Leading Large Schools:

Summary of Good Practice from Session 1

Chris Gibson	Eastlea Community School	• How to empower all staff as change agents in a distributive (non-middle management) leadership school
Soumick Dey	Riddlesdown High School	• Small schools within schools
Gordon Smith	Riddlesdown High School	• Creating smaller learning communities
Jane Crow	Cardinal Newman High School	• 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
Sue Cowans	Philip Morant School	• House system – school within school
Keith Parris	Broxbourne School	• Personalised pathways • Focused use of data to raise standards • Cross-curricular teaching and learning
Catherine St Ville	The Towers School	• Learning communities • Small group advisories (mentoring)
Peter Beaven	Norton Hill School	• Pupil tracking in individual subjects and precise areas for feedback on area for development and how
Mark Thompson	Norton Hill School	• Leadership at all Levels • 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.
Gill Smith	Oriel High School	• Focus on learning through language and structure • Learning communities • Learning beyond lessons • Learning associates • Learning group chaired by AST –

		coaching initiatives
Cat Mangham	Wootton Bassett School	• Improving teaching and learning • Accountability of expectations • Ethos – creativity, risk-taking, empowerment • Use of specialist status • Rethinking CPD • Coaching • Innovation groups and initiative champions • Restructure SLT for T&L
Anthony Swift	Brays Grove School	• Taking school from 24% - 55% A*-C over 5 years • From serious weaknesses to specialist school • 100 most improved schools, 2002-5 • Artsmark Gold 2004, 2007 • Big focus on developing literacy
Damian Fox	St Thomas The Apostle School	• Improving T&L • Training School • Research • Observe teaching • Pupils' views ("How do they learn?") • Culture of observation
Cathy McAllister	Theale Green Community School	• House system –chance of focus for pastoral staff to support teaching and learning and student progress • Use of data/tracking • Training of pastoral leaders (MLT) to use data effectively
Tom Campbell	John Cleveland College	• Quality assurance through student progress-observing learning
Judy McBlain	Carter Community Sports School	• Current progress • Use of data • Tracking progress • Target setting • Future • Need to shift culture from teaching to learning
Geoff Walker	Myton School	• To encourage 'decision making' from all areas instead of all top down (to change perceptions).

		• 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)
Nigel O'Neil	Aylestone School	• Building leadership capacity • Distributed leadership
Sue Woodrow	Ayleston School	• Seeing communication skills as fundamental to success. Implementing focus on reading, writing, speaking, spelling, ICT, appearance and listening for al teachers. Links very closely to AFL – forces/encourages interaction and engagement.
Robin Blackley	Newark High School	• Remodelling teaching allocations to suit student learning
Angela Wang	Hellesdon High School	• Tensions within pastoral/classroom systems
Catherine St Ville	Towers School	• Within school variation • Student voice – learning/lesson observation/school improvement/lesson feedback • Coaching by middle leaders • Bottom up school improvement • Action research
Richard Bannister	Drayton Manor High School	• Inclusion • Restructuring to form inclusion area • Integration of whole school strands • SLT focus exclusively on Year Group • Focus on BLP (teaching and learning) • Creation of Inclusion Centre • 70% drop in exclusion and significant improvement in behaviour