



Leading Edge Annual Leadership Conference 2015

Park Plaza Riverbank, London

08 October 2015



Time	Activity	Room
09.00 – 09.30	Registration	Ballroom Level - 2
09.30 – 09.45	Welcome and Leading Edge programme updates Alex Galvin, Head of Curriculum and Achievement, SSAT Stephen Munday CBE, Executive Principal, Comberton Academy Trust	Ballroom Level - 2
09.45 – 10.15	Confident and creative leadership in the current education system Sir David Bell, Vice-Chancellor, University of Reading	Ballroom Level - 2
10.15 – 10.45	Confident and creative leadership in the current education system Sue Williamson, Chief Executive, SSAT	Ballroom Level - 2
10.45 – 11.15	Confident and creative leadership in the current education system Brian Lightman, General Secretary, Association of School and College Leaders (ASCL) Russell Hobby, General Secretary, National Association of Head Teachers (NAHT)	Ballroom Level - 2
11.15 – 11.40	Coffee	The Thames Suite
11.40 – 12.10	Update on school accountability measures Dr Tim Leunig, Chief Scientific Advisor and Chief Analyst, DfE	Ballroom Level - 2
12.10 – 12.30	Panel Discussion Confident and creative leadership in the current education system	Ballroom Level - 2
12.30 – 13.15	Workshop sessions (see workshop table for details)	Plaza suites Level - 4
13.15 – 14.00	Lunch	The Thames Suite
14.00 – 14.45	Workshop sessions (see workshop table for details)	Plaza suites Level - 4
14.45 – 15.30	Leadership lessons from UK Sport Baroness Sue Campbell CBE, Chair of UK Sport	Ballroom Level - 2



Workshop sessions

Times	Workshop	Room
12.30-13.15	Teaching Schools discussion group – initial teacher training Ani Magill, Headteacher, St John The Baptist School	Plaza Suite 5
14.00-14.45	Teaching Schools discussion group – supporting other schools Stephen Munday, Executive Principal, Comberton Academy Trust	Plaza Suite 5
12.30-13.15 & 14.00-14.45	Marking and feedback - Creating a dialogue for learning Chris Gill, Director of Chiltern Teaching School Alliance and Lynn Burrows, Assistant Headteacher at Denbigh High School and Chiltern Learning Trust	Plaza Suites 1 - 2
12.30-13.15 & 14.00-14.45	Introducing Assessment Without Levels to the key stage 3 curriculum (2014 innovation grant) Richard Gummery, Assistant Headteacher for Staff Development, Smestow School	Plaza Suite 8
12.30-13.15 & 14.00-14.45	Gordano's Learner Profile as part of our commitment to Pride – Achievement – Community (2014 innovation grant) Sophie Francis, Assistant Headteacher for Teaching and Learning, Gordano School	Plaza Suite 9
12.30-13.15 & 14.00-14.45	Using Lync to provide capacity to deliver maths teaching across a number of schools (2014 innovation grant) Mark Dawes, SLE in Mathematics, Comberton Village College	Plaza Suite 10
12.30-13.15 & 14.00-14.45	The Self Improving Teacher: Developing the “New Professionalism” through an approach to “Teacher Learning Communities” supported by new technologies. Simon Goodwin, Deputy Headteacher and Jay Durham, Assistant Headteacher, South Wirral High School	Plaza Suites 3 – 4
12.30-13.15 & 14.00-14.45	The Creative Curriculum Rebecca Drysdale, Headteacher and Oliver Smith, Head of Technology, Ilford County High School	Plaza Suites 6 - 7

Biographies

Speaker	Session information
<p>Sir David Bell, Vice-Chancellor, University of Reading</p> <p>Sir David Bell was born in Glasgow in 1959. He studied history and philosophy at Glasgow University. He obtained his PGCE from Jordanhill College of Education and a Master of Education from Glasgow University. He taught in primary schools in Glasgow, becoming a Headteacher in Essex.</p> <p>Between 1990 and 1995, he was Assistant Director of Education at Newcastle City Council, with a year as Harkness Fellow at Georgia State University, Atlanta.</p> <p>Sir David became an Ofsted team inspector in 1994, carrying out inspections in primary schools. By 2001 he was HM Chief Inspector of Schools in England.</p> <p>In 2006 he became Permanent Secretary at the Department of Education. As the most senior education civil servant in the country, Sir David served four Secretaries of State and three Prime Ministers.</p> <p>Sir David became a Knight Commander of the Order of the Bath (KCB) in 2011 and Vice-Chancellor of the University of Reading in January 2012.</p> <p>The University of Reading is a research-intensive institution, sitting in the Top 1% of universities worldwide. With 17,000 students, the University has five campuses; two in Reading, one in Henley, one in Johannesburg and - most recently - one in Johor Bahru in Malaysia.</p> <p>Reading is a broad-based university with teaching and research strengths across the sciences, arts, humanities and business. Its Institute of Education is one of the largest in the country.</p>	<p>The presentation will look at topical issues around the schools/universities interface.</p> <p>It will also touch on the common leadership challenges facing Headteachers and vice-chancellors.</p>

Brian Lightman, General Secretary, Association of School and College Leaders

Brian Lightman became General Secretary of the Association of School and College Leaders on 1st September 2010. He served as President of the Association in 2007-8.

Brian was Headteacher of St Cyres School - a large, mixed 11-18 comprehensive in Penarth, Vale of Glamorgan from 1999-2010. He taught MFL for 16 years in 3 comprehensive schools in the SE of England before becoming Head of Llantwit Major School in 1995.

Brian is acknowledged as an authority on the English and Welsh education systems. As an invited speaker he regularly contributes to seminars and conferences on education, leadership and governance and frequently appears in the media. Broad experience within the English and Welsh education systems includes extensive representation on UK and Welsh Assembly Government committees, being an external examiner and an Estyn inspector. Brian is a Patron of the National Citizen Service and serves on the boards of the Careers and Enterprise company and the PiXLEdge charity.

The Association of School and College Leaders (ASCL) is a leading professional body representing more than 18,000 school, college and system leaders across the UK.

ASCL members work in more than 90 per cent of secondary schools and colleges of all types, and are responsible for the education of more than four million young people. ASCL works to shape national education policy, provide advice and support to members and deliver first class professional development across the sector.

Confident and creative leadership in the current education system'

Brian will reflect on the opportunities and challenges facing school leaders in a rapidly changing policy context as they seek to move towards a genuinely self-improving system.

Russell Hobby, General Secretary, NAHT

Russell Hobby is general secretary of the National Association of Head Teachers. NAHT is the largest union for school leaders in the UK, representing over 28,500 members in every phase of education. Before taking up this post in 2010, Russell worked as a management consultant and in the software industry. Russell is also a trustee of the Brilliant Club, Teaching Leaders and the Teacher Development Trust. He is a member of the advisory board of Future Leaders, the management board for NAHT Edge and the Independent State School Partnership forum.

Matters of the Moment

<p>Tim Leunig, Chief Analyst, Chief Scientific Adviser and Special Adviser and Economic Adviser on Housing at DCLG.</p> <p>Tim is Chief Analyst and Chief Scientific Adviser at the Department for Education and economic adviser on housing, at DCLG. He is a member of the Government Economics Service. He is a Fellow of the Royal Statistical Society, the Royal Historical Society, and the Royal Society of Arts. He is also Associate Professor of Economic History at the LSE, on leave from that post for the next two years.</p> <p>The Department for Education is working toward a highly educated society in which opportunity is more equal for children and young people no matter what their background or family circumstances.</p>	<p>Confident and creative leadership in the current education system</p> <p>Tim will set out what schools need to know about how the new Secondary accountability system will work.</p>
<p>Chris Gill, Director of Chiltern Teaching School Alliance and Lynn Burrows, Assistant Headteacher at Denbigh High School and Chiltern Learning Trust</p> <p>Lynn has worked as a science teacher and school leader in a variety of schools in Bedfordshire. She also worked as a regional coordinator for the SSAT before returning to Denbigh as Assistant Head in charge of teaching and learning. She is an SLE with considerable experience of school to school support work. Chris moved from London as a languages teacher to become an adviser and inspector for Bedfordshire County Council and later Central Beds. He moved to Denbigh High School as a senior leader and has subsequently taken on the role of Director for Chiltern Teaching School Alliance, including the Chiltern Training Group (SCITT).</p> <p>Denbigh High School serves a community with high social deprivation and ethnic diversity in Luton. It became an Academy in 2010, and became part of the Chiltern Learning Trust in Partnership with Challney High School for Boys and Dallow Primary School in 2013. Adrian Rogers has recently been appointed as the new CEO of the Trust and under his leadership the Chiltern Teaching School Alliance is taking on a central role in the development of teaching and learning across and beyond the Trust.</p>	<p>Creating a dialogue for learning</p> <p>We will show how we systemised our assessment and marking practices across the whole school to ensure that pupils were able to take ownership of their learning. They have become used to a regular cycle of self, peer and teacher assessment, and this has led to pupils at our school regularly exceeding expected levels of progress. The school has been in the top two centiles for value added for the last three years. The systems that we will describe have been praised by external visitors to the school, including Challenge Partners, SSAT and Ofsted trained consultants. The outstanding practice at Denbigh has been further systemised across the Trust of Schools and beyond through work with the CTSA and the CTG SCITT</p>

Baroness Sue Campbell, CBE, Chair of UK Sport

Sue Campbell trained as a physical education teacher, taught in Manchester and lectured at Leicester and Loughborough Universities. During this time, Sue represented her country as a player, a coach and a team manager. She then went on to spend four years as a regional officer with the Sports Council (now Sport England) before moving to the National Coaching Foundation (NCF). Following 11 years as the Chief Executive of the NCF, she became Chief Executive of the Youth Sport Trust. In February 2005, Sue became Chair of that organisation.

Among many honours, Sue has received 10 honorary doctorates and in June 2003, Sue was awarded a Commander of the British Empire for her services to sport.

In April 2005 she was appointed as Chair for UK Sport, following 18 months as the Reform Chair. Sue held this position for two terms until April 2013, where she presided over Team GB and Paralympic GB's largest medal haul in living memory.

In December 2008 Sue was appointed to the House of Lords as an independent Crossbench Peer.

Sue was awarded the Lifetime Achievement Award at the 2012 Sunday Times Sportswomen of the Year Awards.

The session will consider what lessons were learned from the journey that took Great Britain's Olympic team from 10th to 3rd in the medal table in London 2012. It will focus on how we can move from good to outstanding through leadership, cultural change, creativity, collaboration and collective resilience.

Workshop sessions

Speaker	Workshop synopsis
<p>Ani Magill, Headteacher, St John the Baptist School Stephen Munday, Executive Principal, Comberton Academy Trust</p>	<p>Teaching Schools discussion group – initial teacher training / supporting other schools</p> <p>These workshops are informal sessions to provide current and aspiring teaching schools with an opportunity to discuss the approaches that they are taking to current challenges.</p> <p>Workshop one 12.30-13.15 – Focus on initial teacher training, chaired by Ani Magill Workshop two 14.00-14.45 – Focus on staff development – chaired by Stephen Munday</p>
<p>Richard Gummery, Assistant Headteacher for Staff Development, Smestow School</p> <p>Smestow School is a mixed comprehensive that converted to an academy in 2014. The academy trust selected has two other secondary schools and seven primary schools.</p>	<p>Introducing Assessment Without Levels to the key stage 3 curriculum.</p> <p>We looked at developing an approach to assessment that moved away from summative termly assessments to formative assessments looking at challenging all students to achieve their best. We used the innovation grant to pilot several approaches in different subjects through the final term of the last academic year. One example was the use by PE of Bloom's Taxonomy to distinguish the different depth of knowledge.</p>
<p>Sophie Francis, Assistant Headteacher for Teaching and Learning, Gordano School</p> <p>As Assistant Headteacher for Teaching and Learning, I am interested in how best to create a coherent and challenging, yet supportive, learning agenda across all the key stages to provide the best possible learning experience. This involves leading professional development for our staff; training programmes on offer to local schools; innovation T&L projects; quality assurance with our Heads of Faculty and our Challenge and Potential Programmes for more able students. Additionally, I am a governor and Chair of Standards and Curriculum at one of our feeder primary schools, which has been really important in developing cross phase links between our schools.</p>	<p>Gordano's Learner Profile as part of our commitment to Pride – Achievement – Community</p> <p>The presentation will tell the story of how we came to design and launch a web-based Learner Profile, designed to enable students to reflect on and exemplify their development as Learners from Year 7 to Year 13.</p> <p>The profile has been supported by a Leading Edge Innovation Grant and this, along with our Effort Agenda and Extra Programme was recognised by the Department For Education when we were announced as a Regional Winner for the Character Awards in March 2015.</p>

Gordano School is an 11-18 mixed comprehensive academy in the ever growing coastal town of Portishead, about ten miles West of Bristol. Past specialisms include Training School, Technology College Status, Leading Edge (1st cohort) and Lead School for Gifted and Talented.

We have nearly 2000 students on roll, with just over 400 of these in the Sixth Form. Our House system and separate Year 7 with a 'small school' for our weakest students gives the school a much more intimate feel than the numbers suggest.

As part of the North Somerset Teaching Alliance with 3 designated SLEs, we offer various training programmes to staff across the region, such as a Middle Leadership Programme; Outstanding and Improving Teacher Programmes; Mindsets and Aspiring Senior Leader training.

Mark Dawes, SLE in Mathematics, Comberton Village College

Mark teaches at Comberton Village College in Cambridgeshire, where he has been Head of Maths, AST and SLE. He is also seconded to teach part-time on the secondary mathematics PGCE course at the Faculty of Education, University of Cambridge. He recently co-authored a problem-solving textbook and has particular interest in teaching problem-solving and using ICT in effective ways.

Comberton Village College is a large, rural school close to Cambridge. Having been an 11-16 school for 50 years, about 5 years ago we opened a sixth form. The College is now part of the Comberton Academy Trust and teachers work closely with colleagues in two local school and a school in Peterborough. Cambourne Village College was started within our catchment area, with colleagues travelling across to teach there during its first two years of operation. Cambourne recently received an 'outstanding' rating in its first Ofsted inspection. Comberton Village College is the lead school for the Cambridge Maths Hub.

Collaborative Mathematics via Skype

This workshop will share how free technologies can be used to provide maths teaching across a number of schools.

This session comes from work I did that was funded by a Leading Edge Innovation Grant. It involved gifted and talented mathematicians in year 8 in three different schools carrying out collaborative mathematics activities using Skype and OneNote. The session will share the key ideas that underpinned this successful work, some of the activities that were used, where this work could lead and also potential pitfalls to avoid.

Teachers and pupils were very excited about being involved and we intend to expand this work next year.

There is scope for this to be used in other subject areas as well.

<p>Simon Goodwin, Deputy Headteacher and Jay Durham, Assistant Headteacher, South Wirral High School</p> <p>Simon has been Deputy Head for 3 years, having previously been Assistant Head at South Wirral. Before that Simon was Head of History and Head of Humanities at Great Sankey High School in Warrington and a teacher at Buile Hill High School in Salford.</p> <p>Jay’s current role is Assistant Headteacher at South Wirral. Previous roles at South Wirral include being consultant Head of English and Head of Physical Education. Prior to working at South Wirral, Jay taught at Knottingley High School in West Yorkshire and Maricourt Catholic High School in Sefton as a PE teacher and school sport co-ordinator.</p> <p>South Wirral High School is an 11-18 co-educational comprehensive in the Wirral.</p>	<p>Our focus is – The Self Improving Teacher: Developing the “New Professionalism” through an approach to “Teacher Learning Communities” supported by new technologies.</p> <p>Our approach aims to:</p> <ul style="list-style-type: none"> • Cultivate leadership as concept to which everyone contributes (“human capital”) • Provide an programme of INSET that supports teachers individual needs • Allow teachers to peer coach each other with time for reflection (“social capital”) • Engage with wider reading and action research in the classroom • Share the learning through new technologies • With accountability and evidence of impact
<p>Rebecca Drysdale, Headteacher and Oliver Smith, Head of Technology, Ilford County High School</p> <p>Rebecca Drysdale is Ilford County High’s new Headteacher having been appointed in April 2015. Prior to this Rebecca has been teaching for over twenty years in a variety of schools in and around London.</p> <p>Oliver Smith has been teaching in Herts and Essex for over eleven years. Oliver is Head of the Technology Department and teaches Product Design and Engineering.</p> <p>Ilford County High School is a selective secondary grammar school for boys located in the Barkingside area of the London Borough of Redbridge. We are a local authority school and entrance is via the 11+ examination.</p>	<p>The Creative Curriculum</p> <p>Our students are intelligent young men, who generally get excellent examination results. We noticed that despite being well qualified some of our students were not able to access courses at selective universities. This led us to start to examine the skills set that our students had and perhaps more importantly the skill set they didn’t have! From this the ICCHS Habits of Mind and Creative Curriculum were born.</p> <p>Following the last project staff commented on students’ ability to vocalise their thoughts about their learning, their greater skills in problem solving and improved organisational and self-reflection skills. The students commented on their enjoyment of the projects, their improved communication skills and how they had had to think creatively and use their imagination to think about different scenarios.</p>