

THE
FUTURE
LEADERS
TRUST

2015 Impact Update: Start-up schools

GREAT LEADERS
MAKE GREAT SCHOOLS
GREAT SCHOOLS
CHANGE LIVES



Mission and core beliefs

Our mission is to raise the achievement of children, regardless of background, and to provide them with equal choices and opportunities in life.

By developing a network of exceptional school leaders, we are transforming challenging schools and working to eradicate educational disadvantage.

Every Child

All children can be successful, regardless of their background

No Excuses

Every excuse is a step on the road to failure

High Expectations

Children, staff, schools and communities will live up to the expectations placed upon them

Lead Learning

The most important things that happen in schools happen in classrooms

No Islands

When great school leaders work together, anything is possible

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Introduction

From Baroness Sally Morgan

Chair of the Board of Trustees

Since 2006, The Future Leaders Trust has supported almost 100 Future Leaders to headship and a number of these are in start-ups, including Free Schools and University Technical Colleges.

A start-up school is an opportunity to start from the very beginning. It allows headteachers and staff to thoughtfully plan and create the school that they believe will best serve the needs of local children.

The Future Leaders programme has prepared our heads to do this. In their first training sessions Future Leaders consider the characteristics of a great school. We then challenge them to start planning how this can be realised.

The goal of educational equality is always central. Future Leaders serve the communities where great schools are needed most and provide new opportunities for children who would otherwise face uncertain futures.

This is why we are very clear that values should define every aspect of school life: from curriculum, behaviour and timetabling, to extra-curricular activities.

Although at the beginning of their journeys, we are already seeing excellent results from these new schools. Only eight of the country's secondary free schools have been rated outstanding in all categories by Ofsted: two of these are led by Future Leaders. The majority are yet to be inspected but no start-up school led by a Future Leader has been rated less than good.

We have headteachers working in start-up schools across the country, in a variety of primary, secondary and all-through schools in both mainstream and alternative provision. I believe they are creating schools that will act as an inspiration to others in the future and that they are already changing lives.

Baroness Sally Morgan



Only eight secondary free schools nationwide have been rated outstanding in all categories by Ofsted: two of these are led by Future Leaders.

**GREAT LEADERS MAKE GREAT SCHOOLS
GREAT SCHOOLS CHANGE LIVES**

“It was invaluable having a Future Leaders coach to bounce ideas off and try things out on.”

Peter Hyman, Principal, School 21

“Our school culture is based on what I saw in the US Charter Schools that I visited as part of the Future Leaders programme.”

Luke Sparkes, Principal, Dixons Trinity Academy

“The Future Leaders programme gave me the confidence to see my vision for Bolingbroke through.”

Claire Edis, Principal, Bolingbroke Academy

The Future Leaders programme

The Future Leaders Trust provides leadership development and specialist training that enables promising school leaders to become exceptional heads in an accelerated timescale.

Future Leaders share our belief that every child can achieve. They are committed to closing the achievement gap between children from disadvantaged backgrounds and their wealthier peers.

Upon joining the programme, Future Leaders take up or continue senior leadership positions in schools that serve economically and educationally disadvantaged areas. Through our training and support, they acquire the skills and experiences to make them successful school leaders who will progress to headship in two to five years.

Training and development

The Future Leaders programme starts with Foundations, 17 days of intensive residential training over the summer. It prepares participants for their new role and helps them to start planning how they will make an impact as senior leaders and then as heads.

Future Leaders go on to receive regular training, development and personal coaching that focuses on leadership and improving whole-school issues, such as teaching quality, behaviour and school culture.

We monitor Future Leaders' impact each year, requiring them to devise and lead an Impact Initiative that delivers one aspect of whole-school improvement. They also have access to our online Marketplace forum where the network of over 350 Future Leaders exchanges expertise and services.

Support to headship

We expect Future Leaders to be working towards headship in a challenging school in two to five years. We commit to supporting them on this journey. As well as this long-term provision, we offer Headship Now! for those who are within 18 months of becoming a headteacher. This has a dual focus, giving career advice and support as well as honing the skills necessary to lead schools, including: building an aspirational school culture; performance management; and finance and governance.

Headship Institute

We believe that headteachers who work together to share best practice secure better outcomes for their schools and communities. The Headship Institute is a peer network of almost 100 heads who support our mission and are willing to share their wealth of experience and expertise with each other for the benefit of all. It offers continuing professional and personal development and includes exceptional heads from around England who have led schools to long-term improvement. It allows heads to learn from their more experienced peers and continue towards system leadership.



School 21, London



Peter Hyman Principal

School 21's mission is

For students to become exceptional people – creating beautiful work and making a difference to the world.

Beautiful work is found everywhere at Peter Hyman's School 21 but is perhaps most evident when taking a tour of Year Eight's World War One museum, an interactive showcase of last year's work. As we stand in a trench created by students, one performs his poem about life on the frontline. Surrounded by the artwork of his classmates, another demonstrates the iPhone app he created.

This is 'project-based learning', a curriculum where students work across departments to create a final product. Students begin with a vision of their project, in this case a museum, and develop new skills as they spend the term working towards it. Through this process students are provided with the tools to create something of great quality. One of the most important aspects is that students always exhibit their work to an invited audience.

"Carefully planned, sharply focused termly projects set across subjects provide high levels of challenge for all pupils whatever their ability. The most able pupils produce remarkable work because no ceiling is put on their learning." Ofsted 2014

Another key part of the School 21 approach is developing excellent oracy. During timetabled oracy lessons, children learn how to express themselves fluently and communicate clearly. As well as

working on vocabulary and tone, importance is also given to aspects such as posture and confidence. This confidence is demonstrated when students present their World War One museum. Our guide admits that she would have been too shy to guide adults around the school before she began at School 21 but that she's now proud to show off the work that students have done.

"Pupils develop extraordinary skills in listening, speaking and questioning and become skilled at planning and redrafting their work so that they can continually improve." Ofsted 2014

School 21 is located in a disadvantaged area of east London and 55% of students are eligible for Free School Meals. Peter says, "The point of school is to make a difference to the world." So the school has put in place ways to help students make a difference. The well-being curriculum encourages personal growth, and regular one-to-one coaching sessions give students the encouragement to drive their own development.

The same is true of the staff. As much training as possible is led by teachers, and a key quality in hiring new staff is the willingness to learn. The school then provides time for teachers to collaborate, enabling them to help each other deliver the best possible lessons.

"School 21 is an exciting place to learn. Outstanding leadership has produced a highly effective school within a short time." Ofsted 2014

Start-up schools are given the freedom to pursue innovation, giving headteachers a lot of choices to make. The Future Leaders programme prepared Peter to make the most of this opportunity: "It was invaluable having a Future Leaders coach to bounce ideas off and try things out on. The training was the chance to plan projects and programmes in ways that helped me to think about collaborative learning."

He offers some inspiring words to others following in his footsteps: "Be bold. If we want young people to be a success in the 21st century then we need to overhaul not just what we teach but the way we teach it. Schools need to be filled with talk, creativity, problem-solving and imagination."

"The headteacher and senior leaders provide excellent leadership and form an exceptionally strong team." Ofsted 2014

2013/14 Progress for Disadvantaged Students

Proportion of disadvantaged students in Year 8 making or exceeding expected progress

83% in English

83% in maths



Dixons Trinity Academy, Bradford



Luke Sparkes Principal

“In this academy, only excellence will do.” Ofsted 2014

Dixons Trinity Academy was the first secondary Free School to be found outstanding in every category. It's no surprise that high expectations are everywhere. The huge signs displaying the school's values immediately draw the eye, but you can hear the same sentiments in conversations between staff and students too. Every child can explain what they want to do in the future and what they have to do to reach their goals.

This culture hasn't happened by chance. The academy is the embodiment of its principal's vision of a school operating with the highest of standards. Behaviour is impeccable and students are well-presented and ready to learn.

“Leaders have fostered high levels of commitment in both staff and students to ‘live’ by the values of hard work, trust and fairness. They have created an ethos in which students are thriving, both academically and personally.”

Ofsted 2014

Luke has made exceptional use of the Future Leaders network to find best practice in other schools. A visit to US Charter Schools as part of the Future Leaders programme inspired the achievement-oriented culture seen today and his Leadership Development Adviser supported the hard work of setting up a

new school. The network continues to play an active role in the everyday life of the academy, with all of Luke's Vice Principals having joined Future Leaders or the Trust's NPQH programme.

“The vision and ambition of the headteacher, combined with the unrelenting commitment of other leaders and teachers, are crucial elements of the Academy's success.”

Ofsted 2014

Reading is promoted through daily DEAR (Drop Everything and Read) sessions, and students are excited to tell you what they are reading. Staff read at the same time as their classes and each teacher has a sign displaying their current book. Numeracy is also given a high profile through the Times Tables Rock Stars challenge, where students race to answer multiplication questions. Older students have started to mentor Year 7s in their pursuit to become Rock Gods.

“Exceptional leadership, from the headteacher and other senior leaders, has driven forward the Academy's mission to celebrate diversity and relentlessly focus on the highest standards of student achievement at an impressive pace.”

Ofsted 2014

“The academy ensured that ALL students succeeded at university, thrived in a top job and had a great life.” This is the academy's 'sentence' – a description of the lasting impact it wants to leave on the world. All students and staff have a sentence too, aspirational life legacies for them to build towards. These may evolve over time but will remain central to their journey through the school.

Working towards higher education or a real alternative is central to the academy's work. This starts from the very first transition day, when students visit the University of Leeds. Many students come from Bradford's poorest wards. The academy is giving them the best possible chance to get to university through outstanding teaching, and students make outstanding progress regardless of their starting points.

“The outstanding curriculum ensures students achieve highly and rapidly develop the personal skills and qualities needed for success in the next stage of their education and in the world of work.”

Ofsted 2014

Luke is modest about his school's achievements, but does offer a blueprint for his approach: “It's not revolutionary. We've tried to think about every part of school life and we've put our values at the heart of that. If we say it, we mean it and it happens.”

2013/14 Progress for Disadvantaged Students

Proportion of disadvantaged students in Year 8 making or exceeding expected progress

91% in English

98% in maths



“We believe that perseverance, self-discipline and determination will enable our pupils and staff to succeed at school and beyond.”

Bolingbroke school vision statement



“It’s made me want to make a difference in the future. Maybe I’ll become a politician and help my local area.”

Shannon, member of Cor Unum, Bolingbroke’s student voice

“Coding is the future — one day everyone will learn it at school, but at Bolingbroke we got to learn it now.”

David, computer coding course

Bolingbroke Academy, London



Claire Edis Principal

Bolingbroke Academy opened in September 2012 and, while some students come from affluent homes, the proportion of pupil premium students is above the national average. Many had only really mixed with people from similar backgrounds to themselves.

This potential challenge has become a strength. Claire put in place policies that would bring students together, such as family dining at lunchtimes and structured seating plans, and these have fostered friendships across previous divides.

“The Principal has established a clear vision, ethos and culture... This has allowed the academy to develop a very strong and consistent message of ambition and excellence.”

Ofsted 2014

There is a focus on the highest academic standards but Bolingbroke also accords great significance to its extracurricular provision. Their ‘Duke of Edinburgh’-style scheme is intended to build the character and cultural capital needed for success, seeing students do activities including rowing, computer programming, and community work.

“Enrichment activities before and after school, links to external partners, and involvement in the wider community give all students the chance to experience life-enhancing opportunities.” Ofsted 2014

Claire explains that as founding head she had the chance to devise a new timetable from scratch and didn’t want to waste the opportunity. “I’ve made Friday afternoons – maybe one of the least productive times of the week – the time when staff and students do their ‘Duke of Edinburgh’ sessions. My ambition is for students to finish the week excited and energised.”

“Students echo the Principal’s view that these additional components to the curriculum make the academy both an enjoyable school and a springboard to a successful future.” Ofsted 2014

Ofsted: ‘Good’

“The Future Leaders programme gave me the confidence to see my vision for Bolingbroke through. I am determined to ensure that my students achieve academically, and to give them all the chance to excel outside of lessons.”

Claire Edis, Principal



King's Leadership Academy Warrington

Shane Ierston Principal



When King's Leadership Academy Warrington opened in September 2012, the school had 38 students. Today there are over 200. In September 2014 there were 275 applications for 120 places and the school has developed into a multi-academy trust, comprising King's and Hawthorne's in Bootle.

"Leaders, managers and governors' relentless drive to provide a high-quality education for young people is becoming a reality. The curriculum is innovative and promotes achievements beyond academic measures." Ofsted 2014

"Students are taught to be leaders. They exhibit maturity beyond their years; they are polite, well mannered, considerate and caring...the academy's core values of integrity, respect and endeavour have become learnt behaviours..." Ofsted 2014

Ofsted: 'Good'

The ASPIRE values

- Aspiration and Achievement
- Self-awareness
- Professionalism
- Integrity
- Respect
- Endeavour

All aspects of school life, from sanctions to assemblies, are based around six core values arranged into the acrostic ASPIRE, including Aspiration, Self-awareness and Endeavour. For example, it is explained to students who do not complete homework that they have not shown the endeavour that is expected of them.

"This is an academy based firmly on values and the promotion of strong leadership, of which the Principal and his team are excellent examples." Ofsted 2014

Values are continually referred to as students follow different streams of work: academic, creative and leadership-focused. Every morning is dedicated to Ebacc subjects, while the afternoon follows the ASPIRE curriculum, an extensive programme of character and leadership development. The school is founded on the principle that academic achievement is not enough and that students should learn the character traits that will give them choices in the future.

Students are pushed to set themselves ambitious aims and the school has a unique focus on leadership. They are an integral part of how the school is run, with individuals helping with classroom management by collecting homework or organising each class lining up before lessons. Students pursue team leadership qualifications accredited by the Chartered Management Institute and the Student Parliament even plays a role in sanctions.

The expansion of the school into an academy trust is part of a strategic plan to improve schools across the area. This will see teachers developing best practice at King's and expanding to other schools to give more children, particularly those living in deprived areas, access to an excellent education.

The Future Leaders network

Over the last couple of years, Future Leaders have taken up their first headships in a wide range of start-up schools.

Carly Mitchell

Principal,
Oasis Academy South Bank

Carly joined Future Leaders in 2008 and was appointed Principal of Oasis Academy South Bank in October 2012. The academy is based near London's Waterloo Station and is committed to community transformation. There is a clear vision of raising aspirations to ensure all students secure a successful career with prospects and become kind, courteous and polite model citizens.

The Future Leaders programme has supported Carly's belief that all children can succeed regardless of starting point, complexity or need. Future Leaders has instilled the importance of clarity of both vision and values.

Natalie de Silva

Executive Headteacher,
West London Free School Primary
and Earl's Court Free School Primary

Natalie joined Future Leaders in 2013 as part of our primary pilot. Shortly afterwards, she was appointed Headteacher at the West London Free School Primary. She has since become an Executive Headteacher, also leading the Earl's Court Free School Primary.

Having grown up very close to the schools she now leads, Natalie is passionate about giving back to her local community. Future Leaders has supported her in further developing the skills and confidence to lead schools that focus on outstanding learning and teaching.

Russell Bond

Headteacher,
Perry Beeches IV – The Free School

Russell joined Future Leaders in 2010 and became Headteacher of Perry Beeches IV in 2013 with the school opening in September 2014. The school is part of Birmingham's award-winning Perry Beeches Academy Trust and is located in Ladywood, one of the most deprived wards in the UK.

The Future Leaders programme has given Russell the foundations in terms of skill and strategy to lead a school in this challenging inner-city area. He continued his development with The Future Leaders Trust and completed his NPQH, focusing particularly on the setup and leadership of Free Schools.

David Benson

Principal,
Kensington Aldridge Academy

Having experience setting up a new school as founding Vice Principal at Ark Academy, North West London, David knew how to make the most of the many opportunities that a start-up school offers.

The Future Leaders programme has helped him to realise his ambition of becoming a headteacher in an inner-city London school and gave him the training and support to build a school with the highest standards. In July 2014, the Department of Education reported that KAA was 'one of the best new academies they had ever seen' in terms of planning and curriculum development.

Deb Garfield

Principal,
Aspire Academy

Deb became the first Future Leader to take a headship in alternative education when she was appointed as founding Principal of Aspire Academy in Harlow for 4 to 16 year-olds. The Academy works with some of the most vulnerable children and young people to support them to succeed.

The Future Leaders core beliefs are embedded into the fabric of Deb's new Academy. Her passionate belief that every child deserves the same chance in life has led her to offer each student a personalised provision, which will provide them with the qualifications to make a success of their future.

Matthew Tate

Principal,
Trinity School

Matthew joined Future Leaders in 2008 and became Principal of Trinity School in early 2013. The Kent school opened in September 2013 and during its first year saw children making an average of 22 months' reading progress and over 90% made expected progress in English and Maths. Trinity is now oversubscribed.

The Future Leaders programme's coaching and network of peers has given him the skills and experiences necessary to build a staff team and school culture that accepts no excuses and does everything to ensure that every child achieves.

Sebastien Chapleau

Principal,
La Fontaine Academy

A participant in our primary pilot in 2013, Sebastien became a primary school teacher after completing his PhD and then supported headteachers across London on issues of youth leadership and community engagement.

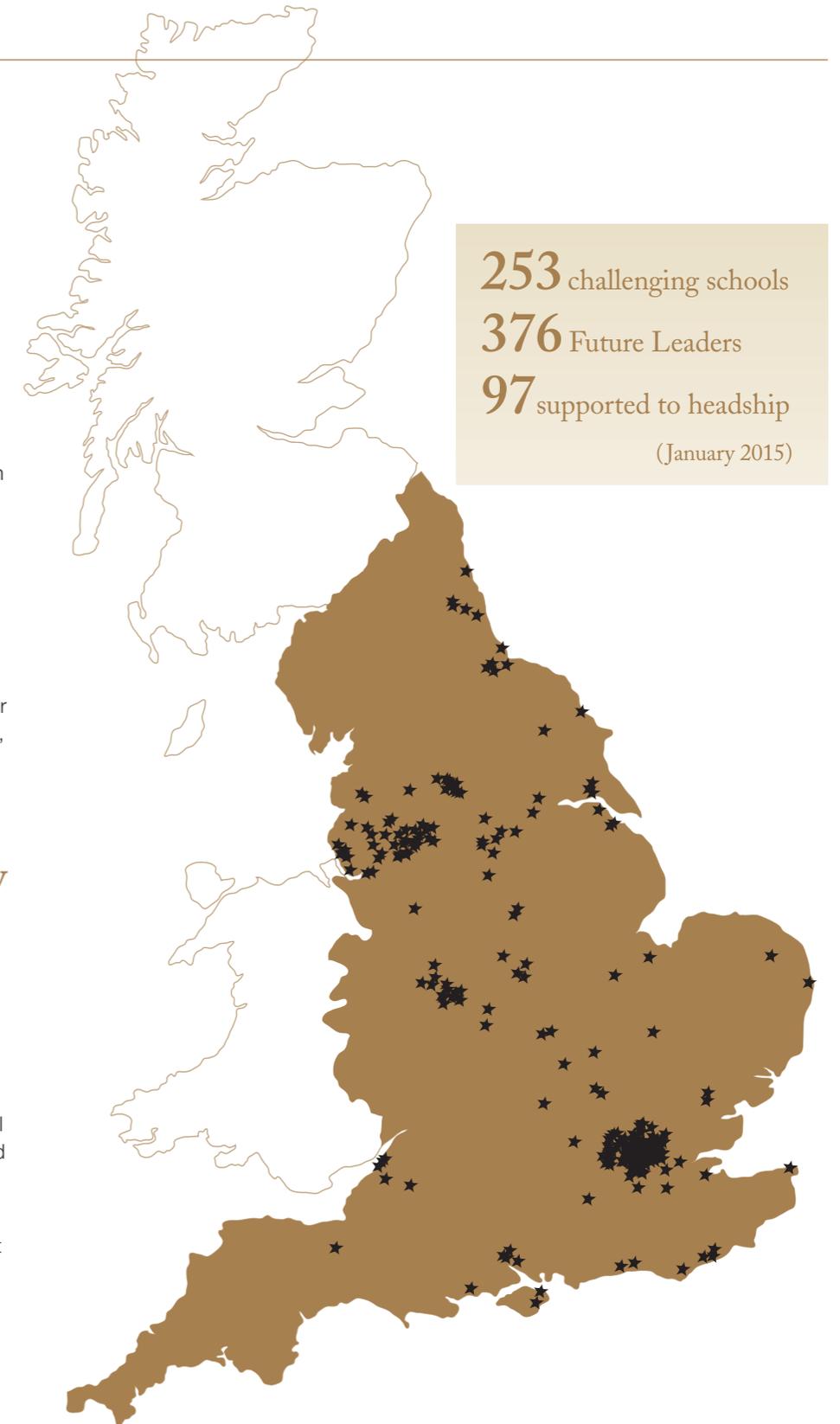
The Future Leaders programme enabled Sebastien to develop his understanding of values-based leadership. He is founding Principal of La Fontaine Academy, the UK's first state-funded French-English bilingual primary school, which opened in September 2014. He is also Founder of the Citizen School, an all-through school based in Deptford, London, opening in September 2016.

Michael McKeaveney

Principal,
Sir Charles Kao UTC

Future Leaders supported Michael's work in two successful academy groups where he developed his leadership skills. He is founding Principal of Sir Charles Kao UTC, a college combining academic and technical learning focused on Medical Technology and Smart Environments.

Michael's aim is for students to graduate with qualifications and transferable skills that enable them to progress to employment, apprenticeships or university. His UTC Graduate Scheme helps students to demonstrate employability skills to ensure that they stand out in the future.



Work with The Future Leaders Trust

This update reports on the impact achieved in start-up schools led by Future Leaders. To find out more about our wider impact visit www.future-leaders.org.uk

We have ambitious plans and want to transform the lives of more children by recruiting more Future Leaders. To do this we must grow our network and secure the resources to support it.

**To join one of our programmes,
contact our Candidate Services team:**

E: recruitment@future-leaders.org.uk

**To develop or recruit staff,
including headteachers,
contact our Schools team:**

E: schools@future-leaders.org.uk

**To discuss funding or to provide
other support, contact:**

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