10 years

THE PRINCE'S TEACHING INSTITUTE

2012
Headteachers' Conference Report

THE PRINCE'S CHARITIES

Report on the conclusions reached by Headteachers at a conference on the 6th and 7th February 2012 at Madingley Hall, Cambridge

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Introduction

At the beginning of last year, in January 2011, The Prince's Teaching Institute (PTI) invited some 56 headteachers to a short residential conference in order to discuss some aspects of school leadership in the light of a pronounced shift in educational policy. The White Paper on *The Importance of Teaching*, published shortly before, had made it clear that the focus of education was now to be not on the pursuit of social and economic objectives but on the study of specific subject-matter, which would develop children's minds, and incidentally their emotions, and so lead them on to the concepts which are the building blocks of understanding.

This change in emphasis was to be accompanied by a shift in responsibility too, away from centrally directed initiatives towards greater freedom in individual schools, so that headteachers and teachers would "feel empowered to do what they think is right", know where they could go for support if they wanted it, and be accountable for the results they achieved.

The question that we wanted to discuss with headteachers last year was: how would they want to use this freedom? Would they be aiming to focus all their leadership strategy on Teaching and Learning? What would their objectives be, and how would they set about achieving them?

The answers that came out of the discussions were unequivocal: that the deep learning of subjects can and should be at the heart of school improvement. Success would, however, depend on having a supply of passionate teachers who could be trained and developed to enthuse another generation with their own love of subject.

In order to help the headteachers to pursue these objectives in a rigorous way and to test the validity of their initiatives, the PTI set up its Schools Leadership Programme. This was a scheme for schools to run projects over an extended period exploring ways of improving the quality of teaching and learning. Where possible, the projects would involve partnership or collaboration with other schools so that the evidence base was wider; and the PTI would be looking for results not only in quantitative form (in terms of exam grades, take-up of subjects and so on) but also indications of changing attitudes and feelings.

From a wider point of view, the important thing about this scheme was that, quite apart from the improvements it would stimulate in schools, it would also provide exemplars of schools' ability to determine their own direction and monitor their own progress, in other words to be professionally self-accountable.

Our first cohort of headteachers – those who were with us in 2011 – has embraced the Schools Leadership Programme with enthusiasm. They were invited back to Madingley in February of this year to discuss the details and progress of their projects, both individually and in groups, to refine them as appropriate, and to extend the collaborative network. Presentations of two representative projects were made to a distinguished group of visitors who included our President HRH The Prince of Wales and the Secretary of State for Education The Rt Hon Michael Gove MP. The ideas for self-improvement generated by this scheme are exciting and potentially far-reaching in their impact.

This report, however, details the two days preceding that event, when another cohort of 44 Headteachers was in residence. These were not in any way pre-selected; simply the first to respond to our invitation to come and join in discussions about school leadership in the present context of change. These discussions were

informed and stimulated by a variety of talks about the relationship between ethos and leadership, about the opportunities (and possible threats) presented by a revised National Curriculum, and by a demonstration by teachers and pupils from two schools showing how they benefited from participation in the PTI Schools Programme.

The principal focus of debate came to be about the issue of autonomy as against central control and the main conclusion can be summarised thus: "Headteachers know best what curriculum is suited to the demographic context and ethos of their school. It therefore makes sense that they should have the freedom to determine and monitor it; but it must be matched by systems of accreditation and accountability flexible enough to cater for the resulting diversity of provision."

With this being the dominant sentiment, it is not surprising that, when introduced in their turn to the Schools Leadership Programme, these headteachers showed themselves equally positive and creative in their response. We look forward to monitoring the progress they make in their projects and having them report back in a year's time.

Both cohorts of headteachers were unanimous in their approval of the PTI's initiative in bringing them together and all agreed that the conference was a thoroughly valuable experience.

Bernice McCabe, Course Director
Co-Director, The Prince's Teaching Institute

Key Themes

Four key themes emerged from the discussions: Ethos and Leadership, Curriculum Development, Staffing, and Autonomy and Accountability.

1. Ethos and Leadership

The main points made during the headteachers' discussion were:

- Ethos comes from successful leaders; but the best examples of healthy school ethos usually involve a meeting of top down and bottom up factors.
- Headteachers have a moral responsibility to create a secure, caring environment in which learning is valued, high aspirations are nurtured, and professional standards rigorously set and maintained.
- There is a need to recognise the importance of the 'hidden curriculum' (affective education etc) in contributing to the ethos of the school.
- More encouragement is now being given to the sort of leadership needed to drive up standards. This is desirable so long as accountability measures are not oppressive.
- Headteachers welcome the move to a degree of autonomy which enables them, for instance, to place deep learning at the heart of the curriculum, combined with flexibility in solving local problems. At the same time it has to be recognized that after fifteen years of prescription and multiple target-setting it may take them a while to adjust to the new opportunities open to them. There is a need to build confidence.

Dr Gavin Alexander, Fellow of Christ's College, University of Cambridge

Ethos

The complexity of the word 'ethos' accounts for its power. It can be thought of as embodying two dimensions:

- First, an axis of tension between top-down imposition of ethos and bottom-up existing ethos. For example, an individual can change the ethos of an institution, like a school, but will run into problems if he or she does not respect its existing ethos.
- Second, the Greek culture of Rhetoric and Poetics highlights that the Greek ethos accommodated a tension between appearance and reality, and calls us to pose questions such as whether ethos can be constructed artificially or is a matter of conviction. Appearances are important, but will be the most influential if they carry conviction as well.

Ethos should therefore arise from established behaviour that you also believe in. Leadership should embody and exemplify behaviour, so long as the behaviour itself is exemplary.

If a school gets its ethos right, it will produce citizens who not only act well, but also think well and demonstrate virtues such as curiosity and compassion.

Dr Duncan Anderson, Head of the Department of War Studies, The Royal Military Academy, Sandhurst

Ethos and Leadership in the British Army

A study of Ethos and Leadership in the British Army provides a useful insight into leadership qualities and valuable comparisons can be made between effective leadership in the British Army and education.

- **Leadership:** The notion of educational leadership combining a high level of autonomy with a high level of accountability has an exact parallel in the Army with the leadership required of Officers in Mission Command.
- **Ethos in the British Army:** Effective leadership in the form of Officers who are professional but who affect the air of the amateurs and NCOs who form a priestly caste within the unit and who are the bearers of lore and tradition and maintain standards. These roles are reinforced by strong senses of Tribalism and Paternalism.
- **Duty rests upon core values of the British Army:** Selfless commitment, courage, disciple, integrity and loyalty, and respect for others.

The history of the British Army is full of examples of selfless duty; and there are also examples which show that good educational leadership will serve just as well in a military context.

2. Curriculum Development

The headteachers concluded that:

- There have been successes in recent curriculum development and these need to be evaluated before further change.
- The introduction of any new curriculum needs to be prefaced with a clear articulation of its aims in terms of different sectors of society.
- It is good to tackle the 'perverse incentives' which put League Table position ahead of pupils' interests.
- Creative and vocational subjects should be treated with as much rigour as academic subjects and deserve parity of esteem. This might be achieved by introducing alternative Baccalaureate pathways which include technical, creative and vocational subjects.
- A balance is needed between a prescriptive curriculum core, allied to deep learning, and the opportunity for local school-based programmes that include the provision of high quality technical and vocational subjects.
- It is a matter for every school to design a learning environment which will develop positive personal characteristics in every pupil and give them the best opportunities in life. But for the delivery of such a curriculum nothing is more important than the quality of teaching: teaching with a command of the subject, with passion, persistence, encouragement and care.

Tim Oates, Group Director of Assessment Research and Development at Cambridge Assessment

Curriculum

Autonomy and control

Would an increase in school autonomy create chaos or coherence in the curriculum? Autonomy could affect many of the control factors in educational policy-making, such as curriculum content, pedagogy, staffing, ethos and assessment. It would therefore be real rather than just ideological. With greater school autonomy, a possible model for change might include:

- A reduced National Curriculum core, but specified with greater precision.
- Retention of statutory breadth to 16, but with less prescribed specification.
- Assessment linked to specifics of the curriculum, not general levels of attainment.

This would help to re-establish the distinction between the National Curriculum, restricted to key subjects, and a school's own curriculum, which would include informal and untaught elements (like ethos and culture).

International dimension

Comparisons with other countries that seem to do well in educational terms are interesting but have to be treated with care because of differences in control factors as well as size. But they do suggest, for instance, that England has a wide spread of achievement in English and Science and a comparatively long tail of low achievers. Successful Asian schools make more use of high quality interactive whole-class teaching and pupils spend much less time working on their own in groups than in the UK. Their efforts are concentrated on a small number of attainable goals and on seeing that things are taught properly first time around so that there is no 'trailing edge' of children.

Balance

Transnational comparisons do not provide a simple solution to the question of where the line should be drawn between control and autonomy. We have to work with our own control factors and understand the partial role of the National Curriculum. Change in the balance involves relaxing some factors and tightening others; it should include a review of Early Years, the scope of the Primary phase, inspection and assessment, teaching materials and teacher supply.

Conclusions

There is a lot that a curriculum is expected to deliver and a real danger of overload if it has to embed not just knowledge and cognitive skills but also such things as civics, personal and social development, heritage and global awareness.

"The National Curriculum is important, but it is not the sole control factor; autonomy can deliver curriculum coherence but there is a lot to play for and a lot which can go wrong." What is critical is:

1. The quality of teaching.
2. The focus on key concepts and secure learning.

The challenges include:

1. Maintaining statutory breadth.
2. The position of modern and classical foreign languages.
3. Overcoming stereotypical participation in public examinations.

3. Staffing

The headteachers discussed how to nurture passionate teachers, and the main recommendations that emerged were:

- Provide time and resources to challenge teachers and enable them to refresh their subject knowledge and protect them from external factors that interfere with the quality of their teaching.
- Run master classes in subject specialism in out of school hours; recognize, share and celebrate this expertise.
- Develop programmes giving staff opportunities to mentor, coach and develop other teachers, including teacher trainees, and to learn from sharing lesson observation, planning and teaching.
- Provide more emphasis on subject-centred teaching such as The Prince's Teaching Institute encourages.
- Make more use of external expertise, such as the Royal Shakespeare Company.
- Ensure more rigorous evaluation of training, particularly its impact in the classroom and on the development of good teaching and leadership.
- Encourage sufficient turnover of staff to ensure a continuous flow of new ideas and enthusiasm.
- Promote the incentives of higher qualifications such as Masters degrees so long as they do really add value.
- Develop stronger links with other schools and with HE, for example, by using The Prince's Teaching Institute Schools Programme.
- Consider a national policy of sabbatical leave for teachers, as in Australia.

4. Autonomy and Accountability

The main points emerging from the headteachers' discussion were:

- Headteachers know best what curriculum is suited to the demographic context and ethos of their school. It therefore makes sense that they should have the freedom to determine and monitor it; but it must be matched by systems of accreditation and accountability flexible enough to cater for the resulting diversity of provision. It was felt not to be enough just to have Ofsted in another guise.
- Self-determination places a responsibility on school leaders to get it right, but this is a responsibility they are happy to bear.
- It is time to demonstrate that, like other professions, teachers are capable of self-accountability that is robust and responsible.
- A new system of accountability might involve serving school leaders making judgements in other schools about curriculum and teaching that deliver improvement.
- A logical extension of this idea of professional autonomy would be the creation of something like a Royal College of Teaching that was not a government agency but was run on the same principles as The Prince's Teaching Institute: by teachers for teachers.

Plenary Panel Discussion Summary

Panel members:

- **Bernice McCabe** – Chair
- **Jon Coles –** Chief Executive, United Church Schools Trust
- **Dr Kate Pretty CBE** – Principal, Homerton College, the University of Cambridge
- **Andy Buck** – Director for Teaching Schools, National College

The discussion was prefaced with short presentations by three of the Headteacher Leaders highlighting the main issues arising from the proceedings of the previous day and a half. The panellists (and other delegates) were then invited to respond to a series of related questions.

What follows is a summary of the main points of the plenary discussion:

What is the best way of setting and maintaining the ethos in an organization?

- In an educational establishment, the leader needs to teach as well as to direct; and to expect the most from all students while listening to their point of view.
- In a Government department, the ethos is set for you by years of tradition, and the interests of the electorate come above any personal considerations. But there is still space for leadership to influence the ethos by getting people to connect better with the object of their endeavours: with the classroom in the case of an Education Department. In a younger organization there is more scope for the leader to develop the ethos, by being transparent about what is good and what is bad and in taking action to deal with them, by focusing on the interests of the children, and by developing a collective sense of leadership through shared belief in the children doing well.
- The key ingredients are shared trust (trusting colleagues as much as you expect them to trust you), clear personal vision (but allowing room for others to have theirs), transparency, open dialogue and empowerment.

What scope should there be for self-determination and autonomy in school leadership?

- Historically, after WWII, there used to be a culture of high trust and low accountability in schools. Not much attention was paid to educational outcomes as there were effectively jobs for all at different levels, including plenty of manual work for those with no educational qualifications. In the 1960s, with a growing sense that Britain was falling behind its international competitors, the level of trust dropped and schools were blamed for failing the rising generation; but accountability remained low. This changed with the 1988 Education Act which did little to raise the level of trust but did impose high accountability. That is more or less how things have stayed.
- High accountability is here to stay, but we should aim to balance this with high levels of trust. To achieve this we should focus accountability more closely on the quality of teaching and make more use of things like peer review. The growth of trust is likely to be organic, starting from small, local and particular initiatives.
- There might perhaps be differentiated levels of trust according to the degree of competence shown – rather as in the use of Ofsted inspections.

- In one area at least, trust is returning, and that is in the attitude towards teaching as a profession. This has been transformed since its nadir twenty years ago – and it is not just because of the country's economic problems and effective PR. That is not a solution in itself when the profession is so multi-faceted; but it does give headteachers a better instrument. Over to them.

Worthy people are indeed being attracted into the profession, but if they are able to short-cut their training, will they be as effective as those who have been through the proper qualifying process?

- Teach First has changed the perception of teaching as a career for able graduates and restored the primacy of cognitive skills and subject knowledge.
- Once you have got such people to become teachers, you have got to hang onto them. Leaders have the responsibility for creating an environment in which they will want to come and stay.
- One difficulty is that new entrants to the profession have less space to grow than they used to.

What do you see Ofsted as looking like if schools have greater autonomy?

- It is surprising in a way that there is no self-regulating professional body in education. In medicine for instance there is a body (NICE) which has a mechanism for the robust evaluation of new information or practices and then, if approved, for their dissemination and adoption. The difficulty is that education does not have right and wrong answers in the same way. It is more politicised. For there to be an effective self-regulating Royal College of Teaching there would first need to be a higher level of consensus, with compelling evidence, about the knowledge base of the profession, and then the ability to apply sophisticated evaluation to proposals for improvement.
- If there were such a body, it might determine the allocation of time for the various functions of a teacher, so that there was dedicated space and resource for professional development at various levels as well as the day to day tasks.
- Ofsted appears to some to work more by threat than by incentive, but the fear of Ofsted may have more impact than the inspections themselves. And there are plenty of good things that Ofsted is doing: looking at more lessons, focusing more on progress, and putting teaching and learning at the centre of their judgements. Good leadership is still the main key to improvement.
- What we are looking for is a move from the top-down government-driven system of accountability to one which is more organic, where schools are able to take responsibility for their own improvement.
- Ofsted does provide independent judgements about, for instance, where the really good teachers are and the journey that needs to be undertaken for a school to become outstanding. But there is a tension between this and the knowledge that leadership and management problems have got to be sorted out by individuals at local levels.

What is the best way of establishing a variety of learning pathways appropriate to different abilities and aptitudes?

- There is something to be said for keeping it simple – using the same known and trusted kite mark for all sorts of achievement. That was the thinking behind the attempt to award vocational as well as academic GCSEs. But it didn't work because of the need to maintain a uniform level of assessment: the practical could not be weighed against the academic.
- Most other countries maintain a standard academic curriculum until 16 and only then let pupils embark on vocational courses. The UK is most unusual in offering vocational qualifications at 14-16. This is acceptable so long as the courses are equally rigorous and the balance is right (retaining perhaps as much as 80% academic study). The Government is right to have removed many of the present vocational qualifications from the League Tables, as they were being used for the wrong purposes. The Diploma model which combines the assessment of cognitive and practical ability is on the right lines.

Schools Leadership Programme

In January 2011, the PTI ran a residential conference for headteachers at Madingley Hall. At this conference there was a unanimous request that the PTI consider establishing a continuing forum for headteachers, and the PTI Schools Leadership Programme is a response to that request.

Headteachers suggested that the programme should provide networks and inspiration for headteachers and aim to support whole-school subject-centred leadership.

Specifically, they identified that the programme should:

- Focus on **teaching and learning.**
- Encourage the recruitment and development of **passionate teachers.**
- **Develop leadership.**
- Provide action-based research.
- Encourage **collaboration.**
- Promote positive dialogue with **policy-makers.**

Following further consultation with headteachers who attended the January 2011 Residential, it has been agreed that schools participating in the Schools Leadership Programme should each undertake one action-based research project and then report back to the group on the project's progress at an annual Schools Leadership Programme day. 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 all schools.

Current Projects:

School	Project Title & Summary
Altrincham Grammar School for Boys	Review of homework policy and practice by subject departments at KS3.
Altrincham Grammar School for Girls	Improve classroom pedagogy, subject knowledge and skills in MFL through subject-specific training programme, to later cascade to other subjects.
Ark Academy	Measure the impact of 'lesson study' on professional development & develop a common approach to lesson study.
Ash Manor School	Harvesting the power of your browser and developing the use of technologies for promoting student engagement and teachers' creativity.
Bethnal Green Technology College	Making a difference - extending the Year 9 curriculum so that all students cover The Arts, Volunteering & Outdoor Pursuits.
Bishop Challoner Catholic College	Developing excellent subject leaders - to lead subject development.
Bournemouth School for Girls	Researching alternative provision of GCSE at KS4 and provide stretch and challenge for most able pupils, and more effective preparation for A-Level study.
Burnt Mill Academy	Improve reading, by getting Year 7 to read 50 books this year and post reviews within a discussion group VLE. The project will aim to establish impact on reading ages and attitudes.
Canon Slade School	The identification, dissemination and embedding of best practice in AFL (including Target Forward) in the core subjects.

School	Project Title & Summary
Cardinal Newman Catholic School	Reduce in-school variations in departments.
Charlton Learning Community	Developing KS2/3 curriculum continuity from pedagogy in English and Maths.
Chelmsford County High School for Girls	Subject Leadership in embedding the development of CCHS learner profile in the teaching of the subjects at KS3 and 4.
Chiswick Community School	Inspire students in Year 9 to engage more positively at KS4 through a GCSE Foundation programme in all subjects.
Davenant Foundation School	Enrichment of EBacc subjects T&L at KS3 to achieve high motivation and take-up at KS4 through curriculum work, enrichment, HE etc.
Desborough School	Using the practices of co-observation and co-construction of lessons to produce more "good" and "outstanding" lessons (as defined by the new OFSTED criteria) focussing on issues such as pace and challenge, questioning and setting learning objectives in KS4.
Dormers Wells High School	Developing a procedure to assess impact of initiatives/positions of staff - eg support staff, clinical psychologists, peripatetic music staff, foreign language assistants.
Durham Johnston Comprehensive School	"Johnston Bonus", to encourage teachers to further their own academic subject-based knowledge through the annual INSET programme. This will develop the subject knowledge of teachers and enhance the subject learning of students, especially those from high-IDACI backgrounds.
Eastbury School	Removing the blue - empowering Senior Leaders to support and challenge the weaker areas of the school with overall aim of eradicating in-school variation.
Golden Hillock School	Leading Teaching & Learning - develop T&L across the school through targeted approach.
Gordon's School	Reducing in-school variations in departments.
Hinchingbrooke School	Improve continuity from primary to secondary level by getting secondary school teachers to work with primary teachers on subject knowledge.
Holsworthy Community College	Investigating how to achieve more independent learning opportunities for pupils, to secure deep and effective learning in all subjects.
Holyhead School	Improving pedagogy - developing T&L across the partnership of schools via the promotion of outstanding classroom practice.
Isambard Community School	Programme to develop teachers' knowledge and pedagogy in the early years of teaching.
Ivybridge Community College	Reduce in-school variations in departments.
John Ferneley College	Enhancing Maths Learning - across the curriculum through whole school CPD.
Kesgrave High School	From outstanding lessons to outstanding practice - working with local schools on the National College Joint Practice Development Methodology.
King Edward VI Five Ways School	To reinvigorate scholarship & subject passion amongst A-Level teachers, particularly through links with HE. 4 internal PTI departments to lead CPD.
Kingsford Community School	To assess the development of students' literacy across all learning areas through peer marking taught during form time and implemented across Learning Areas.
Lampton School	Developing the capacity to lead the learning of other professionals - as a training school.

School	Project Title & Summary
Launceston College	To develop a new model of HE for undergrads in a rural setting, remote from HE providers.
Lister Community School	Using ICT to support literacy across the curriculum, including extended writing and formal oracy.
Manor High School	Research impact of new cross-curriculum T&L group (based on Professional Learning Communities ideas) with focus on developing creativity for first year.
Marsden Heights Communty College	To develop a new process/programme of Self Evaluation commensurate with driving the College Improvement Plan, and to develop a bespoke set of professional expectations and attributes for the school.
Mounts Bay Academy	Transforming teaching and learning by using one to one technological devices for staff and students.
Newstead Wood School for Girls	Measure the impact of enrichment, independent learning and developing wider interests on achievement, attainment, confidence & resilience.
Notley High School and Braintree Sixth Form	14 - 19 Curriculum Review for implementation in September 2013.
Oakwood Park Grammar School	"Empowering Subject Leaders" – putting subjects at the core of the school through developing subject leaders.
Penrice Community College	Developing greater enthusiasm for Maths so that more students progress to AS/A-Level.
Pimlico Academy	Implement a coherent curriculum that builds on existing knowledge.
Plashet School	Sharing good practice on cross-curricular literacy, numeracy & ICT using meeting structure, and T&L communities – sharing Ruth Miskin literacy strategies.
Poole Grammar School	Developing a new Senior Leadership Team with T&L at its Core - through establishing a coaching programme to enable 3 new Deputy Heads to focus on T&L.
Rainham Mark Grammar School	"Empowering Subject Leaders" – use research to drive improvement in CPD to sustain subject focused teaching.
Ravens Wood School	Understand & reduce disparity between quality of teaching & leadership in departments.
Robert Clack School	How can the KS3 Curriculum be modified to facilitate engagement and achievement in Baccalaureate subjects at KS4, focussed on Geography?
Sandbach School	Study the ways in which organisational/ leadership structures in school can be used to improve the quality of teaching and learning and enhance teachers' subject knowledge.
Sawtry Community College	Creating the Capacity for Computer Science: who will teach it? - bringing Maths and Science teachers together to become the Computer Science teachers of the future.
Small Heath School	Improve student subject knowledge and attitudes to learning through collaborative departmental planning, using PTI subject teams to drive progress and assessment.
St Angela's Ursuline School	To improve independent study & learning skills & to evaluate and improve teaching of higher level literacy/numeracy across the curriculum.
St Ursula's Convent School	Promoting Literacy Across the Curriculum.

School	Project Title & Summary
Stewards Academy	"Shakespeare on Love" – unit of work for whole Year 9 –develop subject knowledge and independent skills through exposure to several Shakespeare texts.
Swakeleys School	What impact on student & teacher motivation, attitudes and aspirations is made by creating opportunities for staff to showcase specialisms through masterclasses for staff post-16 and G&T?
Tendring Technology College	Investigate whether a curriculum change can produce rapid achievement for students with SATs of 3.5 – 4.3 in English/Maths.
The Coopers' Company and Coborn School	Developing an access-for-all KS3 entitlement history curriculum that enthuses and informs.
The John Warner School	"It's Good To Talk" - Developing an outstanding lesson observation programme to enthuse and empower teachers to deliver outstanding learning.
The Manor School	What is the impact of an effective quality assurance programme on the school's effectiveness, and, hence, the delivery of a high quality curriculum?
The North Halifax Grammar School	Developing a Reading School - To develop strategies to encourage greater reading of books by students, staff and parents in the school.
Wembley High Technology College	Use of undergraduates to raise attainment at A-Level.
Westcliff High School for Boys	Developing leadership at Middle Management Level.
Westcliff High School for Girls	To encourage teachers to question and develop their pedagogy & practice - What is the impact on teachers' confidence, enjoyment and skills of teachers undertaking classroom based enquiries examining their understanding and delivery of pedagogy and practice?
William Farr (C of E) Comprehensive School	Tracking the impact of CPD - studying the school initiatives aimed at improving the quality of interaction between teacher and learner.
Worle Community School	Improve leadership at all levels through sustainable leadership model focussed on driving up standards – develop outstanding curriculum.
Writhlington	Developing Assessment For Learning across the school or A-Level to improve outcomes in literacy.
Ysgol Rhiwabon	"Developing tomorrow's leaders" – develop subject-centred leadership to improve teaching quality & raise standards.

Background and Acknowledgements

Building on the success of previous Prince's Teaching Institute headteacher Conferences, the PTI ran its second residential conference for 44 headteachers at Madingley Hall Cambridge in February 2012. The success of the previous events has been in no small part due to the fact that the events were designed, run and led by headteachers. The aim of this year's conference was to consider some key elements of good school leadership, and in particular, how to promote excellence in teaching and learning. The following key questions were explored:

- What is the purpose of education?
- What constitutes good leadership?
- What curriculum maximises pupils' life chances?
- How do we nurture and sustain passionate teachers?

The days consisted of plenary presentations designed to provide delegates with food for reflection and debate; also seminarsand round-table discussions and, to conclude, a plenary panel discussion. Four principal themes emerged from the conference discussions. This report summarises the conclusions of the conference, as well as detailing the responses of the delegates to the questions posed in their round-table discussions. It also provides a brief summary of key points made by the plenary speakers, and summarises the final plenary discussion.

Reports from previous years' conferences can be found at www.princes-ti.org.uk.

The PTI would like to thank the headteacher leaders for helping shape the conference and for their leadership during the event: Elizabeth Allen, Jack Jackson, Mark Johnson, Rhonda Murthar, Dana Ross-Wawrzynski and Ben Slade.

Attendees

Allen	Elizabeth	Newstead Wood School for Girls	Leenders	Marais	Brentford School for Girls
Aylott	Margaret	Dormers Wells High School	Liddle	Steve	Winifred Holtby School Technology College
Baker	Andrew	Westcliff High School for Boys	Lloyd	Gill	William Farr (CofE) Comprehensive School
Bal	Gill	Wembley High Technology College			
Bayliss	Martin	Holyhead School	Mansfield	David	The Coopers' Company and Coborn School
Brien	Alistair	Bournemouth School for Girls	Maslen	Graham	The North Halifax Grammar School
Burgoyne	Nigel	Kesgrave High School			
Burr	Mike	Writhlington School	Muller	Patricia	St Ursula's Convent School
Carter	Ian	Poole Grammar School	Murthar	Rhonda	Stewards Academy
Chapman	Nicole	Chelmsford County High School for Girls	Parker	David	Penrice Community College
			Quinn	Michael	Upton Hall School FCJ
Dickson	David	Eastbury School	Renshaw	Nick	Charlton School
Fitzsimmons	David	Holsworthy Community College	Robinson	Chris	John Ferneley College
Garbett	Mark	The Latymer School	Ross-Wawrzynski	Dana	Altrincham Grammar School for Girls
Garrido	David	Ash Manor School			
Gartside	Timothy	Altrincham Grammar School for Boys	Scarrott	Matthew	Golden Hillock School
			Slade	Ben	The Manor – A Foundation School
Grant	Sir Paul	Robert Clack School	Smith	Jacquie	Lampton School
Hamlyn	Bob	Holloway School	Spinks	Mike	Urmston Grammar
Hartney	Tony	Gladesmore Community School	Stevens	Alan	Sawtry Community College
Jackson	Jack	Launceston College	Symons	Maire	Bishop Challoner Catholic College
Johnson	Mark	St Angela's Ursuline School	Thompson	Simon	Notley High School and Braintree 6th Form
Jones	David	The Regis School			
Keary	Mark	Bethnal Green Academy	Williamson	Philip	Canon Slade School
Kennedy	David	The John Warner School	Wilson	Anthony	Lister Community School