style-type: none"> <li>• Within school variation</li> <li>• Student voice – learning/lesson observation/school improvement/lesson feedback</li> <li>• Coaching by middle leaders</li> <li>• Bottom up school improvement</li> <li>• Action research</li> </ul>
Richard Bannister	Drayton Manor High School	<ul style="list-style-type: none"> <li>• Inclusion</li> <li>• Restructuring to form inclusion area</li> <li>• Integration of whole school strands</li> <li>• SLT focus exclusively on Year Group</li> <li>• Focus on BLP (teaching and learning)</li> <li>• Creation of Inclusion Centre</li> <li>• 70% drop in exclusion and significant improvement in behaviour</li> </ul>