



## Case Study: Establishing coaching across the whole school

### Synopsis

Establishing peer coaching throughout the school at St Peter and St Paul's CE Primary School.

### Focus

Lizzie Field led the project in St Peter and St Paul's School; its aims were:

- To enhance the effectiveness of existing methods of professional development through a personalised peer coaching approach in order to develop the skills and effectiveness of the whole school workforce;
- To provide CPD opportunities designed within a conventional framework of attending INSET, or commissioning INSET at school;
- To devolve leadership and responsibility to all in the school, adopting a more distributive approach to leadership.

### Provision

- Developing the intervention programme.
- Policy framework for developing peer coaching and learning partnerships.
- Training for the CPD manager, followed by training commissioned for whole school in Equality Impact Assessment.

### Action by the School

#### Staff training, in the form of Action Learning Teams, to:

1. discuss policy
2. make amendments
3. agree policy
4. iron out any misconceptions / deal with concerns.

#### What worked especially well:

1. Because all staff were trained as coaches, choosing a coaching pair was easy.
2. Timetabled coaching sessions with an agreed focus linked to Performance Management targets and Whole School Improvement e.g. assessment for learning (AFL).
3. Coaching guide booklet designed by CPD Leader and specific to the establishment.
4. Presentation about coaching to the governors.
5. Coaching flagged as a high priority resource for CPD for the years 2008–2010.

#### Even better if:

1. More support staff had stayed to train for the whole day.
2. Support staff were more 'willing' to give coaching a go!
3. Budget restrictions didn't limit coaching opportunities to 12 teams so people could request coaching more regularly.



# SIS IMPACT NARRATIVE



## Impact

Interviews with sample staff consisting of teachers, senior leadership team and support staff, and a questionnaire at mid-cycle were used to measure impact.

### Value measure

1. Staff well-being and morale boost.
2. CPD development for all school staff.
3. Allowed for good practice of teaching and learning to be disseminated.
4. Future impact on standards anticipated (behaviour strategies, development of AFL strategies).

### Next steps

1. Amend policy in light of coaching practice established during first year of coaching cycle.
2. Coaching training for support staff (second year of cycle).
3. Second year of cycle to gather momentum by providing more opportunities.
4. Cross-phase coaching.
5. Cross support / teaching staff coaching.
6. Further develop use of coaching strategies both in lessons and as part of behaviour management scheme.

CfBT Contact: **Paul Lyth**