Coaching and mentoring for outstanding teaching

Case study

Broadwick Infant and Nursery School
Coaching and mentoring for outstanding teaching
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Broadwick Infant and Nursery School serves a challenging inner-city community. The school has established a whole-school approach to coaching and mentoring to drive school improvement. The school was judged ‘outstanding’ in its most recent Ofsted inspection, with an outstanding capacity to continue to improve. The school believes that the coaching and mentoring programme, which is linked to performance management, has played a significant role in improving the quality of teaching and learning.

This case study details how an initially informal approach to coaching and mentoring has evolved, matured and became formally embedded in daily practice over the last five years. It examines how coaching for teachers – and, more recently, support staff – has become integral to the way performance management works at the school.

In researching this case study, interviews were carried out with the headteacher, the deputy headteacher (who is the school’s coaching lead), an advanced skills teacher (who provides intensive coaching), a senior colleague (who was the advanced skills teacher’s coaching partner) and two senior leaders (who are in a current coaching partnership). In all of the interviews, the school team spoke positively about the benefits and frankly about the challenges.

The coaching and mentoring programme has improved the quality of teaching and played a part in its ongoing improvement, a trajectory captured by Ofsted as the school moved from ‘good’ in 2007 to ‘outstanding’ in 2009.

Two comments from those interviewed point to ways in which coaching is driving improvement, Amy Stevens, an advanced skills teacher who joined the school in 2011, says:

Professional conversations are more a part of daily life at Broadwick than at any other school I have worked in or visited.

Tracy Andrews, an assistant headteacher who joined the school in 2009, says:

The coaching culture leads people to be much more tuned into the areas of professional development that are important for them, so performance management is more than just fishing out the file the day before the meeting.

Specifically, the case study looks at:

- the school’s profile, setting, and the challenges it faces
- why the school developed a whole-school coaching and mentoring programme
- how this programme evolved and plans for future development
- how the school uses video as an input to coaching sessions
- how feedback from the coaching sessions, including video, informs performance management
- how the Achievement for All programme for SEN has led to coaching conversations with parents and supported the wider development of coaching at the school
- the impact of the coaching programme on outcomes for pupils and the professional culture at the school
Themes covered in this case study include:

- how mentoring and coaching has improved the performance of teachers
- how mentoring and coaching support performance management and CPD
- the mutual benefits of coaching to the coach and coachee
- the leadership challenges experienced and how these have been overcome

Background

Broadwick Infant and Nursery School is a large, three-form school with 12 class teachers and 360 pupils. The school is located in an area of significant deprivation in an inner-city setting. Almost all the pupils are from a Pakistani background, with only a very few from other heritages. All the pupils have English as an additional language – a high proportion of them enter the nursery unable to speak English – and the children's attainment when they start school is very low as a result. The school has an above average proportion of pupils eligible for free school meals (30 per cent) and with learning difficulties and/or disabilities. All the teachers are of White British heritage, while some of the support staff are bilingual.

Anne Bryant, headteacher, says:

_The school is part of a very close-knit community. The school is one of the few public buildings many in the community have been to – and for many of the children it’s a massive culture shock when they start school._

A significant proportion of the parents were themselves pupils at the school, and parental engagement with the school is high. Around 80 parents came to a meeting about the school’s plan to convert to academy status. Describing the level of engagement with the SEN programme _Achievement for All_, a member of the senior team said: “The parents were like sponges, they were so eager to know what they could do to support their children.”

The school is very close to the scene of rioting during disturbances in 2001. Noting its strong position in the community in an inspection visit shortly afterwards, Ofsted described the school as ‘an oasis of calm’.

The school leadership talks about doing things ‘the Broadwick way’, a culture that has among its characteristics a tradition of long service and low staff turnover. The school was graded ‘good’ overall following its 2007 Ofsted inspection. In 2009, Ofsted inspectors noted that the quality of teaching and learning had improved across the board, and graded the school as ‘outstanding’ overall with an outstanding capacity to continue to improve.
Coaching and mentoring at Broadwick

Broadwick’s maturing whole-school approach to coaching and mentoring is impressive – and still developing. The main elements of the programme are as follows:

- All teachers are paired in coaching partnerships, with termly formal conversations informed by video clips from lessons, and with observation feedback logged alongside evaluations of the coaching sessions.
- The coaching provides a rich package of information about teaching practice as one of the main inputs into performance management, which is tied to whole-school targets, professional development and pupil performance.
- In addition, less experienced teachers are mentored and coached by more experienced teachers in subject management, and newly qualified teachers are coached in all aspects of the Teachers’ Standards.
- Where needed, selected teachers are given intensive coaching by an advanced skills teacher, with day-long sessions every week over a period of weeks or months.
- All teachers have been trained in the Achievement for All approach to supporting pupils with SEN and their parents, including the use of ‘structured conversations’ with parents and the use of video observations to improve teaching.
- Termly whole-staff training is used to reinforce coaching training and principles.
- The coaching and mentoring programme has been expanded to include teaching assistants.
- Subject co-ordinators use coaching and video observations for subject-focused staff meetings.
- Coaching is used to develop senior and middle leaders, and ensure smooth succession to roles with greater responsibility.
- Coaching has been used by the senior leadership to support other schools.
The evolution of a whole-school coaching programme

Headteacher Anne Bryant joined Broadwick 16 years ago. Coaching played a significant role in her development as a senior leader. She trained as a coach through the National College and used her new skills to support the development of her staff and in her work with other schools. Anne wanted to try a coaching programme as a way of improving teaching and learning, and to improve performance management, which wasn’t particularly effective.

Anne Bryant, headteacher, says:

_We had years of doing performance management. We’d work with staff to agree objectives every year, and those objectives would just be put in a drawer and the next time they were aired was 12 months later._

The call to action for Anne was an experience of using coaching to support other schools.

_I did some work as a consultant, leading on succession planning for the local authority, as well as working with other schools as part of the Greater Manchester Challenge programme. It was then that the penny really dropped. Seeing how intensive coaching could build the capacity of the person coached, and help them to identify and solve their own issues, made me realise that this was something that we could use to move our teachers on._

_We knew that we had some teachers who were not giving their best to the children. We thought really hard about how a coaching programme would work, as we knew this method would expose where teaching was not as good as it could be._

Sarah Richmond joined the school 16 years ago as a class teacher, and has been deputy headteacher for four years. Sarah is the school’s lead on coaching. Like Anne, she had experience of being coached as she became a senior leader. Sarah trained as a coach and uses her training as a development tool with staff. She also saw the potential of a coaching programme to improve teaching.

Sarah explains:

_The question was how we were going to bring up the lowest level of teaching up to the standard of the highest. Coaching ticked the boxes and was a ‘hands-on’ approach which staff could get totally immersed in. They enjoy playing an active part and are able to see how full ownership takes their learning forward and improves their teaching._
The senior leadership team decided to introduce coaching as a generic training initiative for all the teachers, as Anne recalls:

> When we launched the coaching training, we said it was for school improvement; we didn’t tell the staff until later that the aim was to make outstanding teaching the focus of school improvement.

> We decided to use an external consultant to launch the new programme. We felt it was more powerful if it was coming from the outside. If it came from me or the senior leadership, it may have been received with a ‘here we go again, another of Anne’s new initiatives’. This way, it was something credible from outside. The main message was that this is what coaching is, and how it can be used as a tool in school improvement.

The external consultant led a whole-day, all-staff session, introducing what coaching was and how it worked, as Sarah explains:

> The trainer started by describing what coaching is, explaining that you ask ‘coaching questions’ rather than going straight to offering an answer or saying what you would do in a particular situation, which is what we normally do when we talk with colleagues.

> We also talked about the role of trust in coaching. The whole staff did coaching exercises in triads, with each of them taking turns as coach, coachee and observer.

The training was well received. The learning was not immediately put to use, as Anne explains:

> We didn’t launch our own coaching programme immediately. It was partly that we had so many other things to do, but also we felt that it would work best if we left it for a while and started properly the following academic year.

Coaching partnerships for teachers

Broadwick’s coaching programme began to be rolled out to teachers in 2007. Anne says:

> We started organising the coaching with teachers working in triads. Making the arrangements so that 12 teachers could have time to work together in threes was quite hard to organise.

Initially, the coaching pairs were chosen using the Kolb (1984) learning styles inventory system, with partnerships established between contrasting learning styles. (In his work on experiential learning, David Kolb defined four styles: accommodating, converging, diverging and assimilating.)
An early decision that the school took was that coaching sessions should take place during the normal school day so that teachers would not have to stay after school. Anne explains the reasoning:

_We saw this as an investment in the school and, fortunately, we were able to afford it. We don’t use supply agencies at all. The cover for coaching time or for PPA is covered by former teachers or our senior TAs, all who work the ‘Broadwick way’. The learning then continues for our youngsters in a seamless way._

At the same time as coaching partnerships were being established among the teachers, the school also took part in the _Achievement for All_ pilot. (Now available across the country, this programme supports schools to become more focused on improving outcomes for SEN pupils.)

One aspect of the programme complemented and fed into Broadwick’s coaching programme for teachers: this was the use of structured conversations with parents, where coaching-style questions were used to help the teacher find out more about SEN pupils and then discuss with parents what they could do to help their child.

Anne says:

_All our Year 1 teachers were trained to use the structured conversation technique with parents. They found it very useful as it helped with the difficult kind of conversations they have with parents of SEN children. As a result, they got really fired up about coaching because they could see the power of this._

The teachers were all then trained in the use of structured conversations, something they found beneficial Sarah says:

_What people found useful were the question prompt sheets; they found it easier because they didn’t feel like they were being put on the spot so much, and it helped them to understand how important it is not to say ‘do it like this’, or [to] offer a solution._

Following the positive experience of coaching within Achievement for All, the school then started to use video clips of teaching sessions as a focus for the conversation during coaching sessions between teachers, and performance management with the headteacher.

Teachers record part of a lesson (no more than 20-minutes) using a video camera on a small tripod, typically pointing the camera to face the pupils so as to capture their reactions during the session. The teacher’s dialogue is recorded in the background.
Anne says:

Some teachers are still working in a three with an observer, but increasingly our coaching partnerships are using video to capture live teaching as a key part of the analysis process in the coaching sessions.

Generally, the teachers didn’t like it at first, but we’ve used video in a discreet and private way. They don’t need another person to be filming; they can do it all themselves. The children are used to it now and it is a really good way to capture the essence of the session.

The coaching partners watch the videos during their sessions and take turns to coach each other. In each case, the coachee is asked by the coach about what they felt worked and what could be improved. A ‘video classroom observation recording sheet’ is used to log the coaching conversation (see Exhibit A).

The sheet records the following information: the year group, the number of pupils involved, the aim of the session, the focus of the observation and context, a record of the positive judgements of the coachee with evidence, the questions to be discussed, a summary of the discussion, agreed outcomes and agreed actions including dates. Both coach and coachee sign the document.

Video is used to look at particular aspects of practice, as Sarah explains:

The pair will devote a learning session to coaching each other. They will go through each other’s videos and the coaching conversation would be around an agreed classroom objective.

The videos are stored and reviewed by line managers and the senior leadership as part of preparation for performance management. Video is used in addition to formal and informal direct observation of teaching by the senior team.

Anne says:

Video is a really effective way to monitor the quality of teaching. We can see if there’s too much teacher talk, where they’re doing all the work and the children are doing nothing but listening.

In coaching sessions when video is not used, a pro forma (see Exhibit B) is also used to log the conversation, the questions discussed and the agreed outcomes. The pro formas, video clips and other evidence is used during annual performance management meetings.
The role of coaching in performance management

In the Broadwick model, the performance management meeting is not a single once-a-year conversation but the culmination of a series of coaching conversations. Teachers come to performance management having reflected on their practice and having been supported by their coach through termly meetings. They have set their own objectives and their progress towards them has been recorded and evidence gathered.

The school has created a framework for the coaching sessions through training and formal procedures. This establishes a form of coaching contract covering the scope of the coaching relationship, with guidance on procedure, as well as reference to whole-school objectives and Ofsted’s definition of outstanding teaching from the Grade descriptors – *Quality of teaching in the school* (2013). The school’s guidelines for teachers being coached include the following instructions:

- Use the guidance for the Grade Descriptors – *Quality of teaching* in the school to establish where the majority of your teaching should be graded.
- Discuss with your coaching partner your progress since the last session and what you have been doing to improve. What are your next steps? Record and pass on to the headteacher.
- Make an agreement to make a short video clip of yourself to discuss with your coaching partner. You may need to change or elect a new coaching partner.
- Set a date for this discussion to take place and liaise with your area (year group) managers to facilitate a 30-minute session before Easter for you both to have 15-minutes to do this.
- Agree the next steps following the video debriefing, complete the observation form and pass it on to the headteacher.

The protocol for the video review sessions is as follows:

- The observer completes the observation, making positive judgements, citing evidence and listing questions to ask the teacher in the post-observation discussion.
- The teacher reflects on his/her performance before the post-observation discussion.
- The observer shares positive judgements and supporting evidence with the teacher.
- The observer raises questions with the teacher about areas for development arising from the lesson observation.
- The teacher takes responsibility for setting himself/herself specific outcomes to achieve, and agrees actions to achieve them. The outcomes are noted, creating an action plan.
Teachers are also provided with a list of positive judgements for outstanding teaching and learning as points of reference for their evaluations.

For headteacher Anne Bryant, coaching encourages reflection and self-directed development – and is ideally suited as a tool for performance management.

*We have changed how performance management objectives are set. We now have a culture of incorporating a whole-school objective, a personal objective and a progress objective. Coaching is key as it helps teachers realise the areas and ways that they need to develop. The benefits are that everyone is accountable and self-reflective.*

*I do my formal observations in the summer. I bring all the information together, including video clips. Then I look at whether the coaching objectives link to what has been agreed in performance management, and whether those objectives have been achieved.*

Performance management for teachers links directly to the *Teachers’ Standards*, particularly Standard 8, which includes taking responsibility for *improving teaching through appropriate professional development and responding to advice and feedback from colleagues; and also developing effective professional relationships with colleagues and know how and when to draw on advice and specialist support.*

The headteacher has seen individual and overall benefits from this enriched approach to performance management.

*A teacher who started as an NQT has positively engaged with the coaching principles. She has used the video clip aspect of the process to monitor her own teaching and adapted and enhanced her delivery. She has moved from working with the Ofsted grade of ‘good’ to ‘outstanding’ in teaching over a period of 18 months. She has worked with a senior member of staff as her coach and benefited greatly from quality coaching sessions.*

*The onus on staff to prepare for the formal performance management meeting within the coaching theme has meant that they question themselves about where they are professionally and what they need to do to improve. Linking this into the teaching standards and the Ofsted criteria for outstanding teaching and learning has also provided a clear and transparent focus. Overall, performance management has moved from being a formal exercise to a meaningful process with noted improvement in professional skills and learning outcomes for our children.*
The teachers also feel that performance management has become more meaningful, as assistant headteacher Tracy Andrews explains:

*Now, the evaluation forms and feedback records are fed into the performance management process. Before, performance management was done between two people; we’d look at a list of objectives and choosing could be fairly arbitrary. There wasn’t much discussion as to why a particular objective was chosen. Now it is thought about more deeply, it’s not just a tick-list; ‘why’ and ‘wherefore’ are real.*

**Intensive coaching for selected teachers**

In addition to year-round coaching partnerships for teachers, the school also uses intensive coaching over shorter periods for some of the staff, as Anne explains:

*In the summer term, the senior leadership team identify teachers that we feel could do with a bit of support, where their practice needs tweaking. This year, we have identified two teachers from looking at the video clips and from our own observations. One of our long-serving teachers was one of those we felt needed some support. She’s a good teacher; however, she had a higher opinion of herself than was accurate. She was an outstanding teacher in the days when the teacher could just talk, but now the style of teaching needed has changed and she hasn’t adapted.*

The teacher didn’t exactly welcome the intensive coaching:

*There was some defensiveness: ‘Why are you picking on me?’ We wanted her to realise that it was necessary. We said, ‘We need to show you how you can tweak what you do to become an even better teacher than you are’.*

Over the course of a term, the teacher worked for one day a week with the school’s advanced skills teacher, Amy Stevens, who was an experienced coach. The days were made up of sessions where Amy observed the teacher, and where the teacher observed Amy, as well as review and discussion sessions. Cover for Amy is provided by a teacher who has returned from maternity leave part time.

Because the teacher being coached was trained in coaching, she understood the process. The specific areas for improvement were behaviour management, the proportion of lesson where the teacher was talking, and greater and better use of ICT.

Anne says:

*For some of the teachers who have done intensive coaching it has really helped. In this case, we have moved this teacher on a little bit. She’ll perform when she is being observed but the rest of the time she tends to revert back to what she knows.*
The school made further progress with this teacher by asking her to lead a related project on the development of a new approach to learning styles – a role that required her to train her colleagues.

By contrast, the other teacher selected for intensive coaching in the current academic year saw it as an opportunity, as Sarah recalls:

(This teacher was recently qualified. She saw it as a positive – a ‘plus plus’. From the videos and other observations she learnt that she was too ‘shouty’, and her class was a lot noisier than the other classes in the area [open-plan year group accommodation]. Behaviour management was another issue. Her view was ‘I realise I’m not as good as I think I am, but I know I can get better.’)

This teacher is now quieter in her teaching style and class behaviour has improved. The positive attitude of this teacher is generally typical of those selected for intensive coaching, Sarah says:

(Now our teachers have grown up with the culture of coaching, it is accepted as part of professional development. Coaching helps them realise what they have to improve for themselves.)

Experiences of coaching and being coached

Advanced skills teacher Amy Stevens, an experienced coach, joined the school in January 2011. She had worked for more than six years as a Key Stage 2 teacher and was recruited to lead the nursery team. She was also appointed assistant headteacher, a rare example of the school appointing a senior leader from outside rather than promoting from within.

Amy is in an informal coaching partnership with Tracy Andrews, an assistant headteacher who leads the Reception area.

Tracy was Amy’s induction mentor initially, and they used coaching tecUíques as part of this process to ensure Amy had a smooth transition to working with nursery-age children for the first time. Part of Amy’s ongoing role is to give intensive coaching support to selected teachers. Tracy has been in a coaching partnership with an inexperienced teacher for the last two years. Both find their coaching arrangement beneficial, as Tracy explains:

(The person I am paired with was a teaching assistant who trained through the Registered Teacher Programme. We started to coach each other when she was an NQT. The difference in our levels of experience limits what I get from her coaching, which is one of reasons I benefit so much from my work with Amy.

Amy and I are very different; I’m a great one for fussing over little details. Through my work with Amy, I have learnt to spot those times when I need to move quickly, to take risks sometimes, and to do less navel-gazing. I have become more decisive and speeded up as a result.)
Amy has also benefited, particularly from Tracy’s Early Years experience.

From working with Tracy, I have realised that I have a need to get through things quickly, and that I sometimes need to slow down a bit and understand the detail. It was also really helpful working with Tracy as it was a steep learning curve moving to the nursery from Key Stage 2, as well as getting to grips with the new Early Years framework. In the coaching we do together now, the focus for me is on leadership.

Since joining, Amy has given intensive coaching to several teachers for short periods – experiences that have also fed into her own practice; for instance, she learnt from supporting an NQT who had a lot of experience working in private nurseries. The chance to coach and learn from a wide range of staff is really powerful, she says:

I had worked in two schools before Broadwick. Neither had a coaching approach like this. Here, we have these coaching relationships and we are given time to develop them. Coaching is really valued and it empowers people. As a result, there are more professional conversations than I have experienced in other settings. In most schools, this is happening at the senior leadership team level only. Here, the conversations are going on at every level.

Tracy has seen the benefit in her own work and across the school:

The coaching culture leads people to be much more tuned into the areas of professional development that are important for them, so performance management is more than just fishing out the file the day before the meeting. In 2012, our coaching targets were linked to the new Ofsted framework. I used the coaching sessions to work on home learning, which my coaching partner and I had highlighted as an area for development in my practice. I have subsequently developed and enhanced the use of home-learning activities in Class 2 in my role as class teacher, and across Reception as area manager.

Lisa Appleton and Mary Richards are both assistant headteachers. Mary is the school’s literacy and phonics co-ordinator. Lisa is numeracy co-ordinator. They have been coaching partners for two years. Before that, both had been paired with less experienced colleagues, which was not ideal, as Lisa recalls:

Partnering with someone with a lot less experience than me was not very effective from my perspective. There were things I wanted help with and the teacher didn’t have the depth of experience to help.

Working with Mary has been ideal. We manage different year groups, which helps us to understand where each other is coming from. We have faced similar problems and issues, and it’s easier to coach each other because of that.
The two colleagues have scheduled coaching sessions (with cover provided) twice a year, but meet informally whenever needed. Reviewing video clips has become a regular part of those sessions.

Mary says:

   It was a bit of a shock at first. What you don’t like about your own teaching leaps out at you. From a teaching perspective, if you look at the video with your coaching partner it can help you to draw out the positives as well as the things that aren’t so good.

Like Lisa, Mary has been at the school for 12 years. She started out supporting ICT classes before training to be a teacher through the Graduate Teacher Programme. Both teachers did the National College’s former senior leadership provision, Leadership Pathways, and are now members of the senior leadership team.

   With hindsight, I can see that coaching was a part of the culture at the school before the programme for teachers was officially launched. Just like Lisa, I was initially paired with a less experienced colleague. I think she got a lot out of my coaching, but really she didn’t have the skills or experience to reciprocate.

The school’s coaching programme has an impact in a number of ways, Mary believes:

   As the coaching has become more embedded, performance management has become more meaningful, we ask ourselves how can we meet that objective, and we learn through the experiences of our coaching partners. Also, coaching is useful informally on a daily basis, particularly with support staff.

Lisa also believes that the effectiveness of performance management has been improved by the coaching:

   I discuss my objectives and targets with Mary in our sessions, and this is recorded in the evaluation and feedback forms and that record is fed into the performance management. Before, performance management only involved the line manager and the member of staff; now, there’s more input and what each person is trying to achieve is thought about more deeply.

Specifically, coaching has helped Lisa develop her marking. Through more informal mentoring, as her coaching partner leads the year below, Mary has been able to develop her knowledge of the children and can plan accordingly.
Video is a powerful tool that can help the coachee reach a deeper insight into their practice, as Tracy explains:

As a coach, it’s always difficult to know whether a coachee has noticed a particular element in a video, or indeed whether they are going to notice it at all. The skill as a coach is not to jump in too soon – to give it time and, for a little while, say nothing. The deepening moment is far more likely to occur if it starts within the coachee. This is where a video is a powerful tool – the camera never lies.

Watching a video with a coachee recently, it became apparent that a number of the children in the [whole-class] session were not experiencing or accessing the learning in the same way as many of their peers. This was essentially the result of SEN and language difficulties. However, what was particularly interesting was that children were not exhibiting poor behaviour that was impacting on others; they were simply disengaged.

Thankfully, in this instance, the camera work was perfect, and the coachee could see it for herself. It is important to be positive. I pointed out that the children were well behaved, a credit to her, but they were simply and clearly not engaging with the learning in the same way as the others. She could see that this was clearly linked, in some cases, to difficulties with progress. I suggested exploring opportunities for more creative use of her teaching assistant, such as taking a small group during whole-class sessions, which she has since done.

One teacher says this of the experience of being a coachee:

It is often about the coach allowing the coachee to consider how their actions impact on the behaviour of others. This can be seen within the classroom, but also when working with colleagues as a leader or peer. For example, if a leader takes on total responsibility without delegating to her team, it is extremely difficult for the team players to develop and feel part of the whole. In the classroom, if the teacher talks without allowing the learners the opportunity to engage and embrace their learning then the impact of the lesson is reduced. The realisation of these considerations, and there are many more examples, shows how coaching develops teachers to be more effective in a 360-degree way.
The impact of the coaching approach

In the interviews, the headteacher, her deputy and other members of the senior team identified a number of specific benefits from the coaching programme for teachers:

- Coaching partnerships have increased the quality and quantity of professional conversations taking place in the school, and have enabled teachers to learn from each other and to reflect on and improve their own practice.
- Coaching by senior staff helps the development of less experienced colleagues, giving them access to valuable experience and learning, enabling faster progression and supporting succession planning (improving staff retention).
- Performance management has become more meaningful for teachers as this now builds on year-round coaching, video analysis and reflection on practice.
- A coaching culture is helping to create a culture focused on improvement and professional development, where staff are open to trying new approaches.
- Middle leaders are able to benefit from coaching partnerships with their peers who face similar challenges.
- Teachers benefit from the support that the coaching offers, and from being able to reflect on and discuss teaching practice through video observations.

Anne says:

*Our teachers have grown up with the culture of coaching and it is accepted as part of professional development. Coaching helps teachers realise what they have to improve for themselves. I have a policy with all staff that I don’t want them to come to me with a problem unless they have thought of some solutions first. It’s part of encouraging them to be in the habit of coaching themselves.*

*Since we introduced the coaching programme, there has been an improvement in the quality of teaching and learning. Coaching has helped identify areas for development, which links back to performance management. Coaching also supports the development of confidence, which is reflected in exciting teaching and learning, and the willingness to take risks.*

*Coaching has also developed the school’s leadership capacity. Our senior leaders have had opportunities to try things and then reflect on the outcomes.*

Sarah agrees:

*The coaching has given all our teachers and staff more confidence in asking questions, and, when asked questions themselves, to use the coaching approach to responding. This is helping us to develop a culture of learning where everyone wants to learn, and everyone wants to improve. We see this in the pro formas from the coaching sessions and in performance management.*
Learning from the coaching programme and future plans

The senior team at Broadwick has changed and adapted the coaching programme for teachers over the years based on what works most effectively:

- Each year, the coaching programme for all teachers has a single, shared, overarching objective, such as outstanding teaching and learning, and improving numeracy.
- In addition, coaching objectives are linked to Ofsted guidance on standards for outstanding teaching and learning.
- Intensive coaching has been introduced for selected teachers in addition to the ongoing coaching partnerships.
- Where possible, coaching partnerships are established so there is a good fit in terms of matching experience.
- As well as the partnership, future leaders are coached by existing leaders and managers.
- Video recording of teaching sessions is an established input into coaching sessions.
- Where possible, coaching partnerships are not set up within a year group.
- Coaching principles are reinforced in termly staff meetings, and also in special sessions led by subject co-ordinators.
- Coaching training covers all the different kinds of situations, such as line-manager with teacher, peer coaching and staff with parents (through structured conversations).
- Newly qualified and recently qualified teachers are coached and mentored in subject management.
- Coaching for teaching assistants and support staff has recently been introduced.
- The headteacher and the deputy have an informal coaching relationship.
- The headteacher is coached on issues of leadership and management by a very experienced local consultant and former headteacher.

Anne says:

Initially, we partnered people up according to the Kolb learning styles and, as people have left, we have adapted and worked to ensure that the relationship will be as effective as it can be, although we recognise that it is difficult to organise. We have discovered that it is usually better to coach outside of teaching teams.

Using coaching as a line manager can be positive and open channels of communication within a team. In terms of personal professional development, we’ve learnt that it is better for the coach to be someone at a similar or higher professional level. This is just the way it has worked out at Broadwick.
Exhibit A

Broadwick Infant and Nursery School
Video classroom observation recording sheet to improve teaching and learning

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Number / initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support staff</td>
<td>Number / initials</td>
</tr>
<tr>
<td>Year group</td>
<td></td>
</tr>
<tr>
<td>Number of pupils</td>
<td>Total / Boys / Girls</td>
</tr>
<tr>
<td>Observation time</td>
<td>Length of actual observation</td>
</tr>
<tr>
<td>Subject</td>
<td>Subjects covered</td>
</tr>
<tr>
<td>Grouping</td>
<td>Mixed ability, set group etc</td>
</tr>
<tr>
<td>SEN</td>
<td>Number of pupils / specific needs</td>
</tr>
<tr>
<td>EAL</td>
<td>Number of pupils</td>
</tr>
<tr>
<td>Focus of observation</td>
<td>Which elements of teaching and learning are being observed and evaluated?</td>
</tr>
<tr>
<td>Context</td>
<td>What is the lesson content, structure, and purpose as a whole?</td>
</tr>
<tr>
<td>Positive judgements, with evidence</td>
<td>This is a record of all positive observations and evaluations with examples of evidence.</td>
</tr>
</tbody>
</table>
### Questions to be discussed

These are specific, focused questions to raise with the teacher in the post-observation discussion. The wording of these questions may need to be refined following reflection, after the observation has finished.

These questions will form part of the agenda for the post-observation discussion. The key elements of that discussion and the outcomes agreed as a result are recorded overleaf.

### Summary of discussion

This is a summary of the key points of the post-observation discussion recorded during the meeting.

This should include:

- reference to the positive judgements and evidence, and the teacher’s response to this
- the teacher’s responses to the questions raised
- any other issues raised by the teacher or observer

### Agreed outcomes

This is a summary of the key strengths to be maintained, or issues that are to provide the focus for further development.

In the case of development issues, this should include the specific change or outcome to be achieved, for example, *Extending the use of complex sentences in boys’ story writing.*
## Agreed actions, including dates

Specific actions to be taken by the teacher to achieve the agreed outcomes in the section above, including the timeframe in which they will be implemented. For example:

- Use focused learning objectives with individual boys in story-writing sessions this term.
- Focus teaching assistant support with identified boys once weekly to review their sentence structures and support redrafting in the lesson.
- Evaluate progress with named boys at each half-term.

<table>
<thead>
<tr>
<th>Signed (teacher)</th>
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<tr>
<td>If appropriate, the teacher could add further comments here.</td>
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<th>Signed (observer)</th>
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<td>If appropriate, the observer could add further comments here.</td>
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<th>Date</th>
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*Copy for teacher, observer and headteacher*
Exhibit B

Outstanding teaching and learning at Broadwick

• Use the guidance for the Quality of teaching in the school to establish where the majority of your teaching should be graded.
• Discuss with your coaching partner your progress since the last session and what you have been doing to improve. What are your next steps? Record and pass on to headteacher.
• Make an agreement to make a short video clip of yourself to discuss with your coaching partner. You may need to change or elect a new coaching partner.
• Set a date for this discussion to take place and liaise with your area (year group) managers to facilitate a 30-minute session before Easter for you both to have 15-minutes to do this.
• Agree the next steps following the video debriefing complete the observation form and pass it on to headteacher.

In your teaching, ensure that:
• learners are clear about their literacy and numeracy targets and next steps
• books are clearly marked and up to date
• the learning environment (indoors and outdoors) is stimulating, tidy and being used effectively to move learning forward
• learners are trained to work independently
• reading files are up to date and demonstrate progress
• your number fact assessments are up to date and feeding into your numeracy teaching
• evaluation of planning informs your next steps in teaching
• you check the understanding of your learners and provide high-quality feedback
• teaching assistants work in partnership but that you have ultimate responsibility for all of the learning, so keep abreast of progress in each lesson
• you assess ‘teacher talk’ and whole-class ‘carpet sessions’. Are they purposeful? Are the learners involved? Who is working the hardest?
• there is a quality mix of display to celebrate, and working walls to inform and teach
• you allow the learners to self-assess and peer-assess, wherever possible
• you keep trackers and assessment documents up to date
• you include ‘spiritual, moral, social and cultural’ elements in all of your lessons as a matter of course
• the ‘LO’ and ‘SC’ are shared and clearly understood
• you are clear about the needs of all learners in all lessons. What is your focus? Do you know which boys need more support for example, or who the children in receipt of the pupil premium are? What are you doing in your teaching to address their needs?

References


Ofsted, April 2013, *School inspection handbook*. Available at www.ofsted.gov.uk/resources/school-inspection-handbook

*Achievement for All* programme and organisation. Available at www.afa3as.org.uk/