

LEADING EDGE LEADERSHIP CONFERENCE

2016

LEADING THE SYSTEM

7 October 2016

 #SSATLE16

ssat the schools, students
and teachers network



LEADING EDGE LEADERSHIP CONFERENCE

LEADING THE SYSTEM

WELCOME

We are delighted that you have been able to join us at today's conference. Leading Edge is a vibrant network of high-performing schools and we hope that today will be a good opportunity for you to meet like-minded colleagues from across the country.

We have a varied and interesting agenda focusing on the theme of 'Leading the system'. We recognise that the nature of school leadership has changed significantly in recent years,

particularly for headteachers and senior leaders in high performing schools. These changes have brought challenges but also interesting opportunities for ambitious leaders. We hope today will offer interesting reflections on leadership development plus an opportunity to share practical solutions with colleagues from within the network.

Lastly, just a reminder that the Leading Edge team are always happy to support you in

making useful contacts within the network. Do come and talk to us today, or call or email us once you're back in school and we can support you in connecting and collaborating with colleagues across the network. You can reach us on **020 7802 2300** (ask for the Leading Edge team) or on **leading.edge@ssatuk.co.uk**.

Best wishes
The Leading Edge team

PROGRAMME

09:00
REGISTRATION

Room
BALLROOM

09:30
WELCOME AND UPDATE
The revised offer for Leading Edge schools and the Framework for Exceptional Education.

Room
BALLROOM

09:45
WORLD CLASS THINKING,
WORLD CLASS BEHAVIOUR

Room
BALLROOM

Penny Mallory, former rally champion, sports psychologist & TV presenter

Penny will use her experience as a world class rally driver and sports psychologist to explore how your mindset is vital for success. She expounds the importance of building and developing a team with one clear aim: combining individual talents to reach the ultimate goal of world class performance. She will challenge you to re-think existing structures, behaviours and cultures, highlighting how you can install high performance skills and behaviours, and help team members adopt the right mental approach.

10:30
A CHARTERED COLLEGE
OF TEACHING

Room
BALLROOM

Professor Dame Alison Peacock, Executive Headteacher, Wroxham School and CEO Designate for the Chartered College of Teaching

Dame Alison will discuss the opportunities and challenges of introducing a new Chartered College of Teaching. She will describe the emerging vision for the College and her conviction that building a unified, intelligent voice for the profession is needed within a school led system.

11:10
BREAK

11:30
WORKSHOP SESSIONS
See pages 4-5 for details.

7 October 2016,
Radisson Blu Portman, London

12:15
WORKSHOP SESSIONS
See pages 4-5 for details.

13:00
LUNCH



14:00
LEADERSHIP PANEL:
HOW DO WE BEST LEAD THE
SYSTEM GIVEN THE CURRENT
OPPORTUNITIES AND CHALLENGES

Room
BALLROOM






Steve Munby, CEO, Education Development Trust
Daniel Belcher, Senior Education Lead, SSAT
Leora Cruddas, Director of Policy and Public Relations, ASCL
Stephen Morales, CEO National Association of School Business Management
Tom Clark, Chair, FASNA

15:30
EVENT CLOSE

WORKSHOP SESSIONS

TIME	WORKSHOP SESSION	ROOM
11:30 & 12:15	<p>FRAMEWORK FOR EXCEPTIONAL EDUCATION – FIND OUT MORE ABOUT HOW YOU CAN GET INVOLVED</p> <p> Kike Agunbiade, Senior Education Lead, SSAT</p> <p>The Framework for Exceptional Education is SSAT's flagship school improvement framework. It offers a principled approach to school improvement that takes you beyond statutory inspection frameworks.</p> <p>As a Leading Edge school, you can receive accreditation for 'transforming in' practice within the framework at no extra charge.</p> <p>In this workshop you will receive an introduction to the framework, hear from schools that are using it and find out how to get involved.</p>	DEVONSHIRE
11:30 & 12:15	<p>UNDERSTANDING PROGRESS AND SCHOOL PERFORMANCE MEASURES</p> <p> Dr Tim Leunig, Chief Scientific Adviser and Chief Analyst, DfE</p> <p>Back by popular demand for the third year running. Tim is the chief analyst at the DfE and has an unrivalled understanding of school performance measures and mechanisms for measuring progress.</p> <p>This session will offer an update on changes to school performance measures and an opportunity to ask any questions you may have.</p>	BALLROOM

NB: ALL WORKSHOPS RUN TWICE

TIME	WORKSHOP SESSION	ROOM
11:30 & 12:15	<p>HOW DO WE ENSURE EXCELLENT LEADERSHIP DEVELOPMENT AND QUALIFICATIONS?</p> <p> Stephen Munday, Executive Principal, Comberton Academy Trust  Daniel Belcher, Senior Education Lead, SSAT  Dr Peter Kent, Headteacher, Lawrence Sheriff School and former president of ASCL</p> <p>A workshop and discussion on what the system needs in terms of leadership programmes and qualifications moving forward. This includes a discussion on views about the future of the NPQs.</p>	BRYANSTON
11:30 & 12:15	<p>MIDDLE LEADERSHIP DEVELOPMENT</p> <p> Darren Turner, Principal, Tudor Grange Academy</p> <p>This workshop will explore the development of teachers, especially from middle to senior leadership, using non-judgemental and developmental quality assurance tools with an organic CPD programme tailored by the staff and for the staff both in the academy and the trust.</p>	SEYMOUR
11:30 & 12:15	<p>MAKING EVERY LESSON COUNT</p> <p> Shaun Allison, Deputy Headteacher, Durrington School</p> <p>Last year, Shaun Allison and Andy Tharby wrote the book <i>Making every lesson count</i>. They wanted to write a book that combines the evidence from educational research, with the wisdom from the very best teachers they have worked with, to come up with a framework for great teaching. They think they have done this. This session will explore the background of the book and the six pedagogical principles that the book focuses on.</p>	BERKELEY

SPEAKER BIOGRAPHIES



PENNY MALLORY

Penny Mallory is a former rally champion, performance coach and TV presenter. Penny was the first woman to compete in a world rally car (the Formula 1 of Rallying) and went on to become one of the UK's top rally drivers. Penny is also a trained sports psychologist and has worked extensively with elite sports teams to maximise their performance.

As a motoring expert, she has presented many high profile TV shows including the hugely successful Channel 4 shows *Driven*, *World Rally Championship*, *The Used Car Roadshow*, *Accident Blackspots*, *Discovery's Classic Car Club*, and *The Road Show* amongst many others.

She is also a qualified performance coach and sports psychologist and consults with large organisations and elite teams (including Formula 1) and individuals on their attitude, approach and mental performance. Penny also hosts workshops focusing on mental approach, team work, communication and performance.

As a sought-after motivational speaker, Penny shares the ups and downs of her story, inspiring audiences to achieve greater things for themselves. Despite being told she was the 'wrong sex' and 'too old', she became a rally

champion. Her unique and inspirational story shows there is no limit to what you can achieve with determination, focus and commitment.

The story started when Penny was just fourteen. Leaving home and never to return, she found herself in London, seeking a better life, but spent nearly two years in homeless hostels. As Penny's life was by now completely out of control, she realised that she alone could take control of her life, and in time worked her way to becoming a sound engineer and a graphic artist. A chance event allowed her to realise a childhood dream of driving a rally car and she was hooked.

Penny takes her physical fitness very seriously and is currently training for her first Triathlon. She is also a marathon runner, cyclist, boxer, polo player and mountaineer – and completed a successful ascent in 2008 of the tough north face of Europe's highest mountain, Mount Elbrus. In order to practice what she preaches, every year Penny pushes herself to achieve something she never thought she could.

Her self-development book *Take Control of Your Life* has received outstanding reviews, reaching the number 2 ranking in two Amazon categories.

Professor Dame Alison Peacock DL, DLitt, MEd, BA, is author of *Assessment for Learning without Limits* (2016) and co-author of *Creating Learning without Limits* (2012). Research into Learning without Limits explores an alternative improvement agenda; identifying key dispositions for school leadership where every child and adult is valued and where no one is labelled by so-called

'ability'. Dame Alison has worked in partnership with educational researchers to document her innovative work as a teacher and creative school leader. Throughout her career, Dame Alison has sought to teach and lead in a manner that encourages the voice of the child, building a trusting environment for dialogue that enriches understanding and builds communities of lifelong learning.

THE FRAMEWORK FOR EXCEPTIONAL EDUCATION (FfEE)

Last year we undertook an extensive review of the Leading Edge offer. One of the most important changes that we made was to embed FfEE at the heart of the programme – we have worked with a pilot group of Leading Edge schools to develop a structure that offers new ways to collaborate and recognition for the exceptional work that is going on in your school.

Leading Edge schools have an exclusive opportunity to be accredited as 'transforming in' in particular strands of the framework. The accreditation is built into your Leading Edge membership and there is no additional charge to apply.

Even if you do not want to apply for 'transforming in' status at this stage, please do make use of the framework. Feedback from schools that have already engaged with it has been extremely positive – people feel that it has offered their team a different lens through which to discuss their current practice and that it is refreshing to work with a framework that takes them beyond Ofsted.

Framework for Exceptional Education: A journey to world class

PROFESSIONAL KNOWLEDGE OF THE CLASSROOM

<p>Effective learning behaviours</p> <p>This includes skills, language, behaviour and responsibility. It would be expected that students would at times lead their own learning.</p>	<p>Climate for learning</p> <p>This includes learning environment and relationships.</p>	<p>Variety of teaching approaches</p> <p>This includes questioning and thinking skills, learner collaboration, assessment, personalisation, innovation and technologies.</p>	<p>Culture of reflection</p> <p>This includes teacher and student as reflective learners.</p>
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PROFESSIONAL DISCIPLINES

<p>Principled curriculum design</p> <p>This includes the role of vision, stakeholders and data analysis in curriculum design.</p>	<p>Engaging with evidence and research</p> <p>This includes research, critical thinking and application as part of evidence-based practice.</p>	<p>Engagement with key stakeholders</p> <p>This includes knowledge of stakeholders and moving from communication to embraced co-construction and engagement.</p>
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STRATEGIC LEADERSHIP OF LEARNING

<p>Leadership through moral purpose</p> <p>This includes vision, values, beliefs and communication, and principled action.</p>	<p>Professional learning</p> <p>This includes professional development, coaching, mentoring, career progression and relationships with the wider profession.</p>	<p>Systems: use of assessment, data, policies and monitoring to support teaching and learning</p> <p>This includes assessment, monitoring, data, policies, observation and performance management.</p>
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“ This framework has revolutionised our work as a leadership group in terms of the conversations we have about school improvement across the school. It has become a standing item for reflection on our leadership group minutes and has led us towards a more creative and reflective dialogue with our middle leaders. This in turn is already inspiring colleagues across the school to come up with creative solutions and strategies for improvement. ”

The Corsham School

DON'T MISS OUT ON THE OPPORTUNITY TO APPLY AS 'TRANSFORMING IN...' IN ONE OR MORE STRANDS

Submit your application between **28 November and 16 December 2016**

Strand	Beginning	Developing	Embedding	Transforming
Effective learning behaviours	Students and teachers show an awareness of the skills and attributes of an effective learner. This is demonstrated in some lessons and across some wider school activity.	Students and teachers explicitly practise and develop their skills and attributes in the vast majority of lessons and are able to identify when others model these. Students and teachers are aware of the learning language used by their school and use key language in their explanations..	Students and teachers demonstrate effective learner behaviours across all lessons and take on responsibility for each other's learning in their classrooms. Students and teachers confidently discuss and reflect on learning, skills and attributes in lessons as well as subject content. Students and teachers use both subject specific and key language for learning and assessment.	Students and teachers demonstrate effective learner behaviours both within and beyond their own classrooms. Students and teachers act as lead learners and are able to take responsibility for setting expectations for themselves and others in terms of learning routines and team collaboration, whilst becoming experts in specific areas of knowledge.
Climate for learning	Effective relationships are developed between teachers and students that work to promote high expectations. Teachers and students are aware of how the environment can promote learning.	Relationships across the school are built based on mutual respect and agreed expectations, establishing good routines for student behaviours. Environments promote learning and are stimulating, including elements of interactivity. Spaces around the school are well organised, and student learning is clearly valued. Classroom management ensures that the majority of students are focused on learning, and incorporates both student and teacher leadership in doing so.	Good relationships are established with students, who collaborate well with each other. There is a positive, respectful and courteous learning climate. Expectations of students are consistently high. Environments are stimulating, reflecting both student learning and strategies to enable them to move on. Classroom management ensures effective learner behaviours that enable them to reflect on how, as well as what, they are learning.	All staff establish excellent working relationships with students. High levels of trust ensure interactivity and learning dialogue, which challenges and extends students to apply, evaluate and create. Students respond well to the high level of challenge and expectations in a climate where they have high self-confidence and self-esteem so that they are able to take risks with their learning. The environment ensures students are able to develop and access the strategies/solutions needed to move on independently of teacher instruction. Classroom management is characterised by highly collaborative and respectful relationships; student interactivity is the norm. Students routinely reflect on how they learn and undertake this through a range of contexts and methods.
Variety of teaching approaches	Teachers are open to considering new approaches that will improve the quality of student learning and engagement. Teachers develop resources to meet identified needs in the immediate classroom. Students give simple verbal and written feedback when reviewing learning. Some use of questioning is made to aid learning.	Teachers have a clear understanding of what makes effective teaching and how it can raise standards. Teachers frequently use a wide range of approaches where appropriate to improve students' learning skills. Questioning techniques are being developed to increase the number of high-order questions with strategies for whole class engagement and response being trialled. Students use both peer- and self-assessment to set targets for improvement against the teacher's success criteria/learning outcomes.	Teachers can select the most appropriate strategy/activity to maximise learning in a specific context. Learning activity is characterised by a variety of strategies, which challenge all students to explore and develop their learning skills. Questioning techniques are embedded into classroom practice. Wide varieties of questions are asked, with students producing high-quality answers, having been given appropriate thinking or discussion time. Routines for whole class engagement are established. Students understand how assessment for learning is used to develop and extend their ideas. They demonstrate this via discussion and written feedback, individually and collaboratively, using peer and self-assessment against appropriately challenging learning outcomes.	Teachers use creative/imaginative strategies and techniques to engage, extend and challenge all students appropriately. Innovative practice is shared and coached within the school to ensure a consistent approach across the curriculum, using a shared language for teaching and learning. Questioning to improve learning is embedded. Students lead in creating and providing questions to stimulate dialogue and conceptual understanding. Students establish their own success criteria for activities they have designed to apply their understanding. They select the assessment and feedback tools most relevant to their chosen activity.
Culture of reflection	Teachers sometimes reflect on their practice and explore new pedagogical approaches. Teachers are aware of activities that can promote learning skills.	Teachers reflect on their practice and research new approaches in depth. Teachers develop and share resources to meet a need identified within the immediate classroom, and share this with colleagues and/or their immediate team. Teachers plan for the development of learning skills in lessons and are developing their own toolkit of strategies. Students are starting to respond positively to different teaching and learning strategies and to understand how these can help their learning.	As a result of reflecting and researching, teachers develop ideas based on sound pedagogy and knowledge. Teachers trial and evaluate resources and training materials for the purpose of meeting a student need identified with a group of colleagues outside of their immediate team. Teachers explicitly teach and model the skills of learning in lessons, using a wide variety of strategies to deepen students' thinking and reflection on learning. Students are enabled to apply their understanding using a variety of approaches. Students independently select the resources they need and are able to complete work at home independently of the teacher.	As a result of reflecting and researching, teachers develop ideas and resources based on sound pedagogy and knowledge. Teachers trial, evaluate and refine resources that are transferable both within and outside the school, to have a positive impact on student learning regionally or nationally. Students are enabled to become experts/coaches for their peers. Learning skills are embedded across the school. Students are able to select the most effective strategy or resource from a range, and apply it to a given task or an activity which they have designed. Students are able to transfer these skills across curriculum areas, using them to deepen their understanding of themselves as learners as well as subject knowledge.

Strand	Beginning	Developing	Embedding	Transforming
<p>Principled curriculum design</p>	<p>The curriculum offer meets all statutory requirements and is subject to a regular review process. There is evidence of planning for progression across key stages in many subjects. Curriculum planning operates within a clear structure and takes into account how staff might best be deployed. Some opportunities for learning outside the classroom are offered by subjects and year groups.</p>	<p>There is a whole-school approach to curriculum that considers progression across key stages and monitors consistency between subjects and year groups. The curriculum offer is regularly reviewed and the views of a wide range of staff are considered. The curriculum framework offers sufficient flexibility to provide for effective deployment of staff. There is a variety of opportunities for learning outside the classroom and the value of these is recognised. Consideration is given to effective use of home learning as well as extra-curricular activities.</p>	<p>There is a clearly articulated, whole-school approach to curriculum, which is founded on a set of principles and values. These values are evident across the school, in all subjects and key stages. Senior staff can evidence how the curriculum offers breadth and challenge for all students. The curriculum offers the flexibility needed to meet the needs of different groups of students. Decision-making is driven by the needs of students. There is a clear and structured review process, which considers the extent to which the curriculum offer is enabling all students to make progress and takes into account the views of all stakeholders.</p> <p>Curriculum planning takes into account the need to develop skills and behaviours across subject areas and ensures that these are not left to chance. It is recognised that students' experiences in and out of the classroom contribute to the curriculum offer and consideration is given to participation rates. Effective provision is made for home learning.</p>	<p>The approach to curriculum is holistic, coherent and integrated. Decision-making is driven by a clearly articulated vision, which is shared by the whole school community. The core values are evident across all stages and in all subject areas. All stakeholders can recognise how these principles shape the curriculum.</p> <p>The curriculum offer is highly personalised and is subject to an on-going and rigorous review process, which analyses the effectiveness of the curriculum in meeting the needs of all students. All staff and students understand how the curriculum works to meet the needs of every student. Decision-making about curriculum is informed by a rigorous analysis of data and the wider ambitions for teaching and learning.</p> <p>The curriculum offer is aspirational – designed to maximise opportunities for all students and reflect the high expectations of all students. Thinking about curriculum recognises the broader development of students and the importance of learning both in and outside the classroom and within and across subject areas. Structures are in place to ensure that all students can access the full curriculum offer and take-up of opportunities outside the classroom are monitored.</p> <p>All staff recognise their role in ensuring the quality of the curriculum offer and understand that outstanding teaching and learning is at the heart of a world class curriculum.</p>
<p>Engaging with evidence and research</p>	<p>Teachers know that it is important for them to engage in evidence and research to develop their professional skills. Some staff are engaged with research projects. Staff read around their subject to develop their pedagogical and subject knowledge. Research and evidence is used to help change teachers' practices.</p>	<p>Teachers understand the different types of evidence they can look for to develop their professional skills. Some staff are engaged in research projects, working with colleagues to develop specialist knowledge. Attempts are made to engage with academic research, which is linked to teachers' own research.</p> <p>Engagement with evidence and research is systematic, with impact on students as the main priority. Research projects are strategically chosen based on an identified need.</p>	<p>Teachers understand that engaging with research and evidence is part of their professionalism. Teachers and leaders work together on research projects, and share knowledge across the school. There is increasing rigour in the research being conducted, with staff's own research literacy improving.</p> <p>There is a clear link between teachers' engagement with evidence and research, and their own practice, and on students' learning. Research projects and reading are chosen based on school priorities.</p>	<p>A belief that engaging with evidence and research is embedded in the professional culture of the school. Teachers' own practice is inextricably linked to a wide range of evidence. Teachers and leaders collaboratively reflect on their practice through action-research projects or other approaches. Knowledge is shared within and beyond the school. Staff adopt rigorous and critical approaches to evidence and research, challenging assumptions and beliefs.</p> <p>Engagement in evidence and research has a tangible impact on teachers' practice and on the outcomes for students. School leaders are committed to supporting staff to read and research, and as such, there is a culture of innovation throughout the school. The research has a clear link to school priorities and needs.</p>
<p>Engagement with key stakeholders</p>	<p>There is regular identification of opportunities and about effective practice for engaging with key stakeholders.</p> <p>Opportunities identified which exist to support the curriculum lifelong learning / career development, including remote connection to outside guidance. Links with employers and local businesses exist and there is evidence of their contribution to the wider curriculum.</p> <p>Technology, online communications and social media are used to provide information to parents and engage them in participation with the school. Some stakeholders may remain outside the schools reach.</p>	<p>There is a strategic plan to assess degree of and barriers to, stakeholder engagement, and implementation work underway to address these.</p> <p>Work is undertaken with a breadth of stakeholders that bring a variety of qualities / assets to the schools and individuals (parents, governors, employers and agencies). There is developing use in the planned and wider curriculum of links with other partners and stakeholders – both relating to experiences students will have had before coming to the school, and those that they will go on to have after they have left the school.</p> <p>Communication flow is largely one way although the engagement may be more detailed at key times of the year (employers in careers, community in enrichment day, parental information events). There is use of technology, social media and the school website to inform and enhance engagement.</p>	<p>There are structured and agreed activities based on an ongoing strategic analysis of need and provision. There is regular evaluation of impact and action planning.</p> <p>Evidence of interactive engagement can be seen through key stakeholders involved in key decisions, strategic discussion and planning. Student and parent feedback and contributions are proactively sought and used to inform improvement planning at regular intervals, including opportunities that provide proactive guidance on how to support and engage learning.</p> <p>There is positive and proactive use in the planned and wider curriculum of links with other partners and stakeholders – both relating to experiences students will have had before coming to the school, and those that they will go on to have after they have left the school. Technology is used to remove barriers to engagement: homework, appointment booking, survey and feedback capture.</p>	<p>There are excellent positive and proactive relationships, strategic engagement and effective use of all stakeholders related to evaluated needs of students and clear learning outcomes both in the examined curriculum and in identified wider outcomes.</p> <p>There are embedded and focused relationships with a wide and inclusive range of partners and stakeholders – both relating to experiences students will have had before coming to the school, and those that they will go on to have after they have left the school. These focus on clear learning outcomes and intentions centred on the student's individual needs and trajectories. Student, parent, and governor involvement are a proactive part of regular feedback and the improvement planning cycle.</p> <p>There is proactive and creative use of media and technology to reach and engage relevant audiences locally as well as regionally, nationally or further. All relevant groups of stakeholders have been reached due to effective use of resources and strategic action designed to meet the needs of these groups.</p>

Strand	Beginning	Developing	Embedding	Transforming
<p>Leadership through moral purpose</p>	<p>There is a teaching and learning vision, which is being translated into actions by senior and middle leaders and a number of stakeholders, are working towards it, mainly short term.</p> <p>Self-evaluation takes place and links to performance management. Staff engage effectively with other schools to enhance practice within the school.</p> <p>Leaders are developed and supported as they take on increased responsibility. Staff share ideas and approaches to leadership.</p> <p>Change projects are managed well, with a focus on short-term successes.</p>	<p>The school vision is well communicated so that all staff share and see the benefit and this is reflected in whole school, subject and year group policies and practice.</p> <p>Consistent approach to self-evaluation is linked to appropriate targets for improvement. Cross-school working is used to improve practice and student outcomes.</p> <p>Opportunities are provided for talented future leaders to build leadership skills through an effectively distributed leadership approach.</p> <p>Staff engage in leadership theory, using evidence-based practice to inform their working behaviours. There is a commitment to developing leaders of the future. Change is managed effectively including through using planning tools for short, medium and long-term projects.</p>	<p>The school vision collaboratively formed with staff, so that all staff share ownership and are determined to see it reflected in their behaviours and actions/values and the agreed teaching beliefs of the school. Consequently morale is high and staff act in accordance with its key principles.</p> <p>All staff review their own contribution regularly and actively assess impact. Leaders foster collaboration within and across schools to share best practice and improve outcomes.</p> <p>Clear and planned career pathways for leaders at all levels, with regular opportunities for development. High quality leadership at all levels leads to motivated staff.</p> <p>Leaders have a deep knowledge of evidence-based theory and have well-considered personal ideas on effective leadership. Leaders work with the wider system to develop other leaders. Highly skilled leaders, with staff buy-in and engagement, effectively manage change. Staff ownership of change is secured through effective communication.</p> <p>High-quality expertise in place for all functions of the school.</p>	<p>Vision, values and beliefs are enacted and embedded in the actions of all stakeholders. The school/ academy ensures regular review and monitoring to ensure it is seamlessly translated into actions that the community feel ownership of. The values and beliefs of the school/academy are instilled into all aspects of school life, transitions and school partnerships, influencing decision making at every level of the organisation.</p> <p>Internal self-evaluation is effectively systemised, and valued and embraced by all staff as a continual process that promotes reflection and genuine school improvement.</p> <p>Schools drive system leadership by committing to work with all education stakeholders at a local, regional, national and international level. Purposeful, committed engagement to improve all schools and the wider system. Communicating and presenting thought leadership through a range of channels to a range of audiences.</p> <p>Clear approach to progression planning, developing high quality leadership capacity for the school and the system. Staff are highly motivated and committed to their career development. School-wide engagement in leadership theory promotes active discussion on best practice and the latest thinking and research. Staff inform their leadership behaviours with evidence and role model highly effective leadership at all times. There is a commitment to transform the leadership of others, across all schools and contexts.</p> <p>Change is an ongoing process of staff-led school improvement. Distributed leadership is continually raising standards to stretch and develop staff. All change projects are expertly managed using consistent and shared approaches. Unrelenting focus on teaching, learning, and school improvement. Support other schools in ensuring similar efficiencies in their own context.</p>
<p>Professional learning</p>	<p>A programme of professional learning opportunities is available to all staff. Targeted support is available to newly qualified teachers and new members of staff.</p> <p>Collaboration is encouraged within subjects and year groups and structures are in place to support this e.g. time allocated to support peer observation.</p>	<p>A comprehensive programme of professional learning opportunities is available to all staff, including non-teaching staff. The programme is planned over a full year to ensure that there is effective use of time and sufficient breadth. Performance management and feedback from self-evaluation processes informs the focus areas for the year.</p> <p>Focused support is available to staff with particular development needs - e.g. those seeking promotion.</p> <p>The offer includes optional activities and support alongside mandatory training and meetings. Provision is made for coaching and mentoring for some staff.</p> <p>Collaboration is recognised as an important tool for staff development and there are structured opportunities for this to take place both within and across subjects and year groups. Teachers are comfortable in working collaboratively and modelling good practice with colleagues. Formal and informal opportunities for sharing effective practice are planned for.</p>	<p>Collaboration is at the heart of professional learning and meaningful opportunities to collaborate are well established. Collaboration is dynamic and innovative, providing the driving force for school improvement. Joint practice development is an integral part of school life; lesson observation is used as an opportunity for professional learning between peers.</p> <p>The professional journey of every member of staff is a key priority and each individual is supported in taking control of their own development and accessing support appropriate to their needs. The professional learning offer is flexible, comprehensive and continually reviewed for impact.</p> <p>There is a high level of trust amongst the staff and collaboration within and across subjects and year groups occurs organically. Previous work around professional learning has created an enquiring culture in which staff are excited about teaching and learning and motivated to build their expertise. Staff develop their own practice through a wide variety of bottom-up initiatives, offering extensive opportunities for collaborative work. Effective self-evaluation processes ensure that whole school priorities are addressed without the need for top-down directives.</p>	<p>Collaboration and joint practice development are integral parts of school life that could be observed every day.</p> <p>Over many years, the school has proved effective in supporting the professional learning of staff at all levels and many people may have gone on to headship.</p> <p>Staff have a willingness to share and collaborate beyond their school and location, engage regularly with colleagues regionally and nationally or internationally, both online and in person.</p> <p>Numerous members of staff support the professional learning of colleagues within other schools and the impact of their work can be evidenced. The school may well act as a hub for professional learning – offering support and training to large numbers of teachers. The school shares their learning widely and may have had aspects of their work published or showcased nationally or internationally.</p>

Continues on next page

Strand	Beginning	Developing	Embedding	Transforming
<p>Systems: use of assessment, data, policies and monitoring to support teaching and learning</p>	<p>Teachers are aware of student prior performance and set appropriately differentiated learning objectives</p> <p>Teachers mark work and give guidance for improvement. A teaching and learning policy is in place that provides guidance of whole-school expectations and is followed by staff. Monitoring procedures are in place.</p> <p>Teachers use prior and baseline data to help them plan clear learning objectives for all students. Their recording of assessment ensures that they have a clear idea of the progress their students are making.</p>	<p>Teachers use student data effectively to plan appropriately differentiated learning. Students know their target and progress data and are beginning to respond to feedback in marking to make better progress towards targets. Teacher marking and feedback give clear guidance on how to improve. It is frequent and accurate in line with the school's policy.</p> <p>School policies cover all key areas of teaching and learning that reflect the school's vision for improvement. They reference school priorities and are reviewed every 2-3 years. Evidence of their impact can be seen in all classrooms.</p> <p>A monitoring and evaluation schedule is developing at senior and middle leadership levels. There is some consistency between school and subjects and year groups improvement planning. Data analysis of examination outcomes informs school improvement objectives</p> <p>Teachers use data knowledgeably to identify challenging but appropriate targets and can accurately assess and predict current and future levels of attainment. Data is collected and shared at subject and year group level to inform self-evaluation and to plan for improvement.</p>	<p>A systematic system of assessment, data collection and tracking ensures school teams (senior and middle leadership) have a clear idea of student progress.</p> <p>School teams have a clear understanding of how students learn and are using data effectively to plan schemes of work well matched to their needs. Teacher marking and feedback enables students to identify and resolve gaps in their learning and to make good progress. Formative and summative assessment are effectively used together so that teachers and students identify the next steps in learning.</p> <p>School priorities are evident in all policies at all levels. They are consistent and effectively focussed on improving the quality of teaching and learning and are regularly and rigorously monitored and reviewed in accordance with whole school review cycles. Substantial evidence of their impact can be seen in all classrooms.</p> <p>A coherent, well-focused monitoring and evaluation schedule is in place and followed. It draws on consistent evaluations from both senior and middle leaders. Feedback from the monitoring schedule informs actions and next steps, so that all student outcomes are improving and the gaps between the attainment of groups of students, including disadvantaged, are narrowing year on year.</p> <p>Teachers use assessment and data not only to inform interventions but also to evaluate their effectiveness. They understand what data seems to be telling them, and use the information appropriately to raise standards. All subjects and year groups have effective systems for the collection and analysis of data that help to improve student achievement. Middle leaders use data effectively to inform judgements on teacher performance. Governors have a competent understanding of what data is telling them about the performance of the school.</p>	<p>Systematic systems and rigorous tracking ensure a depth of understanding of students and groups. Teachers and support staff use a range of data (both prior and current progress) to plan learning that is differentiated/well matched to the needs of the individual and group and to reflect and review learning progress.</p> <p>Students make outstanding progress because of high-quality formative and summative assessment that is rigorously and consistently practised across the school and which encourages students to demonstrate higher order thinking and evaluation skills. School policies have a rigorous focus on achieving improvement in the quality of teaching and assessment and outcomes for students. They are adjusted based on outcomes from school monitoring and evaluation processes and contain a range of approaches to improving teaching and learning. Considerable evidence of their impact from a wide range of sources is available.</p> <p>Ongoing reflection on and review of activity and performance is an embedded feature. Rigorous monitoring and evaluation procedures, supported by clear quality assurance, ensure timely adjustments to school improvement planning so that all individuals and groups, including disadvantaged, are making at least good progress, with many showing outstanding achievement.</p> <p>There is a rigorous and consistent whole-school approach to target-setting, data collection and analysis that informs decision-making at all levels and provides ample evidence of students' progress and attainment, the impact of activity and the school's strengths and areas for development. A wide range of robust data helps to inform decisions about performance management. Governors are highly competent and confident in the use of data to challenge and support the work of the school.</p>

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