Please note that two separate studies are referred to here, they are; the **Research & Development study (R and D) and CPD Study**. *Reference will be made accordingly where points refer explicitly to either of the Case Studies.*

Project Title	Peer Coaching Programme – **Moving from 'Good' to 'Outstanding'**
School/Organisation	Trefonen CE Primary School School Lane Trefonen Shropshire SY11 4DA
Date Project taking place	January 2013 – July 2013
Aim of Project	To establish and embed a structured and cohesive approach to the identification and sharing of best practice, methodology and pedagogy, across the school. Thus supporting the transition, in the the quality of teaching, from good to outstanding. ***R and D Case Study and CPD Case Study*** ***Objectives:*** 1. To gain a deeper understanding and experience of using coaching as a leadership tool to support personal development. 2. To make use of data to support position and challenge others.(Pupil Progress Data) 3. To develop skills of strategic thinking BEYOND literacy to focus on long and short term plans. 4. To move the quality of teaching from 'Good' to 'Outstanding'. 5. To establish and embed a structured and cohesive approach to the identification and sharing of best practice across the school.
Project Details	The following rationale was proposed to all staff, prior to the project starting, as a means for identifying a reason for rolling out a programme of 'Peer Coaching' at our school. 'Teachers' professional development is a key driver for raising standards. It has to be managed and led, and done so effectively ensuring it has a positive impact and represents good value for money.' Whilst professional development has been defined in many ways. This definition is comprehensive and was therefore shared with all members of staff. It describes Professional Development as : "an on-going process encompassing all formal and informal learning experiences that enable all staff in schools, individually and with others, to think about what they are doing, enhance their knowledge and skills and improve ways of working so that pupil learning and well-being are enhanced as a result" (Bubb and Earley, 2007, p. 4). It has a clear focus on the change, development and improvement of practice, ultimately for the benefit of learners. **Bubb, S, Earley, P, 2007, Leading and Managing Continuing Professional Development, London, Sage.** **Jensen, B, 2012, Catching up: learning from the best school systems in East Asia, Victoria, Australia.**

| | The programme was rolled out over a period of six months. Each of the phases have been outlined below:

Phase 1 - <u>To gain a deeper understanding and experience of using coaching as a leadership tool to support personal development.</u>

A Skills audit was completed with all staff, this assisted in the development of a database of staff expertise which is used to support staff who wish to develop a skill or practice. Afer a period of consultation; pattern matching strengths with weaknesses, a timetable for the whole school coaching programme to start in January 2013 was drawn up.

Phase 2 - <u>To make use of data to form decisions, support position and challenge others in order to move the quality of teaching from 'Good' to 'Outstanding'.</u>

The Ledership Team collected and collated observation records in order to establish baseline findings. Also collated were data and results of pupil work scrutiny and Assessments. Again, to establish a baseline point.

Phase 3 – <u>Embed coaching practices and 'coaching culture' throughout the school to support the improvement of teaching and learning. Focus and support in developing the methodology and pedagogy used by teachers resulting in increased number of lessons judged 'Satisfactory/Good' to 'Good/Outstanding'.</u>

Whole school staff workshops shaped in response to audit and data findings were put place (Spring/ Summer Term 2013). A Scheduled programme of **peer observation** (staff in pairs observing – Action Learning Sets) was rolled out (Starting January 2013). These sessions were followed by **diagnostic feedback/discussion** between the 'pair', this was later on to become a group of three, with CPD coordinator as facilitator, resulting in identification of methodologies/pedagogies/strategies to implement in own classes. Also introduced at a later date were pupil interviews.

Phase 4 - <u>Review pupil progress and achievement and the impact of good coaching practices</u>
The impact of Coaching based on quantitative data (lesson observation figures/ pupil progress data) was evaluated. Also evaluated was the impact of Coaching based on qualitative data (Review of coaching culture and practice Audit and Coach self review)

Phase 5 – <u>Build external links and practices</u>
This phase sees and will continue to see the the impact of the study based on qualitative data and feedback from staff on improvements to their own teaching and the impact of the study based on quantitative data (lesson observation figures/ pupil progress data) with other schools in the wider community. The intention being to spread success, knowledge and expertise to other schools and in return learn of new expertise, knowledge and stimulus for reflection and development. |
| Who was involved? (collaborative partners) | **Teaching Staff**
Cathy Dunleavey (Headteacher), Laura Prust (Deputy Head), Stephanie Henney (Teacher/ CPD Co-Ordinator/ Member of SLT), Jan Roberts, Lucy Drury, Geke Cook, Liz Day (Teachers)

Involvement of the Wider Learning Community
Whittington CE Primary School – Stephanie Henney involved Whittington as part of NPQH Programme – Developing the role of the Teaching Assistant through a programme of Peer Coaching. |

	Lydbury North Primary School – Opportunity to observe Teaching and Learning in another environment. Particualr focus on the development of differentiation and questioning in mixed age classes. Teaching Assistants and Teachers were given opportunity to discuss best practice, observe it in action and be given the flexibility and support to trail it in their own classroom environemnts.
Outcomes	Teachers became more aware of: • Different methods for differentiation • Questioning Teachniques • Different methods for delivering feedback • Encouraging independence and collaboration amongst learners.
Project Evaluation/Impact Outcome How was the impact measured?	***R and D Case Study*** • No of lessons judged as 'Good' - Prior to study 50%, post study 100% • No of lessons judged as 'Outstanding' - Prior to study 0%, post study 50% • 100% of Teachers stated that they had fully or partly met the 5 objectives that were set at the start of the session. • Impact on pupil progress and achievement – Year 6 Average Point Score Progress End of KS1 – End of KS1 13+ Points - National Average 12. This picure (of Pupil APS progress from End of KS1 to current year group being above the National Average) is reflected in almost all year groups. ***CPD Case Study*** • No of lessons judged as 'Good' - Prior to study 50%, post study 100% • No of lessons judged as 'Outstanding' - Prior to study 0%, post study 50% • Qualitative study based on feedback from staff - A questionnaire which asked Teachers to reflect on questions which rated the project's overall impact on on their own teaching, knowledge, skills and understanding of pupil learning and well-being showed 100% of Teachers felt confident in each of these areas by the end of the programme. Prior to the Project on average only 66% of Taechers felt confident in each of these areas. Overall, the main findings were that the project had raised the profile of Teaching and Learning in the School and colleagues were better at identifying and recognising good practice in others. **Impact Outcome** As a result of the programme conversations relating to the pedagogy of Teaching and Learning now take place on a regulalr basis and all Teachers feel comfortable being observed in this context. This is useful to all staff but particularly those who may have previously felt some related anxiety to being 'watched' by other Teachers. The resounding feeling is that 'Peer Coaching' facilitates the opportunity to share good practice and develop and learn with the help of their peers in a relaxed and supportive environment. However, as already mentioned in brief, it was apparent that in some instances changes to the 'structure' which the Peer Coaching took needed changing. For instance in some groups it became apparent that some 'Action Learning Teams' were better composed as a three; as this allowed for more honest and constructive discussion. Also of increasing importance as the project progressed was the need to build in time for Teachers to meet with their peers to reflect on the experiene and overall findings.

	Also introduced were pupil interviews post lesson so as to ask and gauge 'What worked well?' and what could be done even better from the pupil perspective.
Intended dissemination of outcomes	See Phase 5

The outcomes of this project will continue to be shared with the wider school commuity and other key stakeholders e.g. Governors. Links with partner school(s) will continue and develop our understanding of pedagogy and Pupil Learning further. |
| Next steps for project within the organisation | As a result of student and staff feedback from this project it will become an annual feature of our whole school programme of CPD and Performance Management Cycle. We will expand on this project further by using the links established with other schools, through the course of this project, and explore the concept of how Peer Coaching' could include members of not only our own school but also others in the wider leanring community. Thus further expanding our pedagogical understanding. |

Please note your case study will be placed on the Teaching School website therefore if any photographs are supplied we will assume permission has been obtained by the person being photographed or parents/carers.

18/07/2017