

# SSAT LEADING EDGE LEADERSHIP CONFERENCE

# 2017

9 October  
2017

 #SSATLE17

 RADISSON GUEST  BLU2017

## HOW DO STRONG SCHOOLS STAY STRONG?

**ssat** the schools, students  
and teachers network

**LEP**  
LEADING EDGE  
PARTNERSHIP PROGRAMME

# WELCOME

## HOW DO STRONG SCHOOLS STAY STRONG?

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

The theme for today's event is '*How do strong schools stay strong?*' This is a question that Sir David Carter posed to the steering group some months back and one we have been reflecting upon since. We have started a research project exploring this theme and this will be continuing in the coming year. We are very pleased that Sir David is joining us today to help us to explore this question further.

We often reflect on the challenges of leadership and building effective teams. Our opening speaker has a fascinating

perspective on this, as the Assistant Commissioner of London Fire Brigade he has been the incident commander at a number of very serious incidents. We are really delighted that Andy Roe has agreed to join us to share his experiences and insights.

Lastly, just a reminder that the Leading Edge team are always very happy to support you in making useful contacts within the network. Do come and speak to us today, or get in touch at any time to discuss how we can support you in making connections with colleagues across Leading Edge. You can reach us on **020 7802 2300** (ask for the Leading Edge team) or on **[leading.edge@ssatuk.co.uk](mailto:leading.edge@ssatuk.co.uk)**.

**Best wishes**  
**The SSAT Leading Edge team**

# PROGRAMME

🕒 09:00  
REGISTRATION

Room  
BALLROOM

🕒 09:30  
**WELCOME AND LEADING EDGE UPDATE**  
**Alex Galvin, Senior Education Lead, SSAT**

Room  
BALLROOM

🕒 09:45  
**BUILDING EFFECTIVE TEAMS**  
**Andy Roe, Assistant Commissioner, London Fire Brigade**

Room  
BALLROOM

Drawing on personal examples of leadership and team building in challenging operational environments to present a perspective on the following:

- Effective leadership as the driver to building strong teams
- What a strong team looks like
- Overcoming challenges
- Building the team

🕒 10:30

## HOW DO STRONG SCHOOLS STAY STRONG?

**Ani Magill CBE**, Executive Headteacher,  
St John the Baptist School, Woking  
**James Heale**, Headteacher,  
Vyners School  
**Sir Pritpal Singh**, Headteacher,  
Drayton Manor High School  
**Darryl Morgan**, Headteacher,  
The Ridgeway Community School

Room  
BALLROOM

🕒 11:15  
BREAK

🕒 11:45

## HOW DO STRONG SCHOOLS STAY STRONG?

**Sir David Carter**  
Sir David will offer his thoughts on the key question for today 'How do strong schools stay strong?' Following discussions with the Leading Edge Steering Group he will provide a national perspective on what makes a difference in school improvement.

Room  
BALLROOM

🕒 12:30

## WORKSHOP SESSIONS

See page 4 for details.

Room  
VARIOUS

🕒 13:15

LUNCH

🕒 14:00

## WORKSHOP SESSIONS

See page 4 for details.

Room  
VARIOUS

🕒 14:45

## HOW DO STRONG SCHOOLS STAY STRONG?

DIFFERENT PERSPECTIVES ON THE QUESTION, LOOKING AT DATA, ACCOUNTABILITY, LEADERSHIP DEVELOPMENT AND WORKING WITH OTHER SCHOOLS.

**Stephen Munday CBE**, Executive Principal,  
Comberton Village College  
**Angelina Idun**, Director of School  
Improvement, SSAT  
**Andy Daly**, Principal,  
Swavesey Village College  
**Phillippa De'Ath**, Chief Operating Officer,  
Arbor Education Partners

Room  
BALLROOM

🕒 15:45

EVENT CLOSE

# WORKSHOP SESSIONS

WORKSHOP SESSIONS  
WILL RUN TWICE EITHER  
SIDE OF LUNCH

## EMBEDDING FORMATIVE ASSESSMENT

**Corinne Settle,**  
Education Lead, SSAT

The Embedding Formative Assessment project has now ended after a two-year project with 140 schools. This session will share how Teacher Learning Communities (TLCs) are supporting teachers to bridge the knowing-doing gap around formative assessment. Corinne will also share the challenges faced, solutions and recommendations for schools looking to develop formative assessment moment by moment, lesson by lesson through TLCs.

Room  
BALLROOM

## ADOPTING 'TEACHING FOR MASTERY' ACROSS A SECONDARY SCHOOL

**Frances Carr,**  
Surrey Plus Maths Hub Lead, St John the Baptist School, Woking

This session will explore:

- What is teaching for mastery?
- Why is it important?
- How can you start to implement it in your school?

Room  
MONTAGU

## DEVELOPING THE LEADERSHIP ROUTE MAP AND THE NPQML

**Chris Holmwood,**  
Senior Deputy Headteacher, Shenley Brook End School

Successful schools have a strong commitment to growing leadership at every level. Chris will share practical examples of how to encourage and establish a culture of leadership development in which leadership is seen as a disposition, not solely as a position.

Room  
BRYANSTON

## SSAT FRAMEWORK FOR EXCEPTIONAL EDUCATION – FIND OUT MORE ABOUT HOW YOU CAN GET INVOLVED

**Alex Galvin,**  
Senior Education Lead, SSAT

The SSAT 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.

As an SSAT Leading Edge school, you can receive accreditation for 'transforming in' practice within the framework at no extra charge. In this workshop you will receive an introduction to the framework, hear from Helsby High School, Parklands Academy, Vyners School and Walthamstow School for Girls about how they are using it and find out how to get involved.

Room  
BERKELEY

# SPEAKER BIOGRAPHIES



**ANDY  
ROE**

Andy is an Assistant Commissioner in the London Fire Brigade, having previously served at a number of inner London stations and boroughs as well as in HQ posts. In his capacity as a senior operational officer, Andy has been the incident commander at a range of significant incidents, both fires and special services, including the Grenfell Tower Fire, the Croydon Tram Crash and the winter floodings of 2015/16 in Cumbria. Prior to joining the London Fire Brigade Andy was a British Army officer with experience across a number of operational environments.



**SIR  
DAVID CARTER**

Sir David Carter became National Schools Commissioner on 1 February 2016, having previously worked for 18 months as Regional Schools Commissioner for the South West. Sir David is the former CEO of the Cabot Learning Federation, a post he held from September 2007 to August 2014.

Sir David is a music graduate of the University of London and has taught music in comprehensive schools across the country since he started teaching in September 1983. In 1997, he became headteacher of Cirencester Deer Park School in Gloucestershire. In 2003 Sir David joined the Department for Education to spearhead the National Remodelling Team, supporting primary, special and secondary schools to introduce the workforce remodelling programme.

In 2004, Sir David was appointed principal of John Cabot City Technology College in Bristol and led the formation of the Cabot Learning Federation, now made up of 12 schools. He became one of the first National Leaders of Education and, in the summer of 2011, the Cabot Learning Federation successfully applied to become one of the first teaching schools in the country. Sir David received a knighthood for his services to education in the Queen's birthday honours in 2013.

# SSAT FRAMEWORK FOR EXCEPTIONAL EDUCATION (FfEE)

**Last year we introduced the SSAT Framework for Exceptional Education as a central part of the Leading Edge offer. We have been delighted by the response that the framework has received and the positive feedback we have received about the accreditation.**

The SSAT Framework for Exceptional Education was produced by SSAT, with the support of a pilot group of Leading Edge schools and was reviewed by a number of the academics that we work with. It is designed to support schools with self-review and action planning, providing an aspirational framework

that goes beyond statutory measures.

SSAT Leading Edge schools can apply for accreditation as 'transforming in' in one or more of the strands of the framework. There is no additional charge for accreditation. The process offers a chance to work collaboratively with another school in the network as well as an opportunity to review an aspect of your practice in detail.

If you have any questions about FfEE or the accreditation process, the Leading Edge team would be happy to help. Contact us on [leading.edge@ssatuk.co.uk](mailto:leading.edge@ssatuk.co.uk)

“ The accreditation allowed us to work closely with another Leading Edge school to explain and measure our performance against not only a comprehensive framework but also the questioning and work with another school. The process of visits, discussions with headteachers and the Leading Edge assessor allowed us to promote and consolidate all of the work that we are doing here regarding professional learning.

The sharing of ideas, not only from our accreditation but also the discussions with our partner school regarding areas that we would like to work with them in improving our own focus area has meant that a closer working relationship after the accreditation process has ended still remains with more visits and workshops planned.

Vyners School

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

Submit your application between  
**27 November and 15 December 2017**

# SSAT Framework for Exceptional Education: A journey to world class

## PROFESSIONAL KNOWLEDGE OF THE CLASSROOM

### Effective learning behaviours

This includes skills, language, behaviour and responsibility. It would be expected that students would at times lead their own learning.

### Climate for learning

This includes learning environment and relationships.

### Variety of teaching approaches

This includes questioning and thinking skills, learner collaboration, assessment, personalisation, innovation and technologies.

### Culture of reflection

This includes teacher and student as reflective learners.

## PROFESSIONAL DISCIPLINES

### Principled curriculum design

This includes the role of vision, stakeholders and data analysis in curriculum design.

### Engaging with evidence and research

This includes research, critical thinking and application as part of evidence-based practice.

### Engagement with key stakeholders

This includes knowledge of stakeholders and moving from communication to embraced co-construction and engagement.

## STRATEGIC LEADERSHIP OF LEARNING

### Leadership through moral purpose

This includes vision, values, beliefs and communication, and principled action.

### Professional learning

This includes professional development, coaching, mentoring, career progression and relationships with the wider profession.

### Systems: use of assessment, data, policies and monitoring to support teaching and learning

This includes assessment, monitoring, data, policies, observation and performance management.