

# NPQEL Task 2 Submission Form

## Leading an improvement project across several schools (4,000 words)

Project title	SEND Assessment and progress tracker
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### Background Information

This section of the submission form is not included within the 4,000 word limit.

Candidate name	[REDACTED]
Organisation names	[REDACTED] Secondary School – [REDACTED], [REDACTED] Primary – [REDACTED], [REDACTED] Special School – [REDACTED], [REDACTED] School and Nursery – [REDACTED].
Organisation Headteachers / Principals	[REDACTED] – Executive Principal [REDACTED] – Headteacher [REDACTED] – Headteacher
Organisation addresses and contact details	[REDACTED] School and Nursery, [REDACTED] [REDACTED] [REDACTED] Secondary School, [REDACTED] [REDACTED] [REDACTED] School, [REDACTED] [REDACTED] [REDACTED] [REDACTED]
Rationale for the improvement project and overview of the strategy used to ensure effective design and communication plans	<p>All four schools identified that progress of targeted SEND students needed to be addressed as a school priority. Schools continue to explore more holistic ways of tracking individual pupil’s progress, especially in areas which fall outside traditional academic measures. The project provides a unique opportunity to utilize interschool and cross phase expertise and experience to develop a shared framework to address engagement, motivation and success for targeted SEND pupils.</p> <p>We believe that everyone should have the opportunity</p> <ul style="list-style-type: none"> <li>• To receive their entitlement to learning and achieving their potential</li> <li>• To grow in a safe, happy and nurturing environment</li> <li>• To inspire everyone to follow their dreams</li> <li>• To have a passion for learning.</li> </ul>

	<p>We strongly believe in the core purpose of education and the development of interpersonal skills and adaptability to empower everyone to follow their dreams. Empowering everyone to identify and break down barriers and to make informed choices. We need to ensure that there are opportunities for SEND students to take ownership of their own learning and their future as appropriate.</p> <p>For everyone in our school communities to develop a positive growth mind-set within non-judgemental environments, to be safe to set you own moral compass.</p>
<p>Name and roles of leaders, nominated peer group sponsor, individuals, including stakeholders, negotiated with, influenced and led during the project.</p>	<p>██████████ - Head of School - ██████████</p> <p>██████████ - SENCO – ██████████ and ██████████ School</p> <p>██████████ – Vice Principal – Inclusion/Behaviour, ██████████</p> <p>██████████ – Chair of Governors – ██████████ Federation (██████████ and ██████████)</p> <p>██████████ – Headteacher - ██████████</p> <p>██████████ - Deputy Headteacher - ██████████</p> <p>██████████ - SENCO – ██████████</p> <p>██████████ - Assistant Headteacher Inclusion – ██████████</p> <p>██████████ - Chair of Governors – ██████████</p> <p>██████████ Headteacher – ██████████</p> <p>██████████ - DHT – ██████████</p> <p>██████████ - Head of Support and Student Care - ██████████</p> <p>██████████ - Chair of Governors – ██████████</p>
<p>Materials and resources reviewed as part of the design phase of the task</p>	<ul style="list-style-type: none"> <li>■ SEN ALN and ASN Survey Report NASUWT 2018</li> <li>■ A Worthwhile Investment? Assessing and Valuing Educational Outcomes for Children and Young People with SEND SEN Policy Research Forum December 2017</li> <li>■ NGA Special Educational Needs AND Disabilities and the Governing Board Guidance 2018</li> <li>■ Identification and Support for SEND – ██████████ School 2018</li> <li>■ DfE Special Educational Needs Analysis and Summary of Data Sources May 2018</li> </ul>

- SEND Code of Practice 2014
- DfE Statements of SEN and EHC Plans England May 2018
- HMSO Equality Act 2010 / DfE 2014 Equality Act 2010 Advice for Schools
- William Dee 2015 Optimising Talent and Closing Educational Gaps Worldwide.
- Kotter J. (2012), Leading Change
- Fowler M. (2012), Effective Curriculum Related Leadership
- OECD (2018), The Future Education & Skills 2030
- Justine Greening (2017), We can Challenge the Impossible
- DfE (2016), Using Systems Leaders
- McGlynn A. (2018), Self-Evaluation – what makes a good school
- DfE (2017), Progress 8 School performance measure and School response to Progress 8
- DfE (2017), Special Educational Needs publication
- EDT (2014), Effective Teaching
- NUT (2015), Exam Factories
- DfE (2103), Teachers’ Standards
- NFER (2017), Key Insights for England from PIRLS/TIMSS & PISA
- Sutton Trust (2105), Missing Talent
- EEF (2017), Why Evidence is Useful
- CIPD (2018), Workforce Planning Practice Guide
- Southworth G. (2016), Learning Centred Leadership
- DfE (2016), Standard for Teachers Professional Development
- EEF (2018), Staff Deployment and Development

- Scott M. (2016), Lessons in Lean from High Productivity Companies
- Nutt J. (2016), Schools are in the Business of Education, not the Education of Business
- Mendoza K. (2013), Trying to run a public service like a business will never work
- Squires M. (2014), Is the NHS a business?
- OECD (2017), Global Competency for an inclusive world
- OECD (2017), Education at a Glance
- Roselinde Torres – TED TALK
- Porters Five Forces Model
- Baldoni J. (2010), How leaders should think critically
- Beeson J. (2014), Five key questions every leader should ask about organisational design
- Syngentu, Developing an effective organisational structure
- Coca-Cola Great Britain Case study
- Carter D. (2016), In his presentation on building the capacity of the system to lead improvement strategically
- EFA (20127), Sharing support stuff across schools in a MAT
- EEF, Assessing and monitoring pupil progress
- Mintzberg H (2017), 10 schools model
- Kotter J (2013), Our iceberg is melting
- DfE compare school performance service
- DfE (2017), School performance fables how to interpret the data
- Ofsted (2018), Using Ofsted's inspection dashboard
- Pain M. (2017), Are we failing children and young people due to a lack of vision?
- Pain M (2016), Talking about my generation

	<ul style="list-style-type: none"> <li>■ Bezzina M. (2007), Moral purpose and shared leadership</li> <li>■ Fullen M. (1992), Change Forces</li> <li>■ Simon Sinek –TED TALK, how great leaders inspire action</li> <li>■ Sinek S. (2009), Start with Why</li> <li>■ Sinek S. (2009), Together is Better</li> <li>■ Senge P.M. (2006), The Fifth Discipline</li> <li>■ Kouzes M. &amp; Posner B. (2009), To lead, create a shared vision</li> <li>■ Gov. UK, Handling media attention after a major incident</li> <li>■ Kouzes J. and Posner B. (1992), Credibility – How leaders gain and lose it</li> <li>■ Covey S. (2008), The Speed of Trust</li> <li>■ Sutton Trust website and research</li> <li>■ Education Endowment Foundation website</li> <li>■ Maggie Furrar (2017), The power and potential of collaboration</li> <li>■ Gov. UK (1995), Principles of public life</li> <li>■ DFE – (2015), Special education needs and disability code of practice 0 to 25</li> <li>■ David Marquet – TED Talks</li> <li>■ Warnock report – 1978 and 2005</li> </ul>
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## Use the phase boxes below to provide an account of your leadership practice

This is a written account of the project that aims to evidence the assessment criteria indicated in the content area framework.

### Criteria for sponsor verification

The extent to which the candidate:

1. undertook the partner schools improvement project leading opportunities for development and completed the task and its criteria **very effectively**
2. undertook the partner schools improvement project leading opportunities for development and completed the task and its criteria **effectively**

3. undertook the partner schools improvement project leading some opportunities for development and **completed the task**
4. undertook the partner schools improvement project leading opportunities for development with **limited progress in the task**

1. Design phase	Assessment criteria addressed	Sponsor verification and additional evidence (Please rate 1 – 4)
<p>1.4.1</p> <p>Having analysed data across the four schools, which have very different contexts and are across phase, we have reviewed assessment data from reception to Year 13, as well as made comparisons of our current assessment systems and strategies to measure the progress of SEND students. This analysis has shown the need to create a much more individualised assessment system and framework for SEND students, which is motivating and engaging, to recognise their strengths and allows progress to be measured of social and personal targets, other than just academic targets. This exploits the philosophy of the 0 to 25 code of practice and the educational/social agenda for inclusion.</p> <p>Roselinde Torres stresses the need for leaders, regardless of what context they operate, to read both the internal and external environment, to take a broad view and not just look at the obvious, but beyond the immediate horizon and what is going on in the organisation. The current political and educational agenda focuses on the academic success of schools, by publishing Maths and English percentages of students acquiring level 4 or above and progress 8 figures at the end of their GCSEs, to the percentage of children that are meeting age related expectations in the national league tables. Children who currently do not meet this requirement in the expected time frame are considered not to be progressing and the academic agenda does not recognise the social and personal progress children with SEND make, currently.</p> <p>The analysis of the staff survey across the schools shows the need to review the school’s vision and values of SEND and the need to change and challenge perceptions and expectations. The establishment of a task group has allowed the sharing of good practise and the exploitation of the expertise across the phrases. The group have looked at and evaluated many different bespoke and commercial assessment-tracking systems for recording and analysing progress. These systems have various financial and economic benefits and drawbacks, which have been discussed and evaluated, to find the most appropriate data vehicle to drive this project forward.</p>	<p>1.4.1</p>	<p>1 [REDACTED] undertook the partner schools improvement project leading opportunities for development and completed the task and its criteria <b>very effectively</b></p>

Having reviewed the initial baseline data across the schools and the systems currently available, it is necessary to create a bespoke assessment tool across the schools, which is adaptable to our own contexts, but with the underlying principles and purpose to identify individual needs and create an assessment system which shows progress for SEND students to inform future development of provision. This has led to the creation of the bespoke 'Dreams' programme in two schools and the 'Horizons' programme in the other two schools, based on the same principles and practice.

### 1.4.3

Having analysed research by David Carters 2016, which looks at collective responsibility for results of all children, his philosophy of "if one fails we all fail" is intrinsic to our change model. We believe as Harrison Chapman 2002 states, leadership is value driven with a strong moral purpose and commitment to the welfare and education of all pupils. Beesons 2014, 5 questions every leader should ask about organisational design and his philosophy regarding change, along with examples from Apple, Coca Cola and Syngenta, regarding structures that productively and effectively create change, have been fundamental in the construction of this project. In addition to Fullers four drivers. Our analysis showed the need to build capacity, to establish a pedagogy and systematic solutions, to our priority of measuring progress for SEND students beyond academic targets.

Using research gathered from EEF tool kit and Best Evidence Encyclopaedia, the formulation of the task group to work across the school has been vital to create sustained and effective change, due to the need to be clear in their understanding of the objectives and outcome of this project and to communicate and model this to all stakeholders. Apple, in particular, is an interesting model of change because Steve Jobs bucked against models of organisational design and instead believed in teamwork rather than structure to create change successfully. The design of this project is based around the need for systems, but also the formation of teamwork to share good practice and exploit expertise, as well as drive forward change based on a common purpose.

### 2.4.1

1.4.3



The National Teaching Standards are used by many schools, along with the Ofsted framework, to evaluate teaching and learning, as well as inform CPD. Day and Sammons 2007 outlined the fact that without having an understanding of the knowledge necessary for teacher to teach well, the ability to undertake school improvement functions is almost impossible. Southworth argues that change leadership and learning organisations are bound together by the common thread of learning. It is essential that the Equality Act be borne in mind when designing and delivering the curriculum, which must not discriminate against students by excluding them, or putting them at a disadvantage. A flexible approach to curriculum delivery makes it easier to meet the needs of learners with SEND.

2.4.1

It has been important to evaluate the quality of teaching across our varied schools systemically, whilst accounting and adjusting for the different contexts, to identify the most effective practice and define improvement priorities. This has allowed us to exploit expertise and implement effective practice to best serve this project. Evaluating the quality of teaching cannot be done by lesson observations alone; it has to be triangulated with student outcomes, work scrutinises and student voice, to evaluate its impact and effectiveness. Part of our evaluation has been to look at Ben Goldacre's 2013 theory, along with Herold and Fedor Six Secrets of Change which highlight the need for behaviours to change before beliefs. Deploying the need for a shared vision and ownership of the project across the schools to impact on SEND student outcomes and the quality of provision. Evaluation of effective schools shows the need for a strong emphasis on staff reviewing and defining clearly what makes a lesson effective, so as to support teachers in the pursuit of effective lessons. CPD in our schools have been informed and designed for staff to work together on activities that increase their awareness and upskill them, to support progress specifically for SEND students, but with the possible benefit for all.

2.4.2

Analysis undertaken by the [REDACTED] Trust shows the power quality teaching has on students and their progress and attainment. This research and research carried out by the EEF, have been used to support our approach to school improvement in relation to progress, attainment and behaviour, specifically targeted interventions for key groups. This has influenced the strategies used and the impact they have on student outcomes. It has been interesting to review and analyse the impact

different intervention strategies have on outcomes, as well as the driving forces behind curriculum design and assessment requirements. PISA is held up as a tool for deeply influencing educational practice and curriculum content in many countries, due to the fact that its results have been analysed over many years and it is seen as a unique benchmark for all countries to judge their educational systems by. This has resulted in many countries overhauling their educational systems in the hope of their country improving or being on top of the educational rankings. Similar to our league tables, these measures are based on academic parameters rather than skills and knowledge based education and the requirement of future employment needs. This goes against the OCED report identifying skills young people will need in the future to create an inclusive world. Standardised testing has been used to create 'norms' and encourage teachers to teach to the test rather than creating meaningful learning experiences. Amanda Speilman states 'to understand education we need to understand the objectives', she argues 'that if Ofsted's sole purpose is to wrap a narrative around a set of figures it would be fair to ask what purpose are they serving'. It would appear that the balance of education has been tipped too far where data takes over substance, narrowing the curriculum offer and limiting opportunities for disadvantaged/vulnerable groups of students, due to the demands of an EBBAC curriculum not suitable for all.

2.4.2

This project has taken the good practice of this research and the moral purpose of the schools, to design a system led approach, which allows the setting of personalised targets for SEND to support their motivation and engagement, within the context of the schools. To track progress and encourage success, this has led to us formulating the DREAMS programme and rolling it out across Year R to Year 10 this year, with targeted CPD to support this change in systems for all staff and the deployment of resources and time to pursue our goals.

2.4.3

Analysis of school-to-school support in relation to teaching quality, student progress and attainment, has grown in importance and teaching schools and teaching school alliances have been a driving force behind this initiative. Greany suggests that the government of the time had 4 core criteria for self-improving systems, teachers are responsible for their own improvement, teachers and schools can learn from each other by the sharing of good practice, forward thinking leaders and schools

collaborate with other schools so that all schools improve, reducing the need for government support and intervention. This has led to the development of NLE's and school support from the TSA's. The Teaching Schools Council 2017 states that for school to school support to be effective, it has to follow a number of agreed practices and procedures including critically analysing the issues, the construction of an improvement plan, devising bespoke solutions, fostering joint practice development and support and challenging through coaching, mentoring and modelling. This plus monitoring progress can then be used to create capacity and secure sustainability, fostering a culture of enquiry and improvement, to impact on student outcomes and improve standards, which is then further emphasised by Miles E and Trott W 2011 Collaborative Learning.

2.4.3

Having considered these philosophies it has been essential for our school-to-school support to be focused on improving outcomes for SEND students by sharing good practice in the core task group and then delivering CPD that strengthens and upskills staff. To do this effectively we have had to have open and honest dialogues and review data and teaching practices across the school, as well analyse staff perceptions and values, which at times have not been in line with the whole school ethos of that establishment. Only when we have been able to have these dialogues and model the expectations and strategies that we want, have we been able to move forward and allow all stakeholders to experience and see the benefits of this change, which has had a positive impact on SEND students' progress and the way they engage with school and their learning. This has also resulted in the formation of a shared language to be designed by staff, to help review and assess personalised targets.

2.4.4

Having reviewed and evaluated the EEF research this is the basis for our design, implementation and evaluation of our improvement strategy across the four schools, to improve the progress and attainment of the SEND students. The Logic Model describes the Change Process by emphasising inputs, outputs, short-term and long-term outcomes and impacts, to make the process of change clearer for all stakeholders and creates a conceptual and outcome map to keep the project focused and monitoring and evaluation clear. The core group has created this model, so that it has shared ownership and target language that we all understand. We have been mindful to avoid assumptions

between schools/staff. This allows effective evaluation so that we are able to capture the influence and impact of this project across the four schools. On designing and implementing our strategy, it is important to recognise the logic model also has drawbacks to it in terms of unpredictable human emotions, connections and relationships, which was evident at the beginning. Therefore, we had to build in time to incorporate the formation of relations and trust across the schools and never assume we had the same knowledge, perceptions and vision. These have been the key to the formation of the DREAMS programme. Allowing staff on all levels to see the benefits and ask questions, to explore their understanding in a safe learning environment, which is transparent to the vision and aims of the change we want to bring about for recording and reporting progress for SEND students to increase engagement and motivation in lifelong learning.

2.4.4

#### 4.4.2

It has been important to analyse the impact of EDT 2017 research regarding the effectiveness of school-to-school support to improve outcomes, which is shown in the growth of TSAs. This model encourages collaboration and the formation of partnership, which is especially effective in local areas, where partners demonstrate commitment to improvement and increasing students' outcomes. The DfE see the membership of a TSA as being very fluid and dynamic, as relationships and the sharing of good practice have to be flexible and adaptable to the contexts of the schools. The DfE also recognise this as a strength of TSAs and MATs. Oxford TSA, Redhill Trust and Kyra TSA, to name just a few, are good examples of collaboration founded on a shared belief that schools have a moral responsibility to work together for the benefit of all children and young people. David Carter 2016 supports the approach that 'every school should be both a giver and receiver of support.' The hallmark of school-to-school support is a focussed moral purpose, based on ambition for children and a commitment to being a learning community with shared values. This has been adopted by the schools I have been working with. This project has allowed the sharing of good practice and expertise, even though geographically there is a distance between schools, this has been removed by the commitment of the staff involved to travel and get involved, to positively impact on each school and its objectives, through a cross phase provision. I have collaborated on the design and implementation of a new

4.4.2

<p>framework of assessment for SEND students, at the same time challenging current practices and culture to drive improvement.</p>		
<p><b>2. Implementation phase</b></p>	<p><b>Assessment criteria addressed</b></p>	<p><b>Sponsor verification and additional evidence (Please rate 1 – 4)</b></p>
<p>2.4.4</p> <p>EEF Teaching and Learning Toolkit provides a systematic approach to identify key priorities to improve the outcome of students, by exploring programmes and approaches to implement within each school context, to motivate and identify the priorities of the school to help design action and communication plans. I have used this philosophy to ask key questions with the other schools, as to what do we want the students to know and achieve. Through this, we have aligned our vision and values regarding the progress and achievement of SEND children, to create an assessment system and adjust our curriculum design, which is rooted in a common model with the ability to be developed to reflect other schools own context. Sir John Andrews looks at the changes within academy chains, he established that what matters most is being in a high performing group, who consistently review their approach to delivering a broad and balanced curriculum, in the best interest of the student body in line with trying to reflect future needs. My framework for this project is based on the principles of Carter, but the delivery of these will be implemented according to school’s needs, to develop a clear, logical and well specified school plan and assess the readiness of the school to deliver the plan. This has involved analysing student’s attainment data across all schools, which showed little to no progress for the targeted group academically and issues with behaviour and motivation, due to their lack of engagement, because of their frustration that they were not moving forward. Staff survey results revealed that variation between staff expectations and perceptions of SEND students are greater in mainstream than in a special school setting. Having taken this data on board I have adapted the</p>	<p>2.4.4</p>	<p>1. ██████ undertook the partner schools improvement project, leading opportunities for development and completed the task and its criteria <b>very effectively</b></p>

programme to suit the needs of the school and modified its name where needed. Therefore, the primary and special school assessment system is called HORIZONS, whereas the secondary school system is called DREAMS, but the principals remain the same. The first phase has been established through one to one discussion with students and staff training. We have also carried out three cycles of monitoring of personal targets using key workers, which is seeing early stages of impact and student confidence growing.

### 3.4.1

Analysis of the motivations and priorities of stakeholders have led me to look at the Strategies and Improvement theory of Cotter who states ‘major change is too complex to manage, it needs to be led.’ I am clear that it is essential to manage expectations and interests of all stakeholders, by working across all organisational systems and boundaries. To implement change and reduce uncertainty, communication is key to confidently engaging others in this project, along with the use of distributed leadership and networks created by the task group. I am aware of the need to deploy and exploit resources and expertise to motivate all stakeholders across the organisations. Finestein et al 2006 suggested it is essential to provide positive parental engagement opportunities. I totally agree with this and part of this project is to enrol the support of parents and improve their understanding of how we measure progress and motivate students, so they can play an active part in the process and add value to the project. I have also analysed the RIC1 communication model, which divides stakeholders into four groups - responsible, accountable, consulted and informed, which was used to devise our communication plan, as well as the Government’s advice on handling media attention and good practice from other educational institution. Communication of our vision is essential to its success.

I have used this cross phase project to share the tools and techniques, to better inform student progress through better tracking and recording systems – making a more robust system that is shared cross phase. To support the project the group will hold face-to-face events and share experiences to disseminate their findings and best practice.

### 3.4.1

### 3.4.2

It has been essential to know where the four schools are in their attitudes and perception of stereotypical expectations of SEND students, so that we have been able to form a baseline on which to devise our strategy and develop resources and training to support our vision. This has also helped get a secure agreement from stakeholders, which has supported and challenged our goals, so that there are clear expectations and outcomes on all sides. Having studied Gilbourne 2008, it is clear that teachers' attitudes and expectations have a direct link to outcomes. The ability of a group to do remarkable things hinges on how well these people can pull together as a team – Sinek 2016. This project is founded on collaboration and team work. The project supports parents to develop their own confidence in supporting their child's learning. The presentation and feedback has formed a critical part of communicating the thrust of the project across all schools, along with cross moderation of identification and support. The Collegiate response to discussions, has led to agreed criteria and outcomes, which include soft skills and has established a target language and common framework, which can be adaptable to each schools own context, to breed success and have a transformative effective on the positive attitude of SEND learners and their progress in all schools, which has secured the agreement of key stakeholders to move this project further.

### 3.4.3

I have always had a very strong moral purpose that all children can achieve, as long as they have belief and that obstacles are removed from their "path". Having analysed my own motivation and moral purpose and worked alongside my colleagues from different phases, we have established a strong sense of purpose. The project has an inextricable commitment to measuring both hard and soft outcomes on children's attainment and to improving the well-being of all children, but especially that of SEND students, through active pedagogy. Fundamental to the analysis of my own motivations and moral purpose is to ensure that I lead people into the future by connecting with them deeply in the present, which is founded on the theory of Kouzes and Posner, who believe that the only visions that take hold within complex multi school environments are those that are shared. Using the case study of Lucozade my motivation is very similar in that I wish to achieve the right thing by the target group

3.4.2

3.4.3

of SEND students, to allow them to progress and develop as a whole person, to be successful and enjoy learning.

This development plan is based around the learning and shared experience of the leads and our core group. We will continue to discuss and share findings in order to re-evaluate the process and systems and the impact they will have, beyond this framework, we want to create a change in the assessment system, which is not just academically driven to improve outcomes for all students, but at present is trialled with SEND students. We will also share recommendations and finalise systems to have a clear way forward, which positively impacts on SEND students' outcomes.

#### 4.4.1

Expertise and professional advice used in each school is shared (for example, in relation to support packages, resources and other agencies). Use of school-to-school support and network group connections have also been shared. I have used the EEF Teaching and Learning toolkit, along with Together is Better, Simon Sinek 2009 theory, which states that you should 'always plan for the fact that no plan always goes to plan', 'success is when reality looks like what is in our imagination.' It has been this philosophy that has inspired the design and implementation of the DREAMS project.

The project has allowed the cross phase schools to share sources and expertise of best practice beyond the school system, looking at continuous improvement/development, governance, project management and financial efficiency. In addition to this, I have reviewed project management efficiencies and best practice resources from national and international research information and data available. This has allowed me to identify the best practice to be able to shape and develop my project and identify mistakes made by other organisations in not focussing on the core purpose and the quality of leadership. The Francis Report on the NHS highlights this. This change in focus has been influential in driving our motivation and focus in this project, along with the use of the Lego Case study by John Ashcroft, and Education At Glance 2018, OECD indicators and state of education around the world, which draw on examples of structure, finances, performance, governance and accountability and have informed our approach and refined our thinking and processes to lead on a project for

4.4.1



change in student outcomes in one core group, but could in the future have an impact on all students and their outcomes.

**3. Evaluation phase**

**Assessment  
criteria addressed**

**Sponsor verification and additional  
evidence (Please rate 1 – 4)**

2.4.4

The purpose of this project has been about increasing the opportunities for success for SEND children. To improve their outcomes by not just focusing on academic targets, which can show little to no progress, but instead focus Soft skills and personal targets, which are tracked to show progress, to encourage greater motivation and engagement in learning, as well as recognising success outside the academic targets all students are set centrally based on previous attainment and norms. The project has been designed and implemented to lead a change in attitude and culture around SEND student progress.

2.4.4

**1** [redacted] undertook the leading change project across schools, to lead opportunities for development and completed the task and its criteria **very effectively**

Following my evaluation of the project so far and using Goldacre's 2013 philosophy of collecting better evidence, to improve outcomes for children, especially this target group. It has become clear the need for increased professional development, which is essential to drive this project forward. Along with continued communication, which is focused on the benefits and actions needed for this project to be successful. I feel that my evaluation of my leadership has identified that I am a systemic leader and having adopted Drexler / Sibbet's Team Performance Model, which has seven stages. The project is currently at stage 5 of implementation and moving towards high performance stage 6, which over the coming months will be continually monitored and evidence collected across the schools to create greater synergy, spontaneous interaction of staff and greater effective and efficient practice, which is sustainable. I am confident and driven, that with the task group I will move this project to stage 7, to allow recognition and celebration and create empowerment for both staff and students, by improving outcomes for this target group. However, I am aware that we must not become complacent and that strategies will need to be reviewed and changed where appropriate, to create an additional implementation process. Student data at present, although showing positive signs of improvement, further review cycles are still needed to truly state whether this project has met its core objectives and purpose, which is why the school-to-school support will continue past the assessment period.

#### 3.4.4

I anticipated there would be some resistance and scepticism, but because I have modelled and built trust, staff have faith in the 'Why' (Sinek) of what we are doing. This has taken time to build in the model, so that it could be adapted across the different school organisations. David Marquet's model to distribute the responsibility of this project to 'train' others has been an essential strategy to help this project grow and become sustainable. Evaluating the approach has been essential to establish with all stakeholders the wider approach to learning and positively the impact this change in ethos. I have had to constantly drip feed and remain focused on the moral purpose of this project, by clearly communicating why we are doing this, how we are doing it, and what individuals' roles are within the framework. The Communication plan has been essential to keeping us on track, with the use of media to communicate our vision and actions needed. It has also been essential to keep momentum and use different leadership styles, at the same time as acknowledging the use of personal and collective

#### 3.4.4

team modelling, depending upon the audience. At times, it has been necessary to defend the deployment of resources, changing responsibilities and mind-sets with all stakeholders, in order to support the collaboration, between the schools and teams. I have encountered challenges but have not shied away from these, as it is important to dispel misconceptions. I have also challenged others in order to promote transparency and open dialogue needed for continued improvement. Questions have been asked and answered, regarding the project and its purpose based on educational evidence and research, as well as my own experiences. The long-term intention of this project is to create a positive assessment system that can be shared with many more organisations to support the tracking of progress for SEND students positively, it may also be a system that can support other targeted groups, to re-engage with learning and motivate them to want to continue to succeed and enjoy school. I need to evaluate the project further once it has gone through several monitoring cycles to fully highlight the impact, before rolling this out in other potential institutions.

## Supporting documents

Supporting documents / evidence must be concise and directly related to the candidate's project task and corresponding assessment criteria. Supporting documents are excluded from the 4,000-word limit.

Candidates must upload the following supporting documents alongside their final assessment submission:

- Pupil performance data
- Presentation recording and feedback
- Communications / Stakeholder engagement plan, including Media handling

If you are providing any further evidence, (max 3 items) please detail these below with clear reference to the assessment criteria these support.

E.g. Project improvement plan

Document	Assessment criteria supported