



2013

Headteachers' Conference Report



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Introduction

Last year we celebrated the tenth anniversary of the first Prince of Wales Education Summer School, out of which the Prince's Teaching Institute (PTI) has grown. The celebrations took the form of a series of lectures in different subjects, given for the benefit of teachers and their pupils by leading academics or people eminent in public life. The purpose of the lectures was to emphasise and illustrate the point that if teachers are inspired by love of their subject, they are much more likely to prove an inspiration to their pupils.

That has always been the driving principle of the PTI and it has underpinned all the work that we have done in our residential courses and in our subject training days both for experienced teachers and for those newly entering the profession.

At the same time as maintaining this focus on subject teaching, we have for the last five years also engaged with Headteachers, since it is they who ultimately decide what the curricular aims are to be and what is to be taught in their schools.

The general purpose of these discussions with Heads has been to explore the concept of curriculum-focused leadership. International research has established beyond dispute that no school can be better than the quality of its teaching. A Head who aspires to run a good school will therefore concentrate on trying to make the teaching as good as possible. Two of the main constituents of good teaching are excellent subject knowledge and a passion for communicating it. These then are what the Head should be aiming to enhance by his or her leadership.

The time is opportune for such discussions. The centralising tendency created by the 1988 National Curriculum and invention of Ofsted is now being reversed. The White Paper on *The Importance of Teaching* (2010) signalled a greater emphasis on autonomy, and subsequent announcements have borne this out.

New dimensions of freedom in school leadership are being offered by the creation of Academies and Free Schools, and by a major review of the National Curriculum which will give schools a smaller, more closely defined core together with room and incentive to teach around it as they think best for their pupils.

The PTI has, at the request of Headteachers, organised a number of conferences to provide a forum for ideas about how these freedoms are best used to improve the education of their pupils. The discussions have required delegates to go back to the first principles of what they think education is for, how the vision is shaped and how it is realised.

The conference was not however just a talking-shop. Two years ago the PTI instituted its Schools Leadership Programme with a view to creating a network of schools committed to the idea of whole-school subject-focused leadership. Participating schools undertake an extended action-based research project to explore ways in which particular approaches to leadership, staffing or curriculum will do most to improve the quality of teaching and learning.

The response to the challenge has been gratifying and even the headlines of the research projects undertaken, which you can see listed in this Report, give you an idea of the interesting range of initiatives being pursued. The feedback from this Residential has been overwhelmingly positive, with a unanimous demand for similar events in the future.



Bernice McCabe, Course Director
Co-Director, The Prince's Teaching Institute



Key Themes

During the two day Headteachers' Residential, four themes emerged from the discussions: Developing the Culture and Ethos of a School, Developing a Culture of High Aspiration, Developing a Knowledge-Based Curriculum and Recruiting and Developing High Quality Subject Teachers.

Following the Headteachers' Residential, a day was held for alumni of previous Headteachers' Residentials who are undertaking Schools Leadership Programme projects. During this day, delegates discussed the idea of the establishment of a new College of Teaching.

Developing the Culture and Ethos of a School

The Meaning of Ethos

Dr Gavin Alexander, Fellow of Christ's College, Cambridge.

Ethos is a Greek word with a range of meanings, from 'customary place' through 'custom', 'disposition' and 'moral character' to 'character in a play'. It provides the root of 'ethics', the behaviour that society is comfortable with.

An individual can change the ethos of an institution, like a school, but will run into problems if he or she does not respect its existing ethos. So does ethos come from inside or out? Is it to be found in the individual or is it collective? Does it come from the top down or from the bottom up? Is ethos something that you can prescribe or only describe?

To carry conviction, ethos should arise from established behaviour that you also believe in. If a school gets its ethos right, it will produce citizens who not only act well but also think well and demonstrate virtues such as curiosity and compassion.



The Headteachers discussed both how to create the right culture and ethos and the challenges in creating a culture that encourages high subject-centred aspirations. The main points that arose from the Headteachers' discussion were:

Creating the right culture and ethos:

- The desired culture and ethos cannot be created through tradition alone. The Headteachers agreed that the principle of "this is the way we do things around here" cannot be accepted uncritically.
- The delegates recognised that ethos must be context-sensitive, and that differences of experience will point to different modes of interaction.
- The most powerful instrument in the development of an effective ethos was agreed to be a well thought out programme of induction for staff and pupils.

Challenges in creating a culture that encourages high subject-centred aspirations were seen by the Headteachers to include:

- Being too ready to play it safe: Headteachers should not accept that good is "good enough", when it should be seen as the minimum requirement.
- Maintaining motivation.
- Encouraging teachers to take responsibility for what they think should be taught, rather than merely appeasing pupils' desires.
- Designing a curriculum that is value-driven and that supports inspirational subject teaching rather than allowing a curriculum to emerge from decisions made on the basis of expediency.
- For a new leader, achieving the right balance between respecting what is worth keeping and changing what needs to be changed.

Developing a culture of High Aspiration



Developing a Culture of High Aspiration in a School in Challenging Circumstances

Sir Paul Grant, Headteacher of the Robert Clack School, Dagenham.

The Robert Clack School was transformed from dysfunctional to outstanding by value-centred leadership applied without compromise. The twin pillars it rests on are:

- Firm and consistent behaviour management, always emphasising the positive.
- Embedding a culture of good teaching, built around the “Robert Clack School Good Lesson” which is a distillation of the best practice from different departments.

The school aims to live up to its motto: “For the brave, nothing is difficult”.

In their discussions on developing a culture of high aspiration, the Headteachers reached conclusions on what is necessary for making a difference and on how curriculum planning can be used to drive up expectations.

The Headteachers agreed that making a difference involves:

- Having the courage of your convictions and doing what you believe in.
- Instilling confidence in your subject specialists so that they are not stifled by formulaic approaches but are driven by deep understanding and love of their subjects.
- Creating a respectful learning environment which:
 - Prioritises quality of learning.
 - Uses self-assessment and peer-assessment.
 - Develops un-hierarchical collaboration and the practice of learning together.
- Celebrating outcomes, with plenty of positive feedback and the use of current and former pupils as role models.
- Making it clear that certain things are essential and non-negotiable, for example:
 - There can be no excuses, no glass ceilings.
 - Teachers must inspire their students and enjoy what they are doing.
 - Teachers have a responsibility to maintain their knowledge and expertise, and Heads to support them in doing so.

The Headteachers also concluded that using curriculum planning to drive up expectations is achievable if:

- A focus on subject content is maintained.
- Less conventional options, such as the International Baccalaureate and International GCSE, are explored.
- The local context is used to provide partnerships and extracurricular opportunities.
- Enrichment is prioritised by such means as:
 - Holding master classes.
 - Using the expertise of parents and alumni.
 - Having artists in residence.
 - Forging global links and perspectives.

“Very useful and at an intellectually engaging level - no other conference has enabled me to participate in high level discussions such as these with a diverse group of school leaders.”

Aspiration and the PTI Schools Programme

James Gunn, Science Teacher, Small Heath School.

Small Heath is a multi-ethnic school in inner-city Birmingham. For this school’s Science Department, the attraction of joining the PTI Schools Programme was its focus on inspiration, enrichment and empowerment.

The benefits of participation for Small Heath have been:

- The ability to raise the profile of the Sciences in the school.
- The ability to set progressively more focused and challenging departmental objectives.
- The development of a series of stimulating events and activities, many of them in partnership with external bodies, such as Birmingham Airport, Aston Villa Football Club and Jaguar Land Rover.

Developing a Knowledge-Based Curriculum



Epistemology

Dr Gavin Alexander, Fellow of Christ's College, University of Cambridge.

There are various ideas about the nature of knowledge:

- Firstly, the view of knowledge as an authoritarian concept. It is something that I possess, and may pass on to you. This interpretation is expressed in the rhyme referencing the influential Master of Balliol College Dr Benjamin Jowett: *I am the Master of this College / What I don't know isn't knowledge.*
- Secondly, there is the Sceptical view of knowledge, or knowing what one does *not* know. This perspective on knowledge was expressed by Socrates, whose wisdom consisted of demolishing other people's claims to knowledge.

Dictionary definitions also include:

- Acquaintance, familiarity (as taxi drivers' knowledge of London).
- "Justified true belief": an idea which is internalised and can be proved to be valid by the person who holds it.

Knowledge can be thought of as a map: we need an overview which gives us an outline familiarity, combined with experience of some of the details which can be used to justify our "true belief". Different people have different "knowledges", and this is to our advantage.

In their discussion regarding the development of a knowledge-based curriculum, the Headteachers considered both what to include and the challenges of creating such a curriculum.

What knowledge?

- The Headteachers agreed that knowledge that is part of our democratic inheritance, our cultural capital, must be accessible to all.
- However, they acknowledged that knowledge is not value-free, and that this leads to both disagreement about what should be known and a distrust of knowledge as dogmatism.
- Nevertheless, the delegates believe that even if there is no general agreement, there must be a starting-point somewhere. This could be in laying down foundational knowledge which gives access to further understanding.
- It was recognised that an understanding of one's own context may help towards a consensus of what knowledge should be taught.
- The Headteachers conceded that it may be necessary to start with what teachers know, even if their knowledge may be considered inadequate.

Creating a knowledge-based curriculum at Pimlico Academy

Jo Saxton (Director) and Daisy Christodoulou (Chief Executive Officer)

The Curriculum Centre

In Principle:

- A knowledge-based curriculum is something Headteachers can design in order to reinforce the ethos of their school and to help in achieving the school's vision.
- At Pimlico Academy for example, a knowledge-based curriculum can help pupils engage with the 21st century on equal terms with other children who have enjoyed more advantaged backgrounds and schooling.
- All pupils should be given the same 'foundational knowledge', which will provide the basis for further intellectual exploration and development.

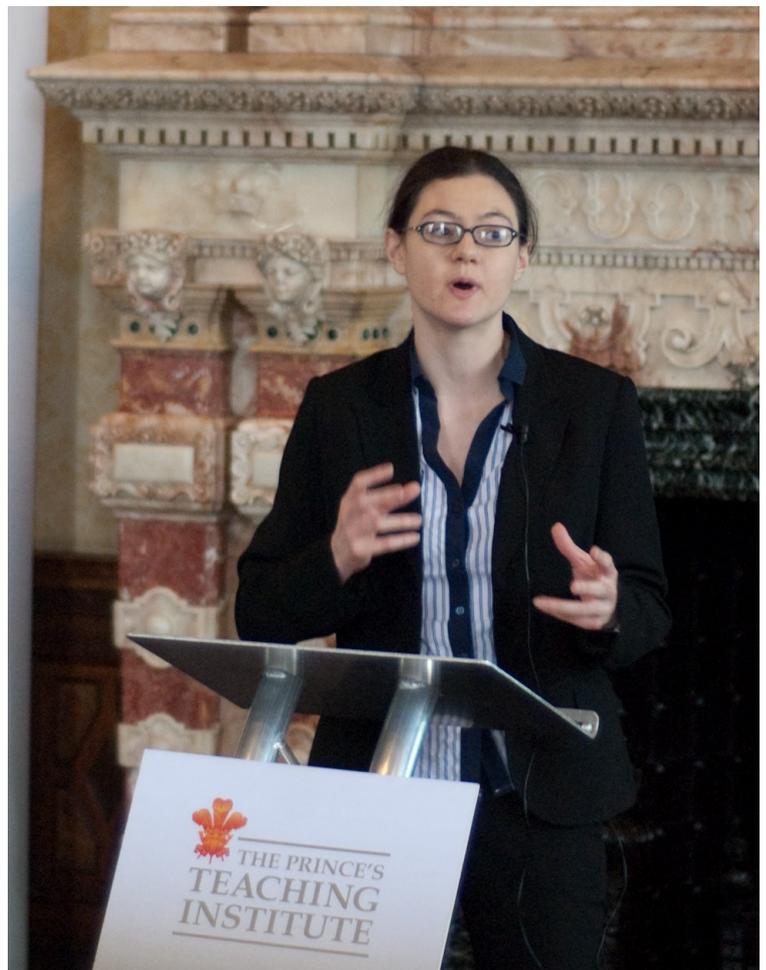
In Practice:

- In designing the curriculum, School Leaders should begin by examining their desired outcomes.
- When it has been identified what abilities pupils should have by the end of their schooling, it can then be planned what knowledge is needed at every stage in order to achieve this.
- For instance, if the desired outcome is accurate and effective writing, the formal study of grammar may be considered a necessary prerequisite.

The challenges of developing a knowledge-based curriculum were seen as:

- The current emphasis on developing skills through teaching, which has the effect of devaluing knowledge.
- The availability of so much information from electronic sources and the mistaken belief that this makes knowledge somehow redundant.
- A lack of knowledge among teachers or a lack of confidence in displaying knowledge.
- The need to persuade parents to share the aims and expectations of the school.
- The limiting effect of examination specifications.
- The changing of Ofsted criteria about what constitutes good teaching and the uncertainty caused by this, which can conflict with a pursuit of knowledge that encourages further learning.

"The conference has provided a supported and better understanding of the shift toward deeper knowledge within subject."



Recruiting and Developing High Quality Subject Teachers



In their group discussions, the Headteachers considered issues of teacher recruitment and development and ways to support Middle Leaders in their schools.

In terms of recruitment, the delegates concluded that the recruitment process should:

- Be designed to achieve the main aim of identifying inspirational teachers.
- Articulate the vision of the school at the outset.
- Include practical tests of knowledge and teaching ability.
- And should not be compromised if no candidates measure up to the requirements of the school.

The “Heroic Teacher” Model

David Mansfield, Headteacher, The Coopers’ Company and Coborn School

The “Heroic Teacher” is one who is well stocked with knowledge and able to hold the attention of a class; one whose style is didactic rather than interactive, and who does not necessarily conform to the approved Ofsted model.

How is such a teacher to be rated in a context where:

- Skills have been promoted over knowledge?
- Pupils are being invited to express themselves without necessarily having the grounding to do so effectively?
- There is an official view of how much talking a teacher should do in a lesson?

Modern research shows that there is no hierarchy of teaching techniques, so long as the method is used appropriately. So for instance, stimulating the imagination is as effective in terms of brain activity as actually getting pupils to do things for themselves. What does matter is the ability to enthuse, engage, motivate, and foster curiosity by whatever means. What is clear is that pragmatism is preferable to ideology.

Professional development, it was agreed, needs to be a continuing and continuous process, which should include:

- Induction, giving new teachers the confidence and encouragement to develop their own style.
- Mentoring, to encourage self-reflection.
- Collaboration with other colleagues, departments and schools, involving both team-teaching and co-observation.
- Praise and celebration as due and appropriate.

In discussing how to support Middle Leaders in schools and ways to encourage them to focus on developing rigour and challenge, the delegates identified the following factors as invaluable:

- A well managed allocation of resources, including free membership of subject associations and subscriptions to journals.
- Focused training and development, as above, as part of Performance Management.
- School development planning which reflects and enhances a culture of aspiration and high standards.
- Human Resources management which facilitates bringing on the rising stars and, where necessary, restructuring the stick-in-the-muds.

Towards a New Member-Driven College of Teaching

Headteachers at the Schools Leadership Programme Day discussed the need for a College of Teaching, its possible character and remit, and its possible mode of operation.

A College of Teaching was considered necessary to:

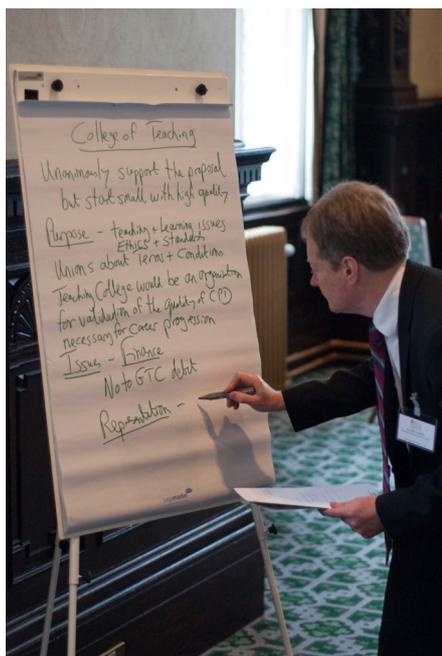
- Fill the vacuum left by the disappearance of educational quangos and Local Education Authorities.
- Articulate the views and thoughts of the profession.

The Headteachers concluded that a College of Teaching should be:

- Independent, non-partisan and with no vested interest.
- A professional body with expert knowledge.
- A College of Teaching, run by teachers for teachers.

Operationally, the delegates agreed that a College of Teaching would:

- Establish clear division of roles with the Teaching Unions.
- Collaborate with the National College, subject associations and exam boards.
- Have to make decisions about membership, representation and achieving financial viability.



The Work of a Royal College

Ian Currie, Consultant Gynaecologist at Stoke Mandeville Hospital and Honorary Secretary of the Royal College of Obstetricians and Gynaecologists (RCOG)



The RCOG has been in existence since 1929. A similar professional body wishing to start up now would have to give thought to a number of questions, including:

- Who it is for.
- What its structure would be.
- How it would work financially.
- How it would maintain independence.
- What it would stand for.
- How it would deliver its objectives.
- Whether it would have a regulatory role.
- How it would collaborate with other bodies.
- Whether it would have an international dimension.

The potential purposes of the College were thought of as being any of the following activities:

- Setting and maintaining standards of teaching.
- Ensuring high standards of Initial Teacher Training.
- Determination of the curriculum.
- Determination of modes of assessment.
- Designing and providing a range of pathways for teachers through accredited Continuing Professional Development.
- Conducting Quality Assurance Checks on providers of education such as free schools and chains of schools.
- Providing an automatic reference point to inform educational policy-makers.
- Giving authoritative responses to government initiatives in education.
- Establishing links to facilitate international professional exchanges and accreditation.

Schools Leadership Programme

The Schools Leadership Programme provides a network and inspiration for Headteachers and Senior Leadership Team members and aims to support whole-school subject-centred leadership.

Schools participating in the Schools Leadership Programme each undertake one action-based research project and then report back to the group on the progress of the project at the annual Schools Leadership Programme day. The aim of the programme is to ask schools to consider which whole-school approaches to leadership, staffing and the curriculum help to develop the quality, rigour and challenge experienced by pupils of all abilities and backgrounds.

The intention of the Schools Leadership Programme is to build a portfolio of projects that is of practical help to all participating schools and which demonstrates that a subject-based approach to whole-school leadership is applicable to all schools.



Recipients of the 2013 Leadership Programme Mark:

School	Project Summary
Altrincham Grammar School for Boys	Reviewing homework policy and practice by subject departments at KS3.
Altrincham Grammar School for Girls	Improving classroom pedagogy, subject knowledge and skills in MFL through subject-specific training programmes, to later cascade to other subjects.
Ark Academy	Measuring the impact of "lesson study" on professional development and developing a common approach to lesson study.
Bishop Challoner Catholic College	Developing excellent subject leaders to lead subject development.
Burnt Mill Academy	"How can we encourage our students to read more?" The project focuses on improving reading for enjoyment and establishing the impact on reading ages and attitudes.
Cardinal Newman Catholic School	Reducing in-school variations in departments.
Chelmsford County High School for Girls	Reviewing the effectiveness of subject leadership through embedding the school Learner Profile in the teaching of subjects at KS3 and 4.
Chiswick Community School	To inspire students in Year 9 to engage more positively at KS4 through a GCSE Foundation programme in all subjects.
Davenant Foundation School	To encourage the further enrichment of Teaching and Learning in the EBacc subjects of Geography, History and Languages within Key Stage 3 in order to achieve higher levels of student motivation and increase uptake in Key Stage 4.
Dormers Wells High School	To evaluate the effectiveness of strategies and the deployment of identified resources on the Learning achievement and progress of those in receipt of them.
Durham Johnston Comprehensive School	"Johnston Bonus": A research project to encourage teachers to further their own academic subject-based knowledge through the annual INSET programme. This will develop the subject knowledge of teachers and enhance the subject learning of students, especially those from high-IDACI backgrounds.
Gladesmore Community School	"Reading Booster": To improve the rate of development of the reading skills of students.

Gordon's School	To reduce and eventually remove the variations in basic consistencies across Departments.
Holyhead School	"Improving pedagogy": Developing Teaching and Learning across the partnership of schools via the promotion of outstanding classroom practice.
Ivybridge Community College	Reducing in-school variations in departments.
Launceston College	To develop a new model of HE provision for undergraduates in a rural setting, remote from Higher Education providers.
Marsden Heights Community College	To develop a new process/programme of Self Evaluation commensurate with driving the College Improvement Plan, and to develop a bespoke set of professional expectations and attributes for the school.
Mounts Bay Academy	Transforming Teaching and Learning by using one to one technological devices (iPads) with staff and students.
Newstead Wood School for Girls	Measuring the impact of enrichment, independent learning and developing wider interests on achievement, attainment, confidence and resilience.
Oakwood Park Grammar School	"Empowering Subject Leaders": Putting subjects at the core of the school through developing subject leaders.
Pimlico Academy	Implementing a coherent curriculum that builds on existing knowledge.
Plasnet School	Sharing good practice on cross-curricular literacy, numeracy and ICT using meeting structure, and Teaching and Learning communities; sharing Ruth Miskin literacy strategies.
Rainham Mark Grammar School	"Empowering Subject Leaders": Using research to drive improvement in CPD to sustain subject focused teaching.
Robert Clack School	How can the KS3 Curriculum be modified to facilitate engagement and achievement in Baccalaureate subjects at KS4, focussed on Geography?
Sawtry Community College	Re-designing the ICT curriculum and creating the workforce to manage it.
St Angela's Ursuline School	To improve independent study and learning skills and to evaluate and improve the teaching of higher level literacy/numeracy across the curriculum.
St Ursula's Convent School	"Promoting Literacy Across the Curriculum".
Stewards Academy	"Shakespeare on Love": Unit of work for whole Year 9 – develop subject knowledge and independent skills through exposure to several Shakespeare texts.
Tendring Technology College	Investigating whether a curriculum change can produce rapid achievement for students with SATs of 3.5 – 4.3 in English/Maths.
The John Warner School	"It's Good To Talk": Developing an outstanding lesson observation programme to enthuse and empower teachers to deliver outstanding learning.
Wembley High Technology College	To use school systems to reflect, monitor and evaluate progress in A-level Economics and Psychology.
Westcliff High School for Girls	To encourage teachers to question and develop their pedagogy and practice. What is the impact on teachers' confidence, enjoyment and skills of teachers undertaking classroom based enquiries examining their understanding and delivery of pedagogy and practice?
Writhlington	Developing Assessment For Learning across the school for A-Level to improve outcomes in literacy.
Ysgol Rhiwabon	"Developing tomorrow's leaders": Developing subject-centred leadership to improve teaching quality and raise standards.

Other Projects

School	Project Summary
Bethnal Green Technology College	“Making a difference”: Extending the Year 9 curriculum so that all students cover the Arts, Volunteering and Outdoor Pursuits.
Bournemouth School for Girls	Researching alternative provision of GCSE at KS4 and providing stretch and challenge for the most able pupils; more effective preparation for A-Level study.
Caistor Yarborough Academy	Subject outcomes for History and MFL are below expectation. Desire to inspire staff to improve through engagement with PTI Subject Days, engaging with the PTI departments and evidence-based pedagogy changes.
Charlton Learning Community	Developing KS2/3 curriculum continuity from pedagogy in English and Maths.
Christleton High School	Defining and systemising the “Apple Lesson”: Conducting a thorough, evidenced investigation into subject teaching best practice which develops creativity.
Darlington School of Mathematics and Science	Focusing on the role of subject specialist knowledge in improving outcomes for Gifted and Talented pupils in Maths and Science.
Eastbury School	“Removing the blue”: Empowering Senior Leaders to support and challenge the weaker areas of the school with the overall aim of eradicating in-school variation.
Golden Hillock School	Leading Teaching and Learning: Developing Teaching and Learning across the school through a targeted approach.
Hinchingbrooke School	“Sharpening accountabilities through leadership development”: Changing the school culture so leaders in key positions are more willing and better equipped to accept the accountabilities that go with the territory and thus drive up standards.
Holsworthy Community College	Investigating how to achieve more independent learning opportunities for pupils, to secure deep and effective learning in all subjects.
Isambard Community School	Developing teachers in their early years so as to improve subject expertise and pedagogical knowledge, with a view to pupils becoming active and passionate learners.
John Ferneley College	Enhancing Maths learning across the curriculum through whole school CPD.
Kesgrave High School	“From outstanding lessons to outstanding practice”: Working with local schools on the National College Joint Practice Development Methodology.
King Edward VI Five Ways School	“A GCSE ‘Plus’ Curriculum for pupils in Year 9-11”
Kingsford Community School	To assess the development of students’ literacy across all learning areas through peer marking taught during form time and implemented across Learning Areas.
Lampton School	Developing the capacity to lead the learning of other professionals as a training school.
Levenshulme High School	To assess the impact of new technologies on improving Teaching and Learning, focusing on overcoming barriers to learning, increasing independent learning, improving student outcomes in literacy and across subjects through increased depth of knowledge and understanding.
Lister Community School	Using ICT to support literacy across the curriculum, including extended writing and formal oracy.

Manor High School	Greater consistency in delivering subject knowledge across all departments
Mill Hill County High School	Increasing support for subject-based leadership to improve quality and consistency of feedback.
Notley High School and Braintree Sixth Form	14 - 19 Curriculum Review for implementation in September 2013.
Oulder Hill Community School	Develop students' fluency in using subject-specific terminology and literacy for learning.
Penrice Community College	Developing greater enthusiasm for Maths so that more students progress to AS/A-Level.
Poole Grammar School	Developing a new Senior Leadership Team with Teaching and Learning at its Core - through establishing a coaching programme to enable three new Deputy Heads to focus on Teaching and Learning.
Ravens Wood School	Understanding and reducing disparity between quality of teaching and leadership in departments.
Sale Grammar School	"Curriculum Enrichment at KS4": A programme of KS4 lessons that goes outside GCSE to provide extra challenge and breadth.
Sandbach School	Studying the ways in which organisational/leadership structures in school can be used to improve the quality of Teaching and Learning and enhance teachers' subject knowledge.
Small Heath School	Improving student subject knowledge and attitudes to learning through collaborative departmental planning; using PTI subject teams to drive progress and assessment.
Tarporley High School and 6 th Form College	To Refocus Training so it develops teacher passion, improves Teaching and Learning, enriches the curriculum and promotes freedom and accountability in good teaching.
The Ellen Wilkinson School for Girls	To improve the quality and consistency of feedback within the school.
The Manor School	What is the impact of an effective quality assurance programme on the school's effectiveness, and hence the delivery of a high quality curriculum?
The North Halifax Grammar School	"Developing a Reading School": To develop strategies to encourage greater reading of books by students, staff and parents in the school.
The Totteridge Academy	Developing a whole school focus on subject-based CPD.
Tonbridge Grammar School	To develop a progression development programme focussed on 'subject' specific professional development.
Upton Hall FCJ	"Subject Excellence Framework": All Staff to contribute to and then implement an excellence framework based on Teaching and Learning which enhances pupil performance.
Westcliff High School for Boys	Redesigning the KS3 curriculum and reviewing current provision with a view to providing a more stimulating and fit for purpose curriculum not reliant on the National Curriculum.
West Hatch High School	"All pupils deserve the best": Improving Teaching and Learning, pupil performance and enjoyment, increasing subject rigour and providing quality CPD.
Whitefield School, An Academy	To consolidate and build on recent improvements in the quality of Teaching and Learning and student outcomes.
William Farr (Church of England) School	"Tracking the impact of CPD": Studying the school initiatives aimed at improving the quality of interaction between teacher and learner.
Worle School	Improving leadership at all levels through a sustainable leadership model focussed on driving up standards; developing an outstanding curriculum.

Conference Leadership

Elizabeth Allen	Newstead Wood School for Girls
Nicole Chapman	Chelmsford County High School for Girls
Sara Davey	Mounts Bay Academy
Simon Decker	Rainham Mark Grammar School
Timothy Gartside	Altrincham Grammar School for Boys
Sir Paul Grant	Robert Clack School
Jack Jackson	Launceston College
David Kennedy	The John Warner Academy
David Mansfield	The Coopers Company and Coborn School
Andrew Moss	Gordons School
Rhonda Murthar	Stewards Academy
Dana Ross-Wawrzynski	Altrincham Grammar School for Girls
Tony Ryan	Chiswick Community School
Delia Smith OBE	Ark Academy
Michael Tull	Marsden Heights Community College
David Wheeldon	Former Headteacher of King Edward VI Five Ways

Leaders

Attendees

Headteachers' Residential

Simon Ellis	The Maelor School
Paul Ferrie	The Totteridge Academy
Andrew Goulding	Hinchingbrooke School
Alun Harding	Ysgol Rhiwabon
Frances Howarth	West Hatch High School
Rosemary Joyce	Tonbridge Grammar School
Calvin Kipling	Darlington School of Mathematics & Science
Anthony Lamberton	Christleton High School
Martin Lavelle	Whitefield School, an Academy
Nick Law	Carre's Grammar School
Sarah Lee	Tarporley High School for Girls
Jeremy Newnham	Caistor Yarborough Academy
Liam Powell	Manor High School
Liz Rymer	Whitefield School, an Academy
Mark Smallwood	Sale Grammar School
Jon Sparke	Bennett Memorial Diocesan School
Luke Stephens	Ellen Wilkinson School for Girls
Amanda Thain	Levenshulme High school
Geoffrey Thompson	Mill Hill County High School
Christopher Thomson	Brighton Hove & Sussex Sixth Form College
John Watson	Oulder Hill Community School
Yvonne Wilkinson	King Edward VI Five Ways School
Robert Wilne	London Academy of Excellence
Patricia Young	Upton Hall, FCJ

Schools Leadership Programme Day

Margaret Aylott	Dormers Wells High School
Gill Bal	Wembley High Technology College
David Benson	Ark Academy
Michael Burr	Writhlington
Nicole Chapman	Chelmsford County High School for Girls
Melanie Ferron-Evans	Ysgol Rhiwabon
Graham Goldup	Cardinal Newman Catholic School
Sam Green	Pimlico Academy
Ben Greene	Newstead Wood School for Girls
Alun Harding	Ysgol Rhiwabon
Rob Haring	Ivybridge Sports & Community College
Tony Hartney CBE	Gladesmore Community School
Stephen Hehir	Burnt Mill Academy
Kathy Herlock	Westcliff High School for Girls
Mark Housden	Oakwood Park Grammar School
Jonathan Huddleston	The John Warner School
Suzanne Meehan	Altrincham Grammar School for Boys
Michael Muldoon	Tendring Technology College
Patricia Muller	St Ursula's Convent School
Clare O'Sullivan	Stewards Academy
Lorna Owen	Holyhead School
David Rimmer	Burnt Mill Academy
Carolyn Roberts	Durham Johnston Comprehensive School
Chris Seward	Davenant Foundation School
Sarah Siaw	St Angela's Ursuline School
Michael Skelly	Westcliff High School for Boys
Rebecca Smith	Altrincham Grammar School for Girls
Alan Stevens	Sawtry Community College
Maire Symons OBE	Bishop Challoner Catholic College
Sally Walker	Plashet School
James Whiting	Chiswick Community School

Background and Acknowledgements

Building on the success of previous Prince's Teaching Institute Headteacher Conferences, the PTI ran its third residential conference for Headteachers at Crewe Hall, Cheshire in January 2013. The success of previous events has been in no small part due to the fact that the events were designed, run and led by Headteachers. The aim of this year's conference was to explore issues of educational purpose, curriculum focus, what constitutes good leadership, and how to nurture and sustain passionate teachers.

The following key questions were explored:

- How do we develop the ethos and culture of our schools?
- How do we best develop a culture of high aspiration throughout our schools?
- How do we ensure that our curriculum offer maximises all pupils' life chances?
- How do we recruit and develop high quality subject teachers?

Five principal themes emerged from the conference discussions, including the question of the establishment of a new College of Teaching. This report summarises the conclusions of the conference, as well as detailing the responses of the delegates to the questions posed in their round-table discussions. It also provides a brief summary of key points made by the plenary speakers.

This report and reports from previous years' conferences can be found at www.princes-ti.org.uk

The PTI would like to thank all of those who, through their attendance, made the conference such a valuable experience. Particular thanks go to the Headteacher Leaders and Consultants for helping shape the conference and for their leadership during the event: Elizabeth Allen, Nicole Chapman, Sara Davey, Simon Decker, Timothy Gartside, Sir Paul Grant, Jack Jackson, David Kennedy, David Mansfield, Andrew Moss, Rhonda Murthar, Dana Ross-Wawrzynski, Tony Ryan, Delia Smith OBE, Michael Tull and David Wheeldon.





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