About the Schools Leadership Programme

Information for headteachers attending a PTI Headteachers' Residential who wish to become a member of the Schools Leadership Programme

September 2015

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Summary – what is the Schools Leadership Programme?

The Prince's Teaching Institute (PTI) Schools Leadership Programme is designed to create a network of schools committed to promoting whole-school subject-focused leadership.

The aim of the programme is to provide a means for headteachers to consider, in active and practical ways, how best to enhance pupils' learning and aspirations through the development of subject knowledge and a passion for teaching it across all areas of their school.

Each school undertakes an action-based research project, typically over three years, developing a base of evidence that is of benefit to all participating schools.

You can join the Schools Leadership Programme during a PTI Headteachers' Residential Conference. The programme has grown out of these annual conferences, which offer heads the chance to reflect on the purposes of education and all aspects of school leadership.

Members of the programme then meet annually at the Schools Leadership Programme Day to share progress on projects and ideas for whole-school leadership.

Schools in the programme which have made progress with their projects during the year will be awarded the PTI Schools Leadership Programme Mark (below) for use on school stationery and website.
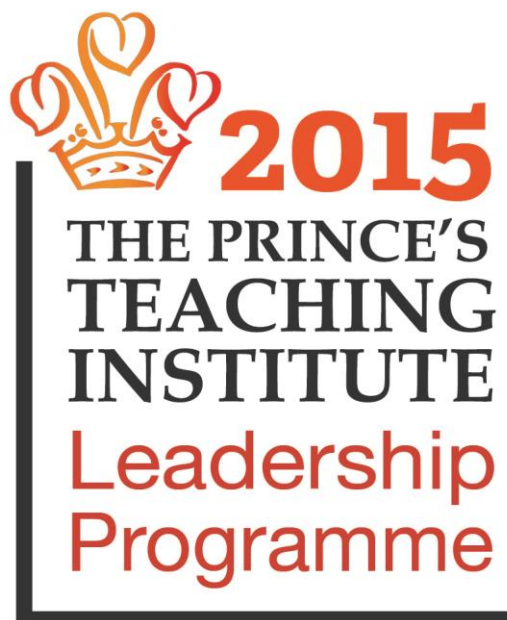
Content of the Schools Leadership Programme

The origin of the Schools Leadership Programme was a meeting of headteachers which considered the practical but far reaching question 'What Works in Schools?' The answers to this were:

- Leadership: Good leadership focusing on the curriculum and quality of teaching
- Ethos: Creating a culture of high achievement and a communal sense of purpose
- Staff: Having high quality subject teachers with passion for their subjects
- Curriculum: Rich and challenging curricular and extra-curricular provision

These answers form the basis for the projects undertaken by participating schools. Additionally the projects should cover some or all of the following:

1. Focus on developing challenging and rigorous **teaching and learning**
2. Encourage the **recruitment and development** of passionate and knowledgeable teachers
3. Develop the reach and impact of **curriculum-based leadership**
4. Provide **action-based research** with outcomes that can be used in other schools
5. Encourage **collaboration** across and within schools

It is hoped that schools will join together in their projects to provide a wider evidence-base for the project idea that is being explored.

The intention of the Schools Leadership Programme is to build a portfolio of projects that is of practical help to all participating schools and which demonstrates that a subject-based approach to whole-school leadership is applicable to schools of every kind.

Exemplar Projects

Summaries of over thirty completed three-year Schools Leadership Programme projects can be found in the PTI Yearbooks for 2013/14 and 2014/15. Full reports are available on the PTI website together with interim reports from over seventy additional projects which are currently in progress in schools across the country. Some examples of completed projects are:

Curriculum

- Strengthening departmental leadership, initially within modern foreign languages, and then across other subjects and schools; improving classroom practice, subject knowledge and skills (Altrincham Grammar School for Girls, Cheshire)

- Reducing differentials between departments with an emphasis on raising performance and attainment in Science (Cardinal Newman School, Hove)

- Enriching languages and humanities lessons at Key Stage 3 (Davenant Foundation School, Loughton, Essex)

- Improving independent study and learning skills and evaluating and improving the teaching of higher level literacy/numeracy across the curriculum (St Angela's Ursuline School, London)

Leadership

- Developing a new senior leadership team structure with teaching and learning at its core (Poole Grammar School, Dorset)

- Empowering subject leaders to transform school-based professional development. (Rainham Mark Grammar School, Kent)

- Using leadership structures to improve the quality of teaching and learning and enhance teachers' subject knowledge (Sandbach School, Cheshire)

- Developing subject-centred leadership to improve teaching quality and raise standards (Ysgol Rhiwabon, Wrexham,Wales)

Staffing and Development

- Lesson study: improving the quality of teaching and learning through observation and sharing good practice (Ark Academy, Brent, Middlesex)

- Developing an outstanding lesson observation and faculty review programme to deliver outstanding learning (The John Warner School, Hertfordshire)

- The impact on teachers' confidence, enjoyment and skills, of teachers undertaking classroom-based enquiries which examine their understanding and delivery of pedagogy and practice (Westcliff High School for Girls, Essex)

- Developing a coherent cycle of CPD linked to performance management (William Farr CE School, Lincs)

Projects follow similar themes and a copy of the SLP project form is included in Appendix 1, with further examples from previous projects to provide some guidance in planning a new project.

Setting up a Schools Leadership Programme project

The aim of a Schools Leadership Programme Project should be in keeping with those outlined in section two above.

The essential steps to setting up a project are:

- A **clear and concise project definition**, including a title. If the project is in partnership with another school, clarity about who is responsible for what is essential.
- A **clear definition of success**:
    a. Who are the **primary beneficiaries** (teachers/pupils/other)? In what way is it expected that they will benefit? What information will be required to prove this (e.g. teacher surveys/student voice/interviews)?
    b. If not covered above, how will the project affect the students?
    c. What will the **wider educational outcomes** be? What lessons will be learnt that other schools can take away?
- The establishment, **before** the project begins, of the **information** you will gather and how the nature and extent of the project's success will be demonstrated to others in a rigorous, objective way:
    a. What **types** of information will you collect, to prove the impact on the primary beneficiaries (e.g. student voice survey data/teacher survey data/examination result analysis/subject take-up information)? See **Appendix 2** for further ideas
    b. What **questions will be asked or analyses made** that will provide that information? See **Appendices 3–4**
    c. How **often** will the information be collected, and by whom?
    d. How will the information be **presented** (e.g. quantitative take-up/examination data/interview quotes/a collection of individual case studies)?
- **Measuring the starting point** using the data that has been identified in the steps above.
- Establishing the **timeframe** and reasonable annual milestones for making progress, allowing a degree of flexibility should timelines slip a little.
- Involving your Senior Leadership Team. This can help to ensure the project has focus and is followed through. It will also ensure engagement from a wider group of staff and that all the work does not fall on your shoulders.

The Schools Leadership Programme form is designed to help you and your Senior Leadership Team define your project rigorously in the way described above. In order to make the greater Schools Leadership Programme community aware of your project, it will also be posted on the PTI online Staffroom.

For further guidance on completing the Schools Leadership Programme form, an exemplar form can be found in **Appendix 1**.

Framework of the Schools Leadership Programme

Attendance at PTI Headteachers' Residential Conference - January

You will complete a draft Schools Leadership Programme project form during the Residential. We will collect forms at end of the Residential and these will be available to access in your online Staffroom account.

After the Residential

You are then given two weeks in school for revision and confirmation with your senior leadership team and other colleagues. We will also follow up with schools, where necessary.

Summer term: Mid-way check point

We will check-in with you to discuss any issues/possible networking opportunities for heads and senior leadership teams.

Interim annual reports with interim outcomes recorded - December

We will ask you to produce an annual report for the record, and there is a simple online template which we will ask you to complete to structure your report. This report forms the basis of your one-to-one meeting at the Schools Leadership Programme Day and will therefore be integral in the decision to award the Leadership Programme Mark.

For your project to be of maximum use to other teachers, it is helpful to report back not just on what has worked, but also what has not worked, and what was unexpected. For example, you may find that the project is not having an impact on the areas that you had anticipated, and this is exactly the sort of information others will be interested in.

You will also find it useful to provide a set of interim data to track progress. This need not be onerous – all that is needed is a summary of data that supports or does not support your annual milestones and therefore, your hypotheses when you designed the project. You will probably only want to record your data annually or you may have been recording it over the course of the year and will be able to provide a summary and evaluation of the results (see Appendix 2 for suggestions of the data you might like to collect).

Continued attendance at the Schools Leadership Programme Day – February

You are invited to the annual Schools Leadership Programme Day, to meet with a PTI Headteacher Consultant and agree whether the Leadership Programme Mark should be awarded to your school. During this day, you will also be able to report back on your progress to the cohort, and hear how projects in other areas are progressing, and what lessons are being learnt. Attendance at the day is part of the criteria for the award of the Mark as it not only allows you to learn from other members' experience, but also allows them to learn from yours.

A final report

At the end of the project you will provide a final write-up that summarises what you did, what went well, the challenges, and an evaluation of the extent to which the outcomes reflected your initial definition of success. We will provide a final report template.

Rigorous evaluation of your project is essential to inform others fully of what to expect should they wish to undertake a similar project in their own schools. However the PTI is not expecting an academic paper – for example, we will NOT expect you to:

- Reference the final write up to academic literature
- Provide footnotes or endnotes
- Conform to a set of regulations with regards to writing the end report document, other than the guidelines outlined here.

The benefits of membership

Besides the work undertaken and knowledge gained from the project itself, members benefit from:

- The award of the Leadership Programme Mark, if progress is made on the project

- A free place at the annual Schools Leadership Programme Day, including lectures and workshops

- An annual consultation with a leading headteacher at the Schools Leadership Programme Day

- The formal network of like-minded headteachers and SLT members

- Assistance from the PTI Education Advisor in forging links and establishing networks

- Access to the Staffroom area of the PTI website for your whole senior leadership team. As well as a wealth of subject-based resources, there is also a specific strand available for leadership, where details of the projects being undertaken by members are available.

- Discounts of £100 on subject residentials for your heads of department

- A free place at the Headteachers' Residential for any incoming headteacher, should there be a change in leadership

- Access to cutting-edge action research and a copy of our annual Yearbook containing summaries of all completed research projects from the previous academic year.

Schools Leadership Programme affiliation fees

The PTI is a charity that raises funds to help teachers and schools in the public sector. Our fundraising activities help us to subsidise our high quality activities by 70–90%. However, we request a contribution from schools to enable us to continue to provide high quality support for teachers. The annual fee to the school for Schools Leadership Programme membership is:

- One participating department[1]   £495 per annum
- Two participating departments   £795 per annum
- Three participating departments   £995 per annum
- Four or more participating departments £1195 per annum

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[1] The affiliation fee is combined with Schools Programme membership. Therefore a 'department' is defined as a Senior Leadership Team's membership of the Schools Leadership Programme, or an academic department or faculty in a school (see *About the Schools Programme* for more information).

FAQs

How long will the project last?

There is no set timescale for how long it should take to complete the project. However, a guideline period would be approximately three years, with room for flexibility on this.

Can my SLT become involved?

Absolutely. Our only stipulation is that wherever possible, the person responsible for leading the project is one of the attendees at the Schools Leadership Programme Day.

What happens if we cannot undertake the project for a year?

If you are unable to continue work on the project for a year, then you are able to pause the project, and begin work again when you are ready to pick it up.

I have departments in the Schools Programme, including the Associate Department scheme. How does this affect my project?

Having departments in the Schools Programme doesn't impact on your own membership of the Schools Leadership Programme. However, Associate Departments are undertaking longer research projects that mirror the Schools Leadership Programme. There is therefore room for a link-up between a department's Associate Department project, and the SLT's Schools Leadership Programme. If you decide to combine the two, please contact the PTI office for more guidance.

Do I need to attend another PTI Headteachers' Residential to remain in the programme?

No, we only ask that you attend one PTI Headteachers' Residential. If you leave your post, then your successor will be invited to the next Residential to be inducted into the scheme formally. You will also be welcome to bring your new school, if applicable, into the Schools Leadership Programme, and you will not need to attend another Residential to do this.

If you have any further questions please contact **Alice Arkwright** on **020 3174 0127** or at **alice.arkwright@princes-ti.org.uk**.

Appendix 1: Exemplar Schools Leadership Programme form

Schools Leadership Programme
Research proposal – __Exemplar form__

Name(s)	
School name & location	
Position(s)	
Contact email(s)	
Project lead – *name and contact details*	

Project Description:

Project title *Please frame your title as the following question*	How effective is… INSERT STATEMENT …….in improving the rigour and challenge of subject based teaching for pupils of all abilities.
What would you like to achieve?	For example • To encourage teachers to further their own academic subject based knowledge to enhance pupil learning. • To improve continuity of learning across primary to secondary school transition and raise standards of achievement on entry • To develop teachers in their early years to have expertise in their own subject area and a wide pedagogy to draw on. • To reduce variation in teaching quality between subject depts. • To measure the impact of enrichment and independent learning on achievement and confidence of pupils. • To develop subject centred leadership to improve teaching quality and raise standards.
Office use only: #SLP0	

Purpose of research project *Why do you want to do this?*	For example • To inspire pupils from all backgrounds to embrace deep subject knowledge and become passionate about their learning • To improve examination results • To improve literacy • To raise point scores in KS2 English & Maths on entry • To encourage applications to HE to be more ambitious • To embed high expectations of pupils across all depts through

	effective leadership by HoDs
	• To make the KS3 curriculum more academically ambitious
	• To improve independent study skills in sixth form
	• To share good teaching practice more effectively
	• To increase staff self confidence
Office use only: #SLP1	

| Description of research project

How will you proceed with your project, who will be responsible and what is the time scale. | *For example*
• Identify and use subject specific CPD that encourages ambitious lessons
• Set up a working group of staff to run the project
• Subject leaders to lead whole school CPD
• Arrange whole school INSET to give consistent message across the school
• Extend/introduce links with local university
• Work with local primary schools eg on Y6/7 transfer
• Commit to a wider range of extracurricular activities with academic focus
• Staff give masterclasses to staff/students
• Depts work with other schools to share good practice
• Learning walks by SLT
• Arrange questionnaires/student voice to establish student perspective before and after project
• Develop skills of accurate classroom observation eg by joint observation with SLT
• Introduce/expand mutual lesson observation programme across depts.
• Introduce closer mentoring system for new staff |
| --- | --- |
| Office use only: #SLP2 | |

| Measurable outcomes

Please provide the sets of qualitative or quantative outcomes data to be collected over the course of the project | *For example*
• Number of staff across all depts. attending subject specific CPD.
• Lessons rated outstanding
• % GCSE A*-C/A Level A*-A
• Take up of subjects in sixth form
• HE applications and success rate
• Student voice outcomes
• Number of academic extracurricular activities which are well attended and appreciated by pupils. |
| --- | --- |
| Office use only: #SLP3 | |

| Definition(s) of success | *Please outline the internal success criteria, for example*
Quantitative analysis of above ie expected improvement on baseline data. |
| --- | --- |

	Please outline the desired, wider educational outcomes, for example • Qualitative evidence of improved pupil and staff attitudes to learning eg through lesson observation of engagement, questioning and creativity. • Positive evaluations by staff of CPD/Inset. • Increased professional dialogue around pedagogy and curriculum • Culture of openness around lesson observation is established
Office use only: #SLP4	

Partnerships *If applicable, please indicate other Schools Leadership Programme schools you will be working in collaboration with and the relevant areas of responsibility*	*For example* with specific schools/ university/ industry
Office use only: #SLP5	

Baseline: where are we now?

Please indicate the current situation	*For example* • Inexperienced staff in subjects • Poor leadership in subject depts. • Demotivated pupils • Low take up at GCSE/AL • Teaching and learning as tick box exercise • Focus on getting grade C • Requirements of EBacc • Year 9 is a mix of vocational subjects
Office use only: #SLP6	

Appendix 2: Types of data collection - Choosing your measurable data

As your choice of measurable data will depend on the project's definition of success, the final report is likely to be based on a combination of any of the following:
- Quantitative data
- Aggregated attitudinal data
- A collection of quotes and individual case studies.

The conclusions in your final report will ideally incorporate at least two of these categories of evidence, including some indication of impact on pupil attitudes and attainment – even though these may well be secondary outcomes of the project.

Examples of quantitative data
- Percentage of a year group taking up the subject at option points
- Changes in average examination point score (GCSE or A-Level, A*-C) per student over time in your subject
- Number of days spent per annum in your department on extra-curricular activities
- Number of school trips/projects with other schools per annum in your subject
- Percentage of school leavers gaining employment/moving into further/higher education within 6 months of leaving school.

Examples of qualitative data
- Percentage of respondents to a question or statement with the options to respond: "Strongly agree/Agree/Neutral/Disagree/Strongly disagree"
- Possible sources: Student voice questionnaire, Staff questionnaire, School Leavers questionnaire
- Analysis/evaluation of student work – for example, assessing the impact of a change in project or SoW through comparison of pieces of work, year on year.

Examples of quotes/interview material
- Written answers in questionnaires (see above) to open questions
- Interviews
- Focus groups.

Appendix 3: Examples of aggregate attitudinal statements/questions

Please respond:

Strongly agree / Agree / Neutral / Disagree / Strongly disagree

Student voice

- I have enjoyed studying my subject more this year than last year
- I have found my subject more interesting this year than last year
- I have found studying my subject more difficult this year than last year
- I understand my subject better this term/year than previously
- I value my subject more this year than last year
- I am [more/less] confident in tackling new areas in my subject this year than last year
- I find lessons that include [insert project/skills set/form of learning] more useful in helping me understand the subject
- I think [project/activity] has given me a better understanding of the world around me
- I think [project/activity] will help my next examination results
- I think [project/activity] will encourage me to take my subject on to further education/University
- I feel more confident in my subject as a result of [project/activity]
- I found that [project/enrichment activity] made me more enthusiastic about my subject
- I feel that the [enrichment activity] has improved my understanding of the subject
- I feel that being a part of [club/society] has made me more confident in studying my subject/speaking in public/expressing my ideas
- My teachers encourage me to think beyond the [curriculum/test]
- I think my teacher is passionate about my subject
- I feel I am getting better at my work
- I feel confident in doing my homework
- I know what my target grades are
- I work hard to achieve my targets
- When the teachers give me extra help I find my work easier
- I feel confident joining in during discussions
- I think that my subject is important to life/my future/my future career
- I feel that I am a more rounded person as a result of studying my subject
- I have found that I am reading more in my own time/outside the curriculum as a result of [project/activity/club/curriculum]
- I feel that I am more confident in reading more in my own time/outside the curriculum as a result of [project/activity/club/curriculum]
- I feel that I am prepared for University
- I feel more comfortable with difficult concepts as a result of [project/activity/curriculum area]

Staff survey

- I think that my students understand their targets
- I think that my students know that they can ask for extra help when required
- My students are confident in joining in class discussions

- My students know where to find extra information/advice when they require it for homework
- I feel that my students work hard
- I feel that my students are encouraged to work hard
- I feel that the department/curriculum is more rigorous as a result of [SoW/project/activity]
- I enjoy my work more this year than last year
- I enjoy my work more as a result of [SoW/project/activity]
- I feel supported in my role in the department
- I feel more confident teaching my subject as a result of [SoW/project/activity]
- My attitude towards teaching my subject has changed as a result of [plans/project/changes to SoW, teaching methods etc]
- I believe that encouraging my pupils to develop an interest in my subject for its own sake is important
- I encourage my pupils to develop their own interest in the subject
- I encourage my pupils to think independently
- [Project/SoW] has encouraged greater departmental discussion of the subject rather than departmental processes and plans
- I believe that there has been an increase in attainment
- I feel my students are more engaged with the subject as a result of [SoW/project/activity]
- I feel [SoW/project/activity] has added value to my lessons
- [SoW/project/activity] was a valuable use of my time
- I feel that my students are more confident with the subject as a result of the [SoW/project/enrichment activity]
- I feel that I am contributing more to my pupils' education as a result of [SoW/project/activity]
- I feel that I am passing on my enthusiasm for my subject more this year than last year
- I feel that I am able to spend more time on subject knowledge this year than last year
- I feel that being able to spend more time focusing on subject teaching has made me a more confident teacher
- I feel that my students are better behaved as a result of [SoW/project/activity]
- I feel that my lessons are more positive as a result of [SoW/project/activity]
- I think that the level of challenge in my classroom has increased since [SoW/project/activity]
- I feel that the students are able to handle more difficult concepts as a result of [SoW/project/activity]

School leavers

- I believe my school has given me an excellent education
- I feel I have a good knowledge of my subject as a result of lessons at school
- I feel I have a good knowledge of the world around me as a result of studying my subject at school
- I felt well equipped for university study as a result of my subject
- I believe that my A-Level study prepared me for the rigour and challenges of the work environment
- I feel that being part of [enrichment club/team] gave me a better understanding of the subject/was valuable to my university education
- I enjoyed my subject at school better as a result of [SoW/project/activity]
- I would consider teaching as a career as a result of [SoW/project/activity]

- I feel that I took my subject on to University/Further Education as a result of [SoW/project/activity]
- I feel that I chose not to take my subject on to University/Further Education as a result of [SoW/project/activity]
- I feel that I am a more well-rounded person as a result of studying my subject
- I would consider studying my subject as essential to an education
- I feel that I was adequately challenged in my lessons
- I feel that my understanding of my subject at school improved over time
- I preferred studying my subject at [Key Stage/Year group]

Appendix 4: Examples of questionnaire open questions

Student voice

- What do you like doing in class?
- Which activities do you not like?
- Do you find [activity] easy or difficult? If you find it difficult, what is the main difficulty?
- What do you do if you find the work difficult?
- How would you describe your lessons?
- Do you feel that your lessons are challenging? If you do, what do you think makes them challenging?
- Do you feel enthusiastic about your lessons?
- What more could the school or the teacher do to help you improve your [skills] across all subjects?
- Why do you think it is important for you to do well in [Subject]?
- Do you think your subject is an important part of your overall education?
- Do you want to take your subject further? If so, why?
- How well do you feel that your subject has prepared you for University?

Staff survey

- Do you feel that your students are enthusiastic about learning their subject? Why do you think they feel this way?
- What do you feel is most important in teaching your subject?
- Do you feel happy teaching your subject? If not, why not?
- How would you like to improve the teaching of your subject?
- Do you feel that your students are challenged enough? How would you gauge this?
- Do you think the curriculum is challenging enough for your students? Why do you think so?
- Do you feel that you are challenged enough in your role? Why do you think so?
- How would you describe your lessons?
- Which [activity] do you most enjoy teaching and why?
- Which [activity] do you feel students are most receptive to and why?
- What more do you think you could do to help your students improve their [skills] in your subject?
- What more do you think you could do to enthuse your students about your subject?
- What value do you think your students place on your subject in their overall education?
- What do you think could be done to improve take-up of your subject at GCSE/A-Level/University?
- How much, if at all, do you feel that the department has improved in any of the following areas: club attendance, subject take-up at A-Level, university applications, enrichment opportunities, attainment results, student engagement?
- Which of the following do you consider to be the most important in your role as a teacher, and (briefly) why do you think so:
    - Encouraging pupils to cultivate their own interest in the subject
    - Encouraging pupils to think independently
    - Enabling pupils to pass the test?

School leavers

- How much did you enjoy your subject at school?
- How confident did you feel in learning your subject at school?
- How do you think the teachers could have helped you to feel more confident in studying your subject?
- How much did you feel enthused by your subject/the subject teaching at your school?
- How well do you feel that you were prepared for university study/future career by your subject teaching at school?
- What else would you suggest that might be more helpful in preparing students for University/future career?
- How valuable do you consider your subject in terms of what it contributes to University study/future career?
- What was your perception of your teacher's opinion of their subject?