

# National Leaders of Education Initiative



**Greenwood Dale School**  
**Nottingham**

# National Leaders of Education Initiative

Using the initiative as a staff development model

# National Leaders of Education Initiative

The motivation behind becoming a  
National Leader of Education  
and  
the strength and experience of Greenwood  
Dale to become a National Support  
School.

# The background to Greenwood Dale

- we serve a particularly disadvantaged area of inner city Nottingham
- one third of our intake at age 11 have reading ages of eight years or below
- two thirds have reading ages two or more years below their chronological age

# The background to Greenwood Dale

We are:

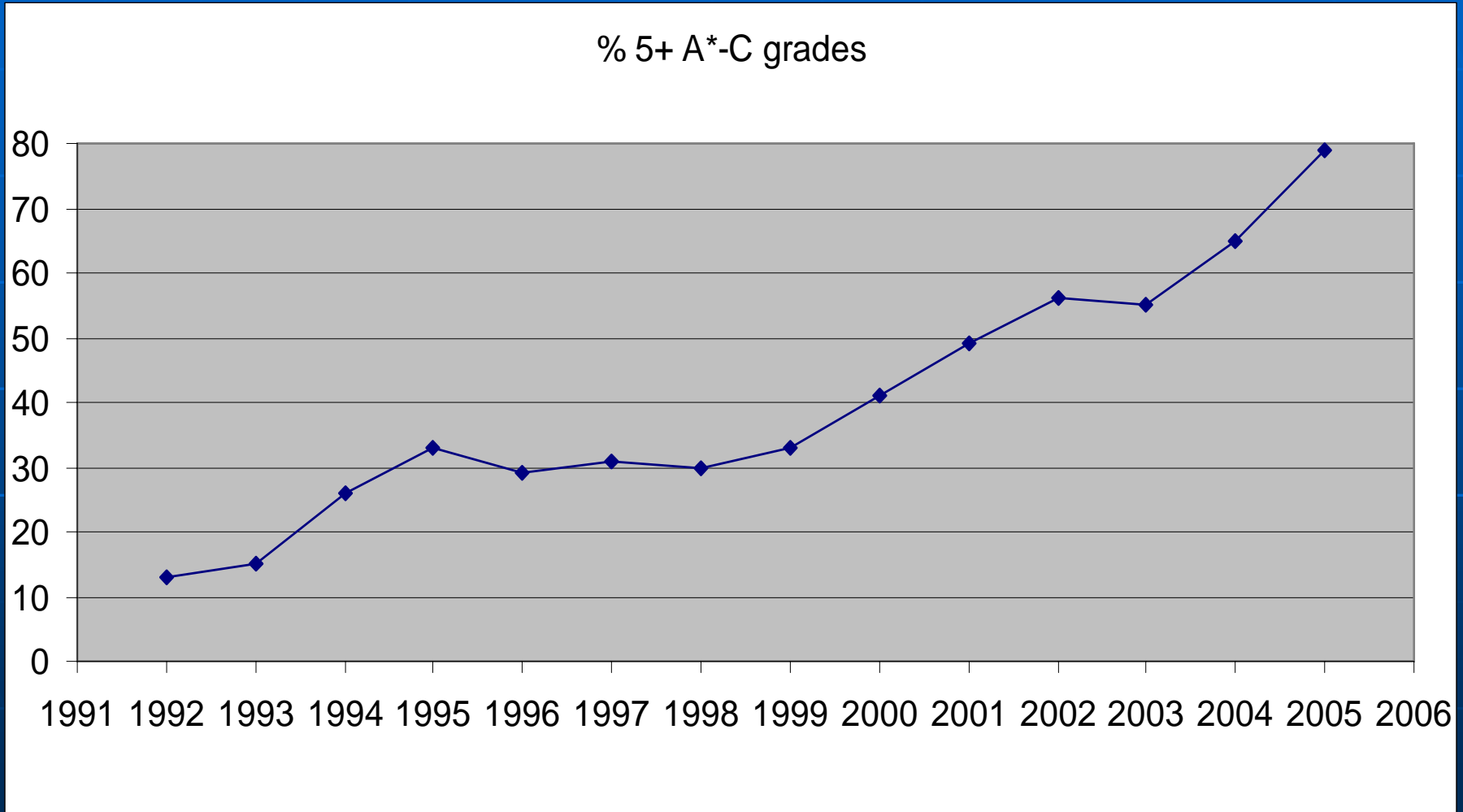
- An 11 - 19 specialist technology school
- a 'high performing' specialist school
- a 'leading edge' school
- an Ofsted 'particularly successful' school
- an Investor in People organisation, and
- a National Support School

# Our focus

Our focus is on:

- school improvement
- the quality of teaching and learning
- the value we add and how we assess the progress our students make
- the targeting of under-performing groups
- 'hands on' leadership and management
- staff motivation and morale

# The route from 13% 5+ A\*-C grades



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What we are doing to support other schools



# What is expected of us as a National Support School?

- to work with a school either in special measures or in danger of going into special measures
- to help bring it out of special measures in the shortest possible time or to stop it going into special measures
- to help the school become self-sustaining

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What we are not!



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- Client school identified with LA
- private meeting with acting headteacher
- initial identification of the problem(s)
- support team leader appointed
- two week in-depth study of the school
- project brief agreed

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- meet with whole staff from client school
- project team established, including staff from client school
- team in place with progress evaluated weekly by written report
- daily/weekly changes made to working practices and structures

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- In many schools facing challenging circumstances the staff often:
  - do not have the capacity to change, and
  - are not aware of what it is they need to do
- The NLE initiative gives the opportunity to add capacity and identify what needs to be done.

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How do we measure the success of our work?

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The skills and qualities needed to lead  
more than one team



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- I already lead more than one team in my own school
- the skill is in choosing the right team to delegate responsibility to, and
- giving them the time, resources and support so they can be successful

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- An NLE must also have:
  - the experience to identify what needs to be done
  - the confidence to make difficult decisions, and
  - the tenacity and strength of character to see these decisions through

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The impact of this work on Greenwood Dale and the client school

The staff development model

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- Opportunities at Greenwood Dale:
  - one deputy headteacher post
  - two assistant headteacher posts
  - two heads of department posts
  - two seconds in department posts, and
  - staff gaining a wealth of new experience in preparation for senior posts, including headship

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- Opportunities at the client school:
  - to work alongside staff from a higher performing school and to work in that school
  - to have a clear focus on what needs to be done to raise standards
  - to experience high quality leadership and management

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## ■ Challenges:

- to ensure standards at the National Support School do not fall
- to significantly raise standards in the client school
- to encourage others to become National Leaders of Education, and
- to encourage LAs to use our skills and expertise

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- Contextual value added, KS2 to KS4
  - nationally the mean is 1000
  - over 1020 puts you in the top 5% of schools
  - in 2004, 2005 and 2006, Greenwood Dale scored over 1061
  - we are the sixth highest performing school in the country for CVA in 2006 and the fifth highest performing specialist college