
A COACHING JOURNEY TO OUTSTANDING

Using coaching to improve standards in teaching and learning to support outstanding pupil progress

The purpose of this case study is to demonstrate how mentoring and coaching have been used within a secondary school to improve pupil outcomes.

Carling School is a richly diverse community with 49% of students having English as an additional language. The school has a student population divided 43% girls and 57% boys; and the majority of students enter the school with attainment significantly below the national average. The proportion of the students on SA, SA+ or statement is 17.5% which is broadly in line with the national average. The proportion of students eligible for Pupil Premium funding is 40% with 27% of students in receipt of FSM. The staffing profile of the school is that of a relatively young and inexperienced staff with recruitment difficulties in English and Maths.

The School has received a 'stand-alone' Academy Order in recognition of its good and improving performance. In the last inspection (February 2012) the school was judged to be 'satisfactory' with 'good leadership and management'.

Matthew Bolton is a Deputy Head Teacher at the school with specific responsibility for coaching. He was appointed to the school in 2006. Prior to this appointment, Matthew developed skills in coaching and mentoring through training instigated by the National Strategy¹ and, later, as a Teaching and Learning advisor for a local authority. Once appointed, Matthew took on a portfolio of responsibilities and it was only following the school's 2012 Ofsted inspection that there was a shift in focus:

"The outcome of our 2012 Ofsted inspection was that we were judged 'satisfactory'. This prompted a lot of soul searching and some re-organisation of staff roles and responsibilities to enable me to focus on high impact strategies – getting in classrooms and working with teachers - to use coaching to improve quality of teaching."

Matthew and the school are fluid in their definitions of the terms coaching and mentoring. In fact, coaching was referred to as a generic term to encompass the breadth of skills that came make up a coaching or mentoring relationship.

This fluidity of definition is supported in The National College resource 'Coaching and mentoring overview' from 'Good Practice for Leaders' <https://member.goodpractice.net/nclscs-leadership/resources/developing-others/developing-team-members/coaching/coaching-theories/coaching-and-mentoring.gp> which highlights the confusion that can sometimes arise in the use of these two terms:

"Coaching and mentoring are both forms of one-to-one paired support relationships aimed at facilitating personal development, the distinction between which is often confusing."

Matthew sees the distinction between coaching and mentoring as quite blurred at Carling School and, whilst this may not reflect 'text book' interpretations of these key terms, Matthew is adamant that it is an approach that is right for Carling School:

"Our distinction between coaching and mentoring is quite blurred here. It depends on who you are working with. I have directly coached twenty four teachers and another six to eight are being coached by other members of staff. This means that well over 1/3 of our teaching staff have received some sort of coaching or

¹ <http://webarchive.nationalarchives.gov.uk/20110113104120/http://nationalstrategies.standards.dcsf.gov.uk/>

mentoring. Within this group we have had a range of personalities and capabilities so, for some, mentoring has been more appropriate than coaching; but I see this as on a continuum dependent on need."

However, although the distinctions between coaching and mentoring may lack formal definitions, it is evident that the strength of Matthew's conviction and his enthusing personality have been key drivers in engaging staff with coaching practices over the past 12 months:

"I don't think coaching or mentoring are formally defined in policy, I haven't written a coaching and mentoring policy. What I am at pains to do is communicate what it is all about. People understanding the term 'mentoring' but 'coaching', as a term, came with a lot of baggage. When we first engaged with coaching, people saw it as something 'for weak teachers' that is 'done to them' to improve their performance. If this wasn't successful, they would end up on a capability process. Many staff held this view."

In order to overcome the potential for negative perception, the school let the actions of coaches and coaches speak for themselves. Much of the positivity that developed from the coaching model was very much a product of Matthew's enthusiasm, commitment and experience; but it also grew from word of mouth after a number of initial positive experiences.

This view is supported by one of the school's Science teachers – Zelda Aldis:

"At the beginning, I felt negative towards the idea of coaching. Am I THAT bad? I had seen other colleagues 'coached' and then disappear from school. I spoke to my Head of Faculty about my concerns and decided to allow Matthew into my classroom. I trusted my feelings and decided it was time to give coaching a go."

To aid clarity, this case study will adopt the school's perspective here in adopt the use of the term 'coaching' throughout to define this breadth of one-to-one paired support relationships in the school.

QUESTION: To what extent do you feel it important that definitions of the terms 'coaching' and 'mentoring' are clear and transparent? Does it matter that the school is 'fluid' in its interpretation of these key terms?

WHY AND HOW THIS APPROACH TO COACHING WAS SELECTED

Rachel Edwards is the Head Teacher at Carling School. She suggests that, prior to her appointment; coaching and capability were negatively linked. Following her appointment, a change in leadership style allowed for a more distributed approach to school leadership; but; as Rachel explains, the development of coaching still had some way to go:

"Coaching has massively developed since April 2012 There had always been some coaching in the school through the development of faculties, but I can now see that this was too little and too separate."

Rachel faced some difficult leadership challenges:

"The school was heavily unionised when I arrived. Because of the leadership style of the previous headteacher there was a difficult leadership climate. Few staff would volunteer for anything. I had to take 16 staff through capability proceedings."

The trigger for change came from the 'satisfactory' judgement of the 2012 Ofsted inspection:

"I created a key role for Matthew. His whole focus is on teaching and learning. He has given teaching and learning a certain gravitas that, through his clear communication, has ensured that everyone knows coaching to improve learning and teaching is an absolute priority."

It is evident that those staff that engaged in coaching with Matthew after the 2012 Ofsted inspection were putting a lot of trust in Matthew and were working through a lot of negative baggage that had been a feature

of coaching in the school in the past. For Matthew, engaging colleagues in coaching conversations was the most effective strategy to allay fears and build trust:

"I have been at pains to be explicit in what coaching is and isn't about; to emphasise the developmental aspects of the programme. At this school we are trying to establish professional learning communities that enable everyone to learn and develop."

Matthew's passion for inclusive staff development does not mean that the focus of the coaching is in anyway diffuse:

"I had a clear target when we introduced the current coaching programme into the school. Over a number of years between 50% and 60% of teaching had been deemed 'good or better'; the challenge was to move these teachers towards being judged 'outstanding' whilst we supported the 40% of teachers below the 'good threshold' towards 'good'.

Although the project has only been running since April 2013, Matthew was keen to ensure sustainability and, from Easter 2013, he began to engage staff who had responded successfully to being coached themselves in becoming coaches on the programme:

"In the long term, it wasn't desirable or sustainable for me to continue to do all of this work. From Easter 2013 we included two 'outstanding' teachers as coaches. They have been given significant time to devote to coaching (1 – 2 days per week). We have also appointed lead practitioners in Maths and English; and our aim is to have a lead coach in every subject area."

Hilary Porter was one of the teachers who became a coach to work alongside Matthew. Here she talks about how coaching was used as the model through which she trained to become a coach herself:

"Matthew took a group of teachers to a local primary school he had worked with on developing a comprehensive coaching programme prior to his appointment to Carling School. Here, we were able to see Matthew's 'Parrot on the shoulder' approach to coaching in operation."

Matthew's 'Parrot on the shoulder' approach to coaching involves quite intensive interaction during in-class coaching sessions. His engagement with teachers in classrooms involves a constant 'drip feed' of coaching questions delivered at key moments to raise teacher awareness, question practice; and make the most of a significant learning moment.

Hilary continues:

"I asked Matthew if he would coach me in the style we saw to the local primary school and this proved to be an outstanding experience. My lessons had been consistently judged as 'good' yet Matthew's 'parrot on the shoulder' coaching enabled my teaching skills to rapidly progress towards being judged 'outstanding'.

QUESTION: What can you learn from the Matthew's steps to ensure sustainability of the school's coaching programme?

THE BENEFITS TO THE SCHOOL OF IN-HOUSE DEVELOPMENT USING COACHING

Rachel Edwards is clear that coaching continues to play a central role in their staff development programme:

"Coaching is intrinsic to our CPD process. Matthew leads sessions at every staff meeting and on each of our INSET days for all teaching staff and support staff who spend time in classrooms. Coaching is a key driver for all of our CPD."

The way in which coaching is delivered at Carling School is personalised to the coachee and is very much a product of the relationship between coach and coachee. Although coachees don't receive any formal training prior to participating in coaching sessions with their designated coach, Matthew's approach is very direct and 'hands on' from the start. Zelda Aldis explains:

"I took my appraisal document to Matthew and showed him the lesson observation comments for my classes. We agreed to start the coaching sessions by focusing on my Year 9 class – in particular, the EAL students - after which we met for feedback and to plan for future sessions."

It is a feature of Matthew's coaching model that feedback and planning happen as soon as possible after an initial lesson observation. Zelda Aldis goes on to explain:

"Feedback and planning happens directly after the lesson observation or as soon as possible afterwards. Matthew gave me feedback on the good things he observed and areas he felt I could develop. His feedback led me to ask questions about how I could improve my own performance."

Zelda Aldis was part of the initial coaching phase that involved intensive coaching over a 2 – 3 week period. Whilst coaching focused on her Year 9 class, Matthew was keen to broaden this focus so that coaching lessons learned could be applied to a greater number of classes and pupils:

"We kept a tight focus on maximising the performance of students with English as an Additional Language (EAL) but we broadened the focus to include a Year 7 class and, later a Year 10 class."

Although this focus was led by the performance management process through a teacher appraisal that triggered the initial intervention, Rachel Edwards was keen to separate coaching from capability:

"As our coaching programme developed, I wanted to make sure that there was a clear distinction between coaching and capability. Removing coaching from the capability process enabled Matthew's role to remain 'untainted' by the negative connotations of capability procedures. Although staff going through capability may receive coaching style support, this is delivered separately from our coaching programme by other members of staff."

QUESTION: What are the benefits and drawbacks of keeping a coaching programme and capability processes separate?

THE IMPACT ON PARTICIPANTS IN COACHING ON BOTH COACHES AND COACHEES

Zelda Aldis is clear that the coaching programme has had a massive impact on her professional development:

"I've participated in three cycles of coaching and, in each instance I have achieved my agreed targets."

Zelda and other coachees are able to track their progress during a coaching cycle through the use of a 'Coaching record' – an example of the Zelda's coaching record is included as Appendix 1.

In addition, coachees are asked to evaluate the impact a coaching cycle has had on their teaching and pupil engagement, learning and progress. This evaluation is recorded on a 'coaching evaluation'. An example of Zelda's Coaching Evaluation can be found in Appendix 2.

She has independent evidence that her teaching has made significant improvement through the coaching programme:

"A recent mock Ofsted judged my teaching as 'good' under the 2012 Ofsted criteria. My marking was classed as 'outstanding'. All my Key stage 3 students are now meeting their progress targets and the majority of Key stage 4 students are doing the same."

Hilary is equally clear that the coaching programme has benefitted her as both a coach and a coachee:

“Matthew worked with me through a cycle of six lessons focusing sharply on moments in my teaching where I allowed the pace of pupil learning to dip. As a consequence, the whole class went up two levels of progress within a cycle of one unit of work.”

Part of the strategy that makes the school’s coaching programme so successful is Matthew’s desire to ensure sustainability after the coaching cycle has finished. As Hilary Porter comments:

“After the first coaching cycle, we looked at HOW the pupils had made progress and we identified learned skills that could then be applied to any of my teaching classes.”

But the sustainable benefit of the initial coaching cycle was not just felt by the coachee. Hilary’s students, too, developed sustainable skills:

“The students, themselves, formed into coaching pairs and developed an increased desire to enquire around their topics of study, coaching one another to achieve and even beat the desired lesson outcomes.”

David Walker is in his second year of teaching Science at Carling School. He joined the coaching programme to acquire new strategies for dealing with a challenging year 9 class:

“I was struggling with a Year 9 class – behaviour management was a real issue and there was great conflict between my teaching style and my pupils’ behaviour. I had a teaching councillor assigned to me who, initially, helped but I asked Matthew to coach me to teach better and more inspired lessons. I wasn’t sure if, in some lessons, pupils were learning anything at all. I couldn’t identify progress or any meaningful learning outcomes. This was not common to my other classes.”

The way that Matthew coached David mirrored the strategy he adopted with Zelda and his other coaches:

“Matthew prepared a timetable to assist me in preparing my lessons. I would have a session with him before each lesson he observed in order that he could coach my planning. He would give me feedback on my planning and ideas, share his ideas and good practice from other lessons he had observed with me; and challenge me with ‘how about this’ statements and coaching questions.”

Matthew’s coaching questions continued to feature in lessons of Dena’s he went on to observe:

“He would be like a parrot on my shoulder - whilst he observed the teaching and learning taking place he would whisper questions or observations in my ear. For example, ‘that’s a good question, how could you make more of the student’s answer’ or ‘the pace is slipping a little hear, what could you do to pick up the tempo’ or ‘that was a really good opportunity for assessment for learning. How can you make sure that the student really benefits from your exchange’. Afterwards, there would be a summing up session either straight after the lesson or at the end of the day. Matthew would ask coaching questions – ‘what went well, even better if, next steps? This was quite intense but incredibly rewarding.

QUESTION: The school has adopted an intensive coaching model that fully engages coach and coachee for a relatively short period of time. What are the advantages and drawbacks of such an intensive model?

CHALLENGES THE SCHOOL FACED AND OVERCAME

It is clear that there was a developmental process through which Matthew took the coaching project in order to imbed coaching practices in the school:

“I was given the title and the role and had to start somewhere. Initially, I was quite directive on who should be coached. We tried to go for a balance of staff experience and capability but, predominantly, I had to start

coaching those that were identified as needing to move towards 'good'. Initially we went for 'quick wins' – those whose teaching pedagogy just needed a little tweaking to set them on the right path. As people began to understand the process and benefits, I began to see a big change in attitudes with people wanting to 'opt in' to the process."

Informal conversations played as much a part in demonstrating the positive impact of coaching on the coach, coachee and their students as did formal situations. Staff were able to spread the word about the considerable impact of coaching through informal chats in the staffroom, corridor or on car journeys to and from school. Celebrating good practice and impact were also key features of more formal engagements such as staff meetings and staff briefings where staff were encouraged to share their own success stories; and coaches publically thanked coaches for particularly successful strategies and interventions.

This change in attitude has been central to successful take up of the coaching offer at the school:

"Open invites now go out each term and we have a waiting list of staff wanting to be coached. We have been able to move from a directive model to an opt-in model in a relatively short period of time."

Rachel Edwards gives full credit for this attitude change to Matthew:

"Matthew is a fantastic role model for faculty leaders; but he has also done a lot to imbed coaching practices into our leadership team meetings. We are happy to challenge each other and we do this all of the time. Some of our meetings can be uncomfortable and people will often raise points 'as devil's advocate'; but this is good."

Alongside changes in participants' attitudes, Matthew introduced some other changes to his original coaching model:

"Originally I worked on a 2 week coaching model with 4 – 6 participants. Coaching intervention was very intensive over this two week period and coachee feedback suggested that this model didn't suit all participants. In response to feedback I gradually moved to a less intensive intervention model with up to 15 participants over a whole term"

There were advantages to this new model for Matthew as well as for coaches since it became easier to find time to work on coaching sessions, absence from school became less of a problem; and there was relatively more time for follow up developmental coaching work.

It is interesting perhaps, that none of the participants in the school's coaching programme identified any significant conflict between the coach/coachee relationship and the school's line management structures.

Hilary Porter is faculty head for Creative Arts and is line managed by one of the school's Deputy Head Teachers. She, in turn, line manages eleven people in her faculty, all of whom have been through the school's coaching programme with the aim of improving practice and learning how to identify progress that is happening within the classroom:

"We teach in each other's subjects. I have taught music lessons which have been judged to be 'good', not because of subject knowledge but because the coaching programme showed us what pupils need to learn and how they can make progress."

Hilary became aware that there were other challenges to be faced as the coaching project progressed:

"Initially I coached people from within my faculty but, as I have become a more experienced coach, my coaching responsibility has spread to staff outside my area of direct responsibility. The biggest challenge some of us faced was to convince our coachees to apply what they had learned in their coaching cycle to other classes. Some would participate in a cycle of coaching with Matthew and then apply what was learned through

that coaching to that specific class only; but not apply it to their other teaching classes. There was no transference of skills from one class to the next.”

Hilary also highlights a fault with each coaching intervention having a clear end point:

“Coachees would see completing the coaching as an end in itself and not something to apply to all learning encounters.”

In order to address both of these points, coaches were asked to complete successive short coaching interventions that gradually sharpened their skills. Through this process, coaches developed an increase awareness of the transferability of coached skills from one learning situation to another and they were better able to focus on continued learning to support pupil progress rather than the completion of a coaching cycle. This reflection is evident in their coaching records (see Appendix 1) which formed a basis of self-reflection and subsequent coaching conversations that then went on to direct future interventions.

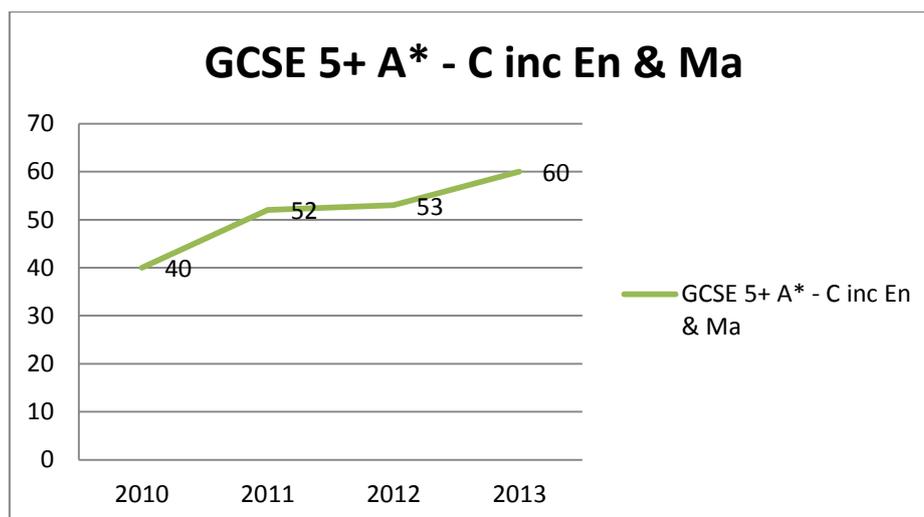
QUESTION: What can you learn from coaching practice at Carling School that would support sustainability of breadth of impact of a coaching programme?

HOW WAS IMPACT OF COACHING ON PUPIL OUTCOMES MEASURED TO ENABLE SCHOOL LEADERS TO EVALUATE THE COACHING APPROACHES THEY CHOSE?

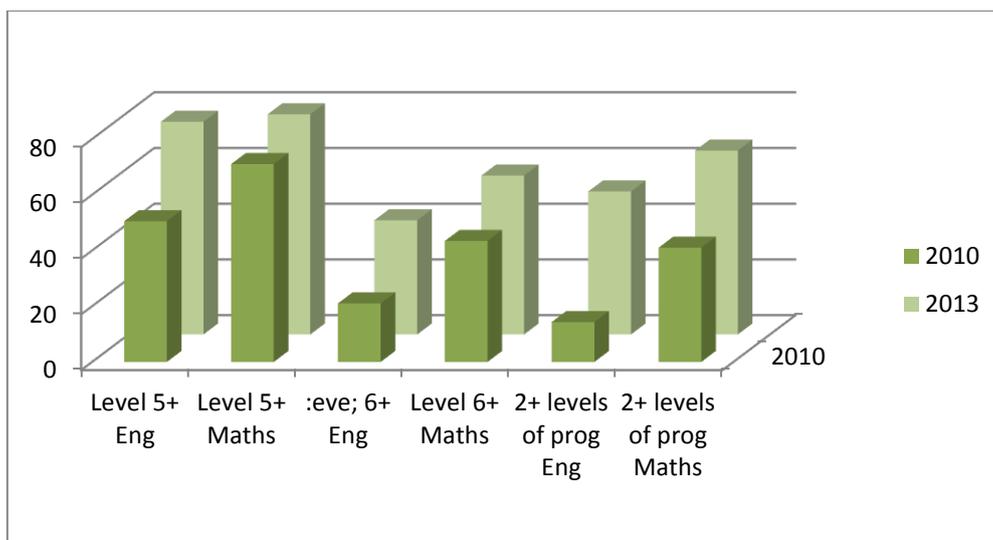
Following the 2012 Ofsted inspection, the school’s leadership team implemented rigorous monitoring and evaluation processes throughout the school. These included a comprehensive programme of lesson observations, learning walks and a weekly system of work scrutiny:

“We conduct a work scrutiny between 13:00 and 14:30 every week. It is run by members of the school’s senior leadership team alongside a faculty leader. We target a faculty without notice and monitor a representative sample of books form across all years in the school for that subject.” Since we began this process in April 2012 we have seen a massive improvement in terms of teachers’ use of assessment for learning strategies (A4L) due, largely, to the use of coaching as follow up.”

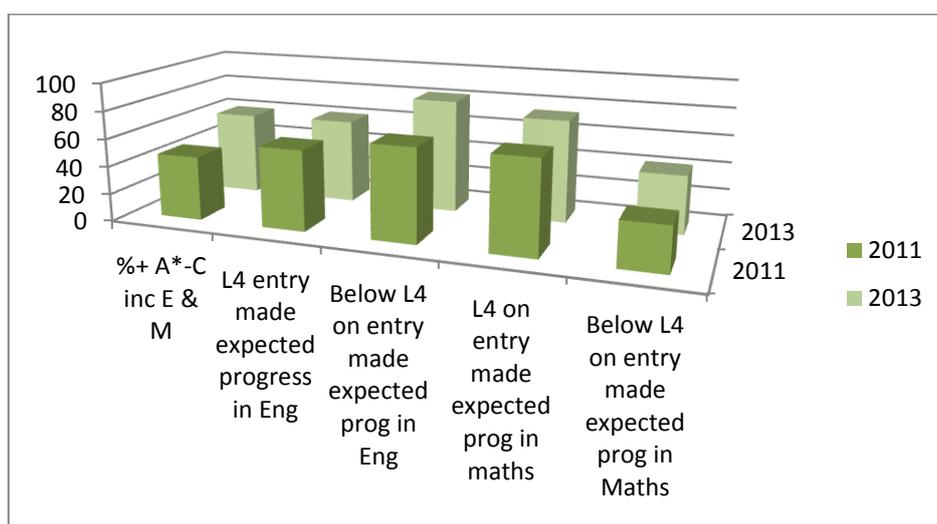
The coaching project has been running since April 2012 and is already showing impact on pupil outcomes.



A previous legacy of KS3 underachievement has now been eradicated whereby students in all year groups are making at least good progress resulting in positive year on year attainment. The key stage 3 data shows:



The attainment of girls – a concern in the 2012 Ofsted inspection – is now in line with the figure secured nationally:



On a more subjective level, Rachel Edwards has noticed improvements in staff focus and engagement with student learning:

“Teaching is far more focused on pupil centred learning and there is less teacher talk; this is evident throughout the school. It is clear that pupils are making progress and enjoying their learning.”

At an individual class level, Hilary Porter is keen to share the success the coaching programme has produced in her Key stage three drama lessons:

“We are now seeing more students attain level 7, which we don’t normally see in Drama at this point in Year 9. The normal performance range for mixed ability classes like this is between levels 4 – 6 and, on average; this particular class was hovering around level 5 prior to implementing our coaching strategy. It was amazing that the whole class moved up several levels not just the top and bottom quartiles, as is often the case in learning improvement strategies.”

Rachel Edwards is keen to point out that impact is not only measured in terms of attainment outcomes:

“There have been significant improvements in behaviour and attendance with attendance figures rising from 87% in 2008 to 94% in 2013.”

David Walker was also able to talk about measurable improvements in his relationships with his challenging Year 9 class:

“My teaching style has developed. My plenaries are more successful and I have a lot more confidence. I utilise the correct lesson objectives and I have a better understanding of levelling myself. I know students can level their own work and I have much more confidence in the abilities of all my key stage 3 classes.

The behaviour of the Year 9 class has improved. They are now one of my favourite classes. The class have just completed some controlled assessment work and they are now all above their target level for Science.

Coaching is about empowering me and the class so we all know what is expected and how to achieve this.”

David is particularly pleased that all members of this class are on target to make their required three sublevels of progress and some (15%) are on track to make six sublevels of progress. After the success coaching drove with his Year 9 science class, David applied these newly learned skills to strategies to improve the quality of homework produced by one of his Year 7 Science groups:

“Rapid progress has been made. Pupils are now producing high quality homework. The class won 1st, 2nd and 3rd place in a Year 7 homework contest run by their Head of Year.”

Stories of individual pupil progress in Dean’s Year 7 class are equally impressive with one student progressing from level 3A to 6C within six months

Rachel Edwards was quick to build on the coached improvement in staff and student attitudes evident since April 2012 to review their procedures for managing pupil behaviour:

“We established a system of restorative justice, and trained staff in how to deliver it, through our coaching programme. Our behaviour policy became a ‘relationships policy’. Coaching fits so well with this. It just feels joined up.”

Zelda Aldis is able to celebrate the effect that coached improvements have had on her teaching and her pupils’ learning and progress:

“We focused on EAL students because Raise Online had confirmed that this group were really underperforming. Although my Year 9 target group it is only a small sample, 5 out of 6 of the EAL students have now exceeded their targets.”

The school judges the Creative Arts faculty to be the top performing faculty for achievement and progress across the school; having moved from a position of ‘requiring improvement’ in 2011. This again, is credited to the impact of the coaching programme.

Matthew ensures that participants in each coaching cycle complete an evaluation. Although the results are qualitative in nature, the example included as Appendix 3 shows that coaches find Matthew’s coaching programme a positive experience and they acknowledge the impact this has had on their teaching and the learning and progress of their pupils.

QUESTION: There are strong parallels between the development of the coaching programme at Carling School and improvements in pupil attainment. What might the school do to evidence this link more strongly?

HOW DID COACHING LEAD TO IMPROVED PERFORMANCE?

Throughout this case study, interviewees have outlined their perceptions on the impact the coaching programme has had on them as coaches and coachees. Matthew and Hilary have both emphasised the importance that the coaching model is a sustainable model both in terms of developing other staff; but also in developing the coaching skills of teachers and pupils. Hilary confirms this:

"I started working with my GTP student and modelled the coaching process that Matthew had taken me through. I adopted similar coaching processes – hand signal to wind up teacher talk, checking on the learning and progress of small groups of pupils, the 'parrot on the shoulder' etc. The GTP also took part in shared learning walks with me."

Hilary is clear on the impact coaching has had on her GTP student:

"My GTP student was judged 'outstanding' for teaching and this is down to the coaching strategies used in my intervention."

She goes on to add:

"The Creative Arts faculty wouldn't be what it is today without Mathew's coaching programme. It has allowed us all to take a step back from our day to day routines and focus purely on our teaching and the pupil's learning and progress."

Rachel is a firm convert to the effectiveness of a coaching model in improving pupil outcomes in any school:

"I just wish we had done it sooner. If I ever go to another school, it is something I would definitely recommend. Why didn't we do it sooner?"

Zelda has a rather more colourful but useful analogy about the effect coaching has had on her teaching:

"Coaching has halved my work load. Teacher work load is like a tug of war – you can pull and pull and nothing happens until you are shown the correct way to do things and then you pull and you win. You focus on what is needed."

Zelda goes on to talk in more detail about the impact coaching has had on her teaching and professional confidence:

"Coaching has enabled me to enjoy my teaching more because I now see more immediate rewards. It built my confidence – this was an issue with my teaching – and now I welcome anybody into my classroom because I know my lessons are outstanding. I am always trying to find the next strategy to push my pupils further and stretch their progress even more."

Both coaches and coachees are very positive about the impact of the coaching programme at Carling School on their professional development and on pupil outcomes. Although the programme has only been running for a relatively short time, quantifiable impact is clearly evident through the improvement on pupil attainment. It is also clear that less measurable outcomes – staff satisfaction, transference of skills for both staff and pupils; and engagement with the programme – are also extremely positive.

Matthew and the staff at Carling School are now at the point where the coaching programme will move beyond the skills and personality of its instigator in order that the programme becomes sustainable in the long term allows them to continue their coaching journey to 'outstanding'.

SUMMARY OF KEY LEARNING POINTS

- Although the school's formal definitions of the key terms 'coaching and mentoring' are fluid, all participants are clear about the coaching process and its potential for impact.
- For a coaching programme to positively engage participants it is good practice to keep it separate from capability
- The success of any coaching programme is dependent on the coaching relationship between coach and coachee and the development of a relationship of professional trust.
- Trust is established through openness, reliability, a willingness to engage in open, honest and constructive dialogue; and the sharing of successes with no fear of failure.
- Coaching works best as a short and tightly focused intervention with clear SMART targets that have been carefully negotiated between coach and coachee.
- Maintaining a tight focus on teaching, learning and pupil progress is well supported by adopting a 'parrot on the shoulder' model to coaching through planning, classroom observation and feedback.
- Feedback should be immediate or as close to the coaching observation as possible.
- The success of any coaching programme is dependent on inbuilt sustainability and development
- Although there is no conflict between line management and coaching at Carling School, this is not always the case and care should be taken in clarifying these relationships.
- The school has made clear links between improvements in pupil outcomes, improvements in learning and teaching and the coaching programme.

APPENDIX 1: COACHING RECORD

COACHING RECORD

<p>Name: Zelda Aldis</p>	<p>Areas for development:</p> <ul style="list-style-type: none"> • Student engagement • Clarity of instructions
<p>Class: 8T1</p>	<p>Date: 28/01/13</p>
<p>Observation notes:</p> <p>Literacy based starter got class engaged quickly.</p> <p>For discussion task class were split into 2 groups, each focussing on a different question. There was some good discussion within the groups but group sizes were too large to ensure all students were involved.</p> <p>Teacher explanation of the science was clear and concise. How do you know if students have understood these points?</p> <p>Two cut-away groups formed, based on current levels, to provide extra explanation and questioning to check understanding. What do students do with this additional information?</p> <p>Good engagement with practical activity, with students taking on roles within groups. They work independently and collaboratively.</p> <p>Plenary activity was a good one to consolidate key points, although it was difficult to check understanding quickly.</p>	<p>Areas to consider:</p> <p>Activity can be developed into a collaborative / group competition.</p> <p>Smaller group sizes – maybe discuss in pairs, who then share with another pair.</p> <p>A checking / re-enforcement activity – e.g. statements in correct order. (This happened later in the lesson)</p> <p>Opportunities for students to demonstrate and apply their knowledge independently.</p>
<p>Other points:</p> <p>Students appear to understand what they are doing and learning and there are good levels of engagement. However, a lot of content is packed into the lesson and there needs to be more opportunities for students to work independently in order to check</p>	<p>Give consideration to how all students can demonstrate that they have achieved the objectives. Ask the question – “if you achieve this what will it look like?” or, “how will I / We know if you have achieved these</p>

that they have achieved the objectives and made the progress expected.	<i>objectives”?</i>
Action points from feedback session: <ul style="list-style-type: none">• Opportunities for students to apply their learning independently.• Ways to evidence that students’ have achieved the objectives.	
Signed:	Date:

APPENDIX 2: COACHING EVALUATION

END OF COACHING CYCLE EVALUATION

Name: Zelda Aldis Dates of coaching cycle: WC 8th-19th Oct 2012

Priorities identified prior to coaching	Classes worked with
<ul style="list-style-type: none"> Supporting EAL learners Student engagement 	9T1 – 4 lessons
<p>Learning points to emerge from the coaching programme:</p> <ul style="list-style-type: none"> Need to provide more structure to a lesson by breaking things up. In particular avoiding lengthy teacher explanations at the start of the lesson when students switch off. Differentiation to better meet the needs of the students. The need to be flexible within a lesson and adapt according to the progress that students are making. Sometimes this means moving things on more quickly, other times it means going back to ensure the building blocks are in place. How to engage students and get their attention more quickly through questioning. Awareness of own literacy issues. Improved confidence in teaching ability. 	
<p>Aspects of classroom practice which have been improved:</p> <ul style="list-style-type: none"> Improved confidence. Differentiation strategies, particularly the use of cut-away. Lesson structure - breaking things down more. Literacy, especially the use of key words. Start of lesson routines to ensure students settle more quickly. 	
<p>Areas for further development:</p> <ol style="list-style-type: none"> Active engagement strategies to get students more involved in their learning: <ul style="list-style-type: none"> Start of lesson routines Breaking up tasks and reducing teacher talk Giving them more responsibility e.g. for feedback on their work Questioning skills Differentiation strategies 	

Details of further support required:

- Observations of other teachers within the department (discuss with xxxx)
- Observations of other teachers around the school (joint with xxxx)
- Further coaching with xxxx next half-term

Signed:

_____ Teacher

_____ Subject / Faculty Leader

_____ Director of Teaching and Learning

APPENDIX 3: COACHING EVALUATION

Evaluation of coaching programme – April 2013

18 responses were received

1) I found the coaching process to be supportive.

Strongly agree 16 (89%)	Agree 2 (11%)	Disagree	Strongly disagree
-----------------------------------	-------------------------	----------	-------------------

2) I found the coaching process to be challenging.

Strongly agree 8 (44%)	Agree 9 (50%)	Disagree 1 (6%)	Strongly disagree
----------------------------------	-------------------------	---------------------------	-------------------

3) I think the balance between support and challenge was about right:

Strongly agree 12 (67%)	Agree 6 (33%)	Disagree	Strongly disagree
-----------------------------------	-------------------------	----------	-------------------

4) As a result of the coaching process I feel my teaching has improved:

Strongly agree 10 (56%)	Agree 8 (44%)	Disagree	Strongly disagree
-----------------------------------	-------------------------	----------	-------------------

5) As a result of the coaching process I feel my confidence has improved:

Strongly agree 12 (67%)	Agree 6 (33%)	Disagree	Strongly disagree
-----------------------------------	-------------------------	----------	-------------------

6) As a result of the coaching process I feel more motivated:

Strongly agree 9 (50%)	Agree 8 (44%)	Disagree 1 (6%)	Strongly disagree
----------------------------------	-------------------------	---------------------------	-------------------

7) I would recommend coaching to other staff as a useful form of professional development.

Strongly agree 15 (83%)	Agree 3 (17%)	Disagree	Strongly disagree
-----------------------------------	-------------------------	----------	-------------------

8) Which of the following aspects of your teaching do you think have most improved as a result of the coaching process – please tick

Lesson planning – clarity of objectives and outcomes 12	Literacy 1
Lesson structure 5	Questioning 7
Variety of teaching strategies 12	Checking progress in lessons (AFL) 8
Student engagement 10	Marking and feedback 3
Other aspects? Level of challenge (2) Student resilience Resources Positive behaviour management	

Do you have any suggestions for how the coaching process could be improved in the future?

- Feedback and review meetings to be organised by Admin as protected time.
- A follow up session after the cycle has finished.
- Time factored in for the teacher to modify planning / create new resources.
- A review date some months later to see if improvements are embedded.
- Working with a variety of classes.
- More emphasis on feedback and marking.
- Literature / guidance to take away following discussions.

Any other comments? (Below is a sample of the comments received)

“I felt a strong sense of commitment from you throughout the process both in terms of improving my own performance also in the outcomes for the students – you seemed so engaged with their progress as well as mine and I think they also felt that”.

“I found it a challenging experience, and quite gruelling at times: your questions were most useful (and testing). It has certainly been a productive ‘struggle’. I do not think I am overstating the case when I say I feel completely different about myself in the classroom now”.

“I cannot speak highly enough of the coaching process. Supportive, yet challenging, enlightening and confidence building! I have valued it so much that I now attempt to emulate the process when working with my GTP.”

“The whole process enables you to take a step back and reflect on your practice in a very detailed way. It was very refreshing. The fact that it happens over a cycle means you can really get to grips with ‘your teaching style’ and see what impact the changes you make have on the progress of the students in ‘real time”.

“I feel that the coaching process is hugely successful as a direct result of Matthew’s incredibly quick and insightful skill at diagnosing exactly what is needed from a lesson, and his ability to put this into immediate and effective action”.

“Another aspect of the coaching programme’s success, I feel, is Matthew’s supportive / non-threatening intervention throughout, and his willingness to model the teaching and learning ideas (throughout my years of teaching I have only experienced one person do this – most ‘coaching’ is based on ‘do as I say, not as I do’ – which is far less effective”.

“I think this process is something all teachers would benefit from as it is the only time I have ever really had for a truly reflective process of my own teaching methods. Having an objective coach helped me to see things I hadn’t noticed or had forgotten in my attempts to cover what I wanted to rather than what the students sometimes needed”.

“This process has been excellent and very rewarding. I was apprehensive at first but that quickly subsided. As a result of the coaching and feedback I have received I have seen direct and instant results in my classroom. I have recommended other teachers to start the process”.

“As a relatively experienced practitioner I think I was a wee bit reliant on my tried and trusted techniques, which weren’t engaging the class. As a result of the coaching work the class are now genuinely excited about English and most, if not all, students are taking ownership of their progress and gained more confidence. The vast majority of students have made measurable progress, which is fantastic”.

“The coaching process has definitely taken me out of my comfort zone, which has been both exciting and challenging. The review and planning conversations have been particularly useful and I’ve always felt able to frankly discuss all aspects of the lessons without any notion of ‘failure’. I think that the non-judgemental approach and the fact Matthew encouraged me to try different approaches that may or may not have worked is a true strength of the process”.

“I found the joint planning sessions particularly constructive, especially when some or all of the resultant lesson was taught by Matthew and I could observe. I feel that, for my learning requirements at least, seeing others teach model lessons provides the most productive learning experience”.