



Penpol School

Evaluation of Leadership Development Project

Funding Granted: £2000

Project Lead: Chris Coyle-Chislett

Intent:

The project sought to provide promising leaders with an opportunity to lead strategic development in a contrasting setting, building confidence for the individual leader and creating capacity for the broader system.

Implementation:

Practicalities of the programme proved challenging. Whilst we were part-funding the release of specialist leaders, the time required to work with them in host schools was not funded and, with reduced budgets and competing priorities, some schools found it difficult to uphold their planned hosting agreements. In response to this, we adapted the form of support that was offered, with some taking place as training sessions for staff, colleagues providing remote advice and some spreading the support over a longer time period.

Impact/Learning for the Future:

"It was so good to have the time to reflect and learn how other Trusts and schools work. Our specialist's support has been excellent in every way. It has given me confidence in the areas I am proud of whilst also encouraging me to think differently and develop."

"It was excellent to facilitate and network with other schools and to develop School Improvement work between trusts and schools, with dedicated time."

- Where the programme was most effective, and garnered most positive feedback, colleagues established strong, lasting relationships and enhanced onward learning networks. In one example, a host school leader was taken 'on tour' to other successful schools in the specialist leaders' sphere, broadening her zone of influence and establishing powerful links for onward collaboration and development.
- If we were to run the programme again, particularly in light of further pressures upon school budgets, we would seek to reconsider the stipulated time commitment and, where possible, provide funding to release both the specialist and host.



Penpol School

Evaluation of Implementation Project

Funding Granted: £1260

Project Lead: Tiffany Pope

Intent:

Our implementation project focused on driving standards forward as effectively as possible, drawing upon the EEF's Implementation Framework.

Implementation:

In addition to training for middle leads, time was used to collaboratively devise a whole school implementation map. This sequenced our planned implementation of projects, identified by subject leaders and SLT, using the EEF phases of *explore*, *prepare*, *deliver* and *sustain* to ensure sustainable change and clear measurable end goals. This also defined the need for manageable time frames and achievable outcomes, avoiding overloading the broader team's capacity to deliver change at any point.

The implementation plan was reviewed and RAG rated, by the team, to highlight continuing areas for development. These were then placed on the new implementation map for the whole school, for the new academic year.

Impact/Learning for the Future:

- The majority of these projects are now in the sustain phase which shows how much progress has been made.
- Each subject team has been better prepared monitor the delivery and impact of each individual project.
- This has also led to a more sustainable, and accountable model for monitoring progress across the school.
- Dedicating time to and uniting leaders around a focused approach to implementation has reduced wastage in terms of time, resource and buy-in from staff.