New Deal for the Education Workforce

Leadership

National Leadership Development Board

Leadership development –
provision for current headteachers

Llywodraeth Cymru
Welsh Government

Leading, learning, inspiring

Audience

All current headteachers responsible for learners from ages 3 to 19.

Overview

This publication describes the key characteristics of effective headteacher development exemplified by practical examples to provide practical support and guidance to practitioners, schools and regional consortia in the context of the New Deal for the Education Workforce.

Action required

None – for information only.

Further information

Enquires about this document should be directed to:

Practitioner Standards and Professional Development Division
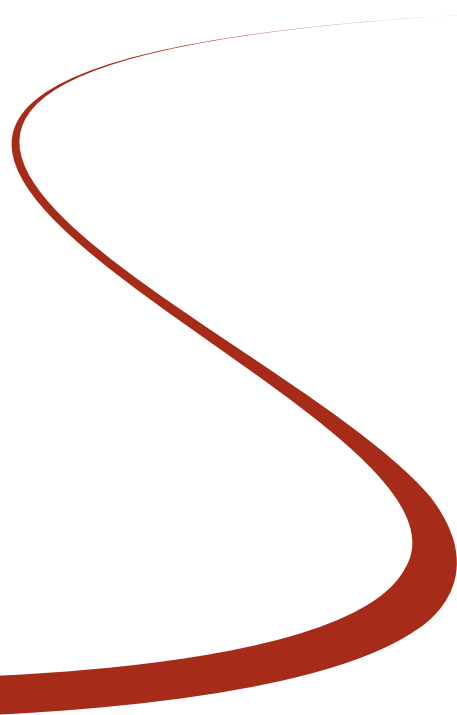Welsh Government
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Additional copies

This document can be accessed from the Learning Wales website at
learning.wales.gov.uk

Contents

Introduction

We acknowledge and celebrate excellent leadership at all levels within Welsh schools. As a country we understand how excellent leadership at all levels enables excellent outcomes for our children and young people.

Growing leadership capacity is one of the key objectives of *Qualified for life: An education improvement plan for 3 to 19-year-olds in Wales* (2014) and as a country we face this challenge together. As educational workers we need to strive to achieve our leadership potential while also supporting and encouraging others to do the same.

A self-improving schools system is a system in which schools are enabled and empowered to lead their own improvement and to take collective responsibility for the improvement of other schools. This is a key feature of leadership development as envisaged in *Qualified for life* and headteachers are integral in making this happen. As such, we agree with the national model for regional working that there should be an increasing hand over of responsibility for delivery from regional consortia to schools. School-to-school working is therefore a key driver for leadership development.

We recognise this cannot be an overnight transformation despite the progress already made and that, in the shorter term, schools need to be supported to move towards a more sustainable approach to developing their staff.

The purpose of this guidance is to:

- provide practical support and guidance to practitioners, schools, regional consortia and Welsh Government in the context of the New Deal for the Education Workforce

- set out the key characteristics of effective headteacher development

- provide practical examples to exemplify the key characteristics of headteacher development.

What does effective development look like for current headteachers?

These are the characteristics of effective provision for current headteachers.

- Driven by practitioners' and schools' needs through self-review.
- Clearly referenced to the Leadership Standards.
- Develops practitioners' understanding of leadership theories and practice.
- Accessible to all headteachers in English and Welsh.
- Clear intended outcomes that demonstrate a positive impact on leadership practice, teaching, and learners' outcomes.
- Involves the key features of the professional learning model which are:
  – coaching and mentoring
  – reflective practice
  – effective collaboration
  – effective use of data and research evidence.
- Maximises the development opportunities for headteachers to work with colleagues from other schools.
- Assesses the impact on children and young people, particularly where development activities result in teacher absence from the classroom.

For practical examples see Appendix 1 (page 6).

Principles of delivery

As noted above *Qualified for life* advocates moving to a self-improving school system with the following principles.

- Collaborative learning.
- School-to-school support.
- Regional consortia to broker and facilitate support.

Roles and responsibilities for delivery

Headteachers

- Take responsibility for own development and engage in regular reflection and self-review (e.g. individual leadership review (ILR)).
- Seek opportunities to learn from and support the practice of colleagues.
- Apply the principles of the professional learning model to own development.
- Regularly discuss their leadership development with their challenge adviser and others including their chair of governors.
- Have a responsibility to identify aspiring headteachers, and other leaders within their schools, and to coach them in progressing headship for example using the ILR.
- Headteachers can also act as a coach and mentor to other headteachers.

Schools

- Work in partnership with other schools to enhance and enrich leadership development programmes for all members of staff at all levels where practical.
- Aspire to become centres of excellence in leadership development.
- Governing bodies to ensure that they promote collaboration with other schools in the context of a self-improving schools system.

Local authorities/regional consortia

- Utilise challenge advisers' performance management discussions with the headteacher to ensure that the headteacher's development is linked to that of the school.
- Intervene as required where the headteacher requires support to identify development needs.
- Establish minimum provision that enables ready access for current headteachers to structured programmes which reflect the principles set out in this guidance.
- Ensure that any provision developed is shown to impact on outcomes for children and young people.
- Empower schools to build further capacity to deliver leadership support.
- Broker school-to-school working so that headteachers are able to network with and learn from their peers.
- Broker provision from 'third party providers' where required.

Commercial providers

- Develop products and programmes that reflect the principles of education in Wales.

Welsh Government

- Implement the agenda outlined in *Qualified for life*.
- Make available high-quality resources that support effective leadership development.
- Challenge and support the work of regional consortia as part of the national model of regional working.

Estyn

- Deliver high-quality peer inspector training for senior leaders.
- Provide opportunities for senior leaders to participate in inspection activity (including thematic inspection work).
- Deliver annual inspector updates.
- Use the existing provisions of the Common Inspection Framework to record evidence of effective continuous professional development.
- Share best practice identified from inspection in a variety of ways, e.g. via Estyn's website or as part of best practice conferences or workshops.

How will provision be quality assured?

All of the stakeholders should have a responsibility for quality assuring provision. The following questions could be applied.

- How does the provision reflect the high-level principles set out previously?
- What are the intended outcomes?
- What criteria are being used to judge if outcomes are being met?
- Does the activity/programme provide value for money?
- What is the impact on learners – short- and long-term?
- How does the activity/programme fit in a continuum of leadership development – what opportunities are there for further progression?
- What opportunities exist for collaborative learning and development?
- Is the development clearly linked to the school development plan?

Contact us to let us know what has worked for you at: SchoolLeadershipArweinyddiaethYsgolion@wales.gsi.gov.uk

Appendix 1: Content of provision

Provision for current headteachers

The suggested provision and development opportunities set out in this appendix reflect the key areas of the Leadership Standards and the self-evaluation tool which allows practitioners to review their professional experiences and plan for future development (the individual leadership review (ILR)).

The key areas form a holistic approach to leadership involving engagement with all key areas simultaneously. Some development activities are therefore mentioned in more than one key area.

The provision and opportunities for development are not prescriptive. It is not expected that practitioners complete them all. Practitioners should be encouraged to select those which reflect their particular needs identified following self-evaluation.

Creating strategic direction

Under this key area regional consortia, supported by schools, should ensure that provision, subject to assessment of need, covers:

- exploring leadership styles
- understanding the essential skills for leadership
- conducting a whole-school evaluation and using data to create an effective school development plan
- identifying the needs of the school and the wider community
- articulating a clear vision that has high expectations and improves performance in learning and teaching and learner outcomes
- incorporating learner voice and internal and external feedback in planning
- professional challenge of key documents, such as the school development plan, with challenge adviser and colleagues
- tracking and monitoring progress against priorities and targets
- identifying and maintaining clear routes to improvement
- managing change
- developing and promoting a vision for the school and motivating others to action
- creating an inclusive professional ethos which encourages participation in the planning process
- using research and innovative practice to inform planning
- contributing to developments and strategic planning beyond the school
- adapting the headteacher's own values to the ethos of the school.

Best practice case studies (available from Estyn's website)

- Motivational leadership drives up standards (www.estyn.gov.wales/best-practice/motivational-leadership-drives-standards) – Penllergaer Primary School, Swansea
- Creating a shared vision with whole school improvement planning (www.estyn.gov.wales/best-practice/creating-shared-vision-whole-school-improvement-planning) – Milton Infant School, Newport
- Leading by example (www.estyn.gov.wales/best-practice/leading-example) – Glan Usk Primary School, Newport
- Ambition is the key to achievement (www.estyn.gov.wales/best-practice/ambition-key-achievement) – The Cathedral School, Cardiff
- Strong leader creates outstanding team ethos (www.estyn.gov.wales/best-practice/strong-leader-creates-outstanding-team-ethos) – Cylch Meithrin Tonyfelin, Caerphilly
- Valuing learner voice (www.estyn.gov.wales/best-practice/valuing-learner-voice) – Castell Alun High School, Flintshire

Involving pupils in school policies (www.estyn.gov.wales/best-practice/involving-pupils-school-policies) – Llanmiloe C. P. School, Carmarthenshire

- Pupils play a big part in their own provision (www.estyn.gov.wales/best-practice/pupils-play-big-part-their-own-provision) – Waunarlwydd Primary School, Swansea

- Enhancing learning though pupil participation (www.estyn.gov.wales/best-practice/enhancing-learning-through-pupil-participation) – Glasllwch C.P. School, Newport

- Pupils improve school effectiveness (www.estyn.gov.wales/best-practice/pupils-improve-school-effectiveness) – Ysgol Pen-y-bryn, Gwynedd

- Engaging pupils to improve behaviour (www.estyn.gov.wales/best-practice/engaging-pupils-improve-behaviour) – Rhyl High School, Denbighshire

- All ideas welcome! (www.estyn.gov.wales/best-practice/all-ideas-welcome) – Toy Box Nursery, Flintshire

- With a little help from my friends (www.estyn.gov.wales/best-practice/little-help-my-friends) – Olchfa School, Swansea

- In-house self-evaluation toolkit proves a success (www.estyn.gov.wales/best-practice/house-self-evaluation-tool-kit-proves-success) – Connah's Quay High School, Flintshire

- Accurately identifying 'more able and talented pupils' (www.estyn.gov.wales/best-practice/accurately-identifying-%E2%80%98more-able-and-talented-pupils%E2%80%99) – Eveswell Primary School, Newport

- Understanding children and identifying needs (www.estyn.gov.wales/best-practice/understanding-children-and-identifying-needs-0) – St Winefride's Playgroup, Flintshire

- Using evidence to refine self-evaluation (www.estyn.gov.wales/best-practice/using-evidence-refine-self-evaluation) – Fingers and Thumbs Day Care Centre, Bridgend

- Effective planning and high expectations: the secret to success (www.estyn.gov.wales/best-practice/effective-planning-and-high-expectations-secret-success) – Ysgol Pen Coch, Flintshire

- Ambitious targets improve pupil performance (www.estyn.gov.wales/best-practice/ambitious-targets-improve-pupil-performance) – Cwmtawe Community School, Neath Port Talbot

- Supporting vulnerable groups of pupils (www.estyn.gov.wales/best-practice/supporting-vulnerable-groups-pupils) – Cathays High School, Cardiff

- Tracking progression through robust assessment (www.estyn.gov.wales/best-practice/tracking-progression-through-robust-assessment) – Little Inspirations Day Nursery, Rhondda Cynon Taff

- Twelve secondary school improvement journeys – December 2013 (www.estyn.gov.wales/thematic-reports/twelve-secondary-school-improvement-journeys-december-2013) – case studies on:

- Cefn Hengoed Community School, Swansea
- Connah's Quay High School, Flintshire
- John Summers High School, Flintshire
- Mary Immaculate High School, Cardiff
- Newtown High School, Powys
- Oakdale Comprehensive School, Caerphilly
- Olchfa School, Swansea
- Sandfields Comprehensive School, Neath Port Talbot
- Ysgol Bryn Elian, Conwy
- Ysgol Cwm Rhymni, Caerphilly
- Ysgol Glan-y-Mor, Gwynedd
- Ysgol Gyfun Gŵyr, Swansea.

Thematic reports (available from Estyn's website)

- *Pupil deprivation – May 2014* (www.estyn.gov.wales/thematic-reports/pupil-deprivation-may-2014)

- *Working together to tackle the impact of poverty on educational achievement – December 2013* (www.estyn.gov.wales/thematic-reports/working-together-tackle-impact-poverty-educational-achievement-december-2013)

- *Effective practice in tackling poverty and disadvantage in schools – November 2012* (www.estyn.gov.wales/thematic-reports/effective-practice-tackling-poverty-and-disadvantage-schools-november-2012)

- *How well are the All-Wales Core Data Sets used to inform self-evaluation and planning for improvement? – June 2012* (www.estyn.gov.wales/thematic-reports/how-well-are-all-wales-core-data-sets-used-inform-self-evaluation-and-planning)

- *The effectiveness of strategies for learner involvement in post-16 learning: Interim report – May 2012* (www.estyn.gov.wales/thematic-reports/effectiveness-strategies-learner-involvement-post-16-learning-may-2012)

Leading learning and teaching

Under this key area regional consortia, working with schools, should ensure that provision, subject to assessment of need, covers:

- keeping up with pedagogical and curricular developments
- effective ways of monitoring learning and teaching, including evaluating lesson plans/schemes of work, observation of lessons, scrutiny of learners' work and teachers' assessment, and listening to learners, to ensure that the objectives of the school development plan are met
- effective ways of challenging and supporting colleagues to deliver excellent learning and teaching
- distributing leadership
- how to develop leaders of learning
- how to ensure the correct structures are in place to deliver excellent learning and teaching
- helping develop a curriculum that secures learner engagement and improves achievement
- evaluating curriculum planning and delivery to ensure it meets learner and national requirements
- awareness of the bilingual nature of Wales and possible development of own bilingual skills
- supporting school-wide focus on learner achievement
- ongoing commitment to develop and model excellent learning and teaching
- sharing excellent practice
- identifying and disseminating research which informs practice
- listening to learners
- setting, achieving and maintaining high standards
- creating an effective climate and culture for learning, including addressing issues such as behaviour for learning and attendance, to maximise learner engagement
- ensure that the quality of teaching meets the needs of all learners
- strategies for attendance management and their implementation.

Best practice case studies (available from Estyn's website)

- Whole-school tracking system helps to raise standards (www.estyn.gov.wales/best-practice/whole-school-tracking-system-helps-raise-standards) – Ysgol y Moelwyn, Gwynedd
- Effective professional dialogue (www.estyn.gov.wales/best-practice/effective-professional-dialogue) – Ysgol Bryngwyn School, Carmarthenshire
- The positive impact of distributed leadership (www.estyn.gov.wales/best-practice/positive-impact-distributed-leadership) – Flint High School, Flintshire

- Using distributed leadership to drive improvement (www.estyn.gov.wales/best-practice/using-distributed-leadership-drive-improvement) – Glasllwch C.P. School, Newport

- An innovative, thematic approach to curriculum planning in Year 7 helps develop pupils' literacy skills (www.estyn.gov.wales/best-practice/innovative-thematic-approach-curriculum-planning-year-7-helps-develop-pupils%E2%80%99-literacy) – Ysgol Eirias, Conwy

- Rising to the literacy challenge (www.estyn.gov.wales/best-practice/rising-literacy-challenge) – Sandfields Comprehensive School, Neath Port Talbot

- Becoming reflective practitioners (www.estyn.gov.wales/best-practice/becoming-reflective-practitioners-0) – Gofal Plant Gogerddan, non-maintained, Ceredigion

- Improving Welsh language provision (www.estyn.gov.wales/best-practice/improving-welsh-language-provision) – Ysgol Dyffryn Aman, Carmarthenshire

- Whole-school approach to raising standards in Welsh (www.estyn.gov.wales/best-practice/whole-school-approach-raising-standards-welsh) – Mount Street Infants School, Powys

- Welsh second language comes first (www.estyn.gov.wales/best-practice/welsh-second-language-comes-first) – Plascrug C.P. School, Ceredigion

- Welsh language leads the way (www.estyn.gov.wales/best-practice/welsh-language-leads-way) – Ysgol Comins Coch, Ceredigion

- *Linguistic progression and standards of Welsh in ten bilingual schools – November 2014* (www.estyn.gov.wales/thematic-reports/linguistic-progression-and-standards-welsh-ten-bilingual-schools-november-2014) – case studies on:
  - Ysgol Gyfun Bro Pedr, Ceredigion
  - Ysgol Dyffryn Aman, Camarthenshire
  - Ysgol Gyfun Aberteifi, Ceredigion
  - Ysgol Gyfun Llangefni, Anglesey
  - Ysgol David Hughes, Anglesey
  - Ysgol Gyfun Bodedern, Anglesey
  - Ysgol Dyffryn Nantlle, Gwynedd
  - Ysgol Glan-y-Môr, Gwynedd
  - Ysgol Dyffryn Ogwen Bethesda, Gwynedd
  - Ysgol y Moelwyn, Gwynedd

- An enthusiasm for all things Welsh (www.estyn.gov.wales/best-practice/enthusiasm-all-things-welsh) – Clytha Primary School, Newport

- Creating a learning culture (www.estyn.gov.wales/best-practice/creating-learning-culture) – High Cross Primary School, Newport

- Teachers talking to teachers leads to improvement (www.estyn.gov.wales/best-practice/teachers-talking-teachers-leads-improvement) – Ysgol Dyffryn Ogwen, Gwynedd

- Valuing learner voice (www.estyn.gov.wales/best-practice/valuing-learner-voice) – Castell Alun High School, Flintshire

- Focusing on pupil voice (www.estyn.gov.wales/best-practice/focussing-pupil-voice-0) – Ysgol y Castell, Carmarthenshire

- Giving pupils a voice (www.estyn.gov.wales/best-practice/giving-pupils-voice) – St. Philip Evans R.C. Primary School, Cardiff

- Ambitious targets improve pupil performance (www.estyn.gov.wales/best-practice/ambitious-targets-improve-pupil-performance) – Cwmtawe Community School, Neath Port Talbot

- Effective strategies improve behaviour and wellbeing (www.estyn.gov.wales/best-practice/affective-strategies-improve-behaviour-and-wellbeing) – Ysgol Gyfun Gymraeg Bryn Tawe, Swansea

- A holistic approach to improving attendance (www.estyn.gov.wales/best-practice/holistic-approach-improving-attendance) – Ysgol Gymunedol Cefn Hengoed Community School, Swansea

- Effectively supporting pupils with social, emotional and behavioural needs (www.estyn.gov.wales/best-practice/effectively-supporting-pupils-social-emotional-and-behavioural-needs) – Ceredigion Pupil Referral Unit (PRU)

- Improving literacy through sharing good practice (www.estyn.gov.wales/best-practice/improving-literacy-through-sharing-good-practice) – St Mary the Virgin C.I.W. Primary School, Cardiff

- The fast-track to success (www.estyn.gov.wales/best-practice/fast-track-success) – Treorchy Comprehensive School, Rhondda Cynon Taff

Thematic reports (available from Estyn's website)

- *Effective classroom observation in primary and secondary schools – October 2014* (www.estyn.gov.wales/thematic-reports/effective-classroom-observation-primary-and-secondary-schools-october-2014)

- *Attendance in secondary schools – September 2014* (www.estyn.gov.wales/thematic-reports/attendance-secondary-schools-september-2014)

- *Action on bullying: A review of the effectiveness of action taken by schools to address bullying on the grounds of pupils' protected characteristics – June 2014* (www.estyn.gov.wales/thematic-reports/action-bullying-june-2014)

- *Welsh in the Foundation Phase: Developing Welsh as a first language in primary schools and the non-maintained sector – December 2013* (www.estyn.gov.wales/thematic-reports/welsh-foundation-phase-developing-welsh-first-language-primary-schools-and-non)

Developing and working with others

Under this key area regional consortia, working with schools, should ensure that provision, subject to assessment of need, covers:

- the development of all staff to meet the objectives of the school development plan
- implementing effective performance management and target setting throughout the school and promoting the professional development of staff
- ensuring a focus on own professional learning
- developing coaching and mentoring skills
- managing difficult conversations, situations and resolving conflict
- developing communication skills
- emotional intelligence in the workplace
- inspiring and motivating others
- being emotionally resilient, optimistic and forward thinking
- modelling positive leadership behaviours
- recognising and nurturing leadership potential of staff at all levels
- holding others to account and providing challenge and support using the performance management system
- managing workload of self and others
- trusting others to deliver by sharing agreed success criteria
- building a positive working ethos and reducing/managing stress
- treating others fairly and equitably
- effective staff deployment
- become a support officer or assessor on the National Professional Qualification for Headship.

Best practice case studies (available from Estyn's website)

- Teacher coaching programme underpins excellence (www.estyn.gov.wales/best-practice/teacher-coaching-programme-underpins-excellence) – Cardiff High School, Cardiff
- Leading by example (www.estyn.gov.wales/best-practice/leading-example) – Glan Usk Primary School, Newport
- Developing staff skills to improve standards for all learners (www.estyn.gov.wales/best-practice/developing-staff-skills-improve-standards-all-learners) – Herbert Thompson Primary School, Cardiff
- Growing leaders through middle leadership development and training (www.estyn.gov.wales/best-practice/growing-leaders-through-middle-leadership-development-and-training) – St. Joseph's RC High School, Newport

Managing the school

Under this key area regional consortia, working with schools, should ensure that provision, subject to assessment of need, covers:

- deploying resources effectively, in line with the school development plan, so that they are used to improve the quality of learning and teaching and standards
- securing an effective and safe learning environment
- managing and monitoring the school's budget
- managing a range of staffing issues including effective recruitment, retention and deployment of staff
- writing clear job descriptions
- ensuring essential policies are in place and ensuring their implementation
- developing the school handbook
- structuring the school year
- health and safety
- effective relationship with challenge adviser
- being productive at meetings, and chair meetings effectively
- making use of feedback to improve provision and outcomes.

Thematic reports (available from Estyn's website)

- *The impact of teacher absence – September 2013* (www.estyn.gov.wales/thematic-reports/impact-teacher-absence-september-2013)
- *Statutory INSET in schools – June 2013* (www.estyn.gov.wales/thematic-reports/statutory-inset-schools-june-2013)
- *How do surplus places affect the resources available for expenditure on improving outcomes for pupils? – May 2012* (www.estyn.gov.wales/thematic-reports/how-do-surplus-places-affect-resources-available-expenditure-improving-outcomes)
- *School business managers: a best practice guide – April 2010* (www.estyn.gov.wales/thematic-reports/school-business-managers-best-practice-guide-april-2010)

Securing accountability

Under this key area regional consortia, working with schools, should ensure that provision, subject to assessment of need, covers:

- ensuring structures of accountability throughout the school
- developing clear line management systems designed to meet the needs of the school
- developing the role of and relationship with the governing body
- ensuring accountability to learners and parents/carers
- accountability to Welsh Government
- accountability to the regional consortium
- addressing underperformance.

Best practice case studies (available from Estyn's website)

- Governing body effectively holds school to account (www.estyn.gov.wales/best-practice/governing-body-effectively-holds-school-account) – Ysgol Emmanuel, Denbighshire
- Improving the leadership structure using best practice (www.estyn.gov.wales/best-practice/improving-leadership-structure-using-best-practice) – Gwaunmeisgyn Primary School, Rhondda Cynon Taff
- Ambition is the key to achievement (www.estyn.gov.wales/best-practice/ambition-key-achievement) – The Cathedral School, Cardiff
- Getting to know you (www.estyn.gov.wales/best-practice/getting-know-you-0) – Llangatwg Community School, Neath Port Talbot
- Successfully supporting disadvantaged learners helps boost achievement (www.estyn.gov.wales/best-practice/successfully-supporting-disadvantaged-learners-helps-boost-achievement) – Lliswerry Primary School, Newport

Strengthening the community focus

Under this key area regional consortia, working with schools, should ensure that provision, subject to assessment of need, covers:

- working with a community of schools to improve leadership
- sharing good practice in a community of schools
- using community resources to enrich the learning experience – other education providers, business and voluntary sector
- communicating with stakeholders
- developing a positive image and reputation of the school that includes the promotion of the vision and achievements of the school in the local community
- establishing effective partnerships with other professionals/agencies which have a positive impact on learners
- establishing and maintaining effective transition arrangements which enhance learner progress
- developing productive relationships with the school's community partners
- using the outcomes of stakeholder engagement to develop the school
- engaging parents and carers in the children's learning
- conducting a stakeholder analysis.

Best practice case studies (available from Estyn's website)

- Broadening horizons (www.estyn.gov.wales/best-practice/broadening-horizons) – Ysgol Gyfun Gŵyr and Ysgol Gyfun Bryn Tawe, Swansea
- Engaging pupils to improve behaviour (www.estyn.gov.wales/best-practice/engaging-pupils-improve-behaviour) – Rhyl High School, Denbighshire
- Sixth form students reap the benefits of local partnership (www.estyn.gov.wales/best-practice/sixth-form-students-reap-benefits-local-partnership) – Bishop Vaughan Catholic School and Morriston Comprehensive School, Swansea
- Effective transition from primary to secondary school (www.estyn.gov.wales/best-practice/effective-transition-primary-secondary-school) – Porthcawl Comprehensive School, Bridgend
- Community partnership supports disadvantaged learners (www.estyn.gov.wales/best-practice/community-partnership-supports-disadvantaged-learners) – Bishop Gore Comprehensive School, Swansea
- Effective partnerships help to break down language barriers (www.estyn.gov.wales/best-practice/effective-partnerships-help-break-down-language-barriers) – St John Lloyd Catholic Comprehensive School, Carmarthenshire
- Business enterprise improving skills (www.estyn.gov.wales/best-practice/business-enterprise-improving-skills) – Llanyrafon Primary School, Torfaen

- Drawing support and strength from the local community (www.estyn.gov.wales/best-practice/drawing-support-and-strength-local-community) – Cylch Meithrin Talgarreg, non-maintained, Ceredigion
- Reducing anti-social behaviour in the community (www.estyn.gov.wales/best-practice/reducing-anti-social-behaviour-community) – Hafod Primary School, Swansea
- Partnership with parents (www.estyn.gov.wales/best-practice/partnership-parents) – Ysgol y Foryd, Conwy
- Family learning (www.estyn.gov.wales/best-practice/partnership-parents) – Miskin Primary School, Rhondda Cynon Taff
- Parents play an important role in school life (www.estyn.gov.wales/best-practice/parents-play-important-role-school-life) – Capcoch Primary School, Rhondda Cynon Taff
- Parents take an active part in school life (www.estyn.gov.wales/best-practice/parents-take-active-part-school-life) – St David's C.I.W. Primary School, Cardiff
- Supporting the needs of a diverse school population (www.estyn.gov.wales/best-practice/supporting-needs-diverse-school-population) – Mount Street Infants School, Powys
- Professional learning enhances the quality of education and helps improve outcomes (www.estyn.gov.wales/best-practice/professional-learning-enhances-quality-education-and-helps-improve-outcomes) – Barry Island Primary School, Rhws Primary School and Romilly Primary School, the Vale of Glamorgan
- Partnerships pay off for pupils with special educational needs (www.estyn.gov.wales/best-practice/partnerships-pay-pupils-special-educational-needs) – Portfield Special School, Pembrokeshire

Thematic reports (available from Estyn's website)

- *The impact of family learning programmes on raising the literacy and numeracy levels of children and adults – May 2012* (www.estyn.gov.wales/thematic-reports/impact-family-learning-programmes-raising-literacy-and-numeracy-levels-children-and)
- *Tackling poverty and disadvantage in schools: working with the community and other services – July 2011* (www.estyn.gov.wales/thematic-reports/tackling-poverty-and-disadvantage-schools-working-community-and-other-services-july)

Appendix 2: Effective forms of delivery

The key to ensuring the effectiveness of the provision will be that the professional learning model is used in delivery. Below are some effective approaches offered as a guide to regional consortia.

- **General features**
  - Blended learning approach – face to face and online.
  - Leadership Standards are explicit in the content and delivery.
  - Linking sessions to practical school environment.
  - Ability to influence content and making the programme genuinely tailored to the participants.

- Practical tasks linked to the school development plan, quality assurance, national priorities and data analysis.

  Estyn comment

  This could be developed to identify features of action-based research – with the emphasis on monitoring the impact on standards/adapting approaches in the light of evaluation.

- **Effective collaboration**
  - Not being overly tutor-led ensuring that sufficient time is provided to share good practice and network with like-minded professionals.
  - Going to different schools and networking with headteachers and deputy headteachers.
  - Lead a development activity involving other schools.
  - Attend conferences/seminars with inspirational speakers or respected educational/ leadership professionals/thinkers.
  - Attend key events focused on pedagogical developments.

- **Reflective practice**
  - Ensuring that practitioners develop the skills needed for reflective practice.
  - Systematically reviewing practice using the individual leadership review (ILR).
  - Gathering feedback from a range of sources on practitioners' leadership practice, e.g. engaging in a 360° activity.

- **Coaching and mentoring**
  - Practitioners to receive coaching/mentoring.
  - Practitioners to identify future leaders and provide coaching and mentoring support to them.
  - Development of practitioners' coaching and mentoring skills.

- **Effective use of data and research evidence**
  - Interaction with latest literature in the form of writing a review.

- **For more experienced headteachers**
  - Opportunities for secondments to other schools.
  - Develop system leadership in having responsibility for more than one school.
  - Secondment to local authority/regional consortia as challenge adviser.