

# School Improvement

CONSULTANCY, TRAINING  
& COACHING



# Invest in teaching & leadership with Vicky Crane





Dear Headteacher,

I am delighted to share with you a range of high-quality training programmes for 2024-25 that ensures your CPD investment enables teachers and leaders to flourish and thrive.

My work centres around supporting schools to achieve excellence and as such I pledge to:

- explore subjects deeply,
- tackle complex issues with rigour, and
- support colleagues to achieve more than they thought possible.

**Training courses:**

I offer a range of 'open courses' in which colleagues from different schools come together to study, and in addition I provide bespoke training options for individual schools and MATs.

My courses are a fantastic mix of theory and practical application. Colleagues value the sessions because they know they can use the content and the approaches immediately.

Evaluations from previous courses highlight the excellent quality, the depth of knowledge achieved, the range of ideas, the opportunities to engage in high quality professional dialogue, the positive atmosphere in which colleagues feel comfortable to contribute and the research base on which the courses are founded. School feedback confirms that courses have significant impact.

*"The training was brilliantly constructed. One of the best courses I have attended in years. I wanted to be challenged and provoked, but also given some new ideas to work with and the day achieved all of this." Headteacher*

*"Every session has been immensely useful." "A very thought provoking and useful day." "Vicky is a fantastic trainer – very inspirational and knowledgeable." "I know staff are finding the training incredibly useful." "Truly exceptional in tailoring to our school, my vision and also the staff rather than just being generic."*

All courses are supported with useful resources to aid implementation.

*"Vicky's level of expertise, her level of reality, and her level of practicality sets her apart from other school improvement professionals." "Thank you for being so generous in your support. I have been inspired and energised to keep going. Truly a well timed and informative session that I can practically put into practice for IMPACT."*

Please do not hesitate to get in touch to discuss your requirements.

*Vicky Crane*

Vicky Crane  
School improvement consultant, trainer and leadership coach



# DHT training

## One year programme

This course is designed for DHTs who are new to post or have been in post for less than three years. The programme consists of 6 modules, each with a one day live session to explore theory and practice. Three 90 minute 1:1 coaching sessions and access to a wealth of self-study materials ensure the programme is personalised and matched to the DHTs needs and context. Participants engage in activities which are designed to stimulate leadership thinking, problem solving, and reflection.

The course covers the following:

- What is special about the role of the Deputy Headteacher? Considering what is unique about the role and what skills and knowledge you need to draw on to be successful. Typically, this includes completing a strengths finder assessment and consideration for how your strengths relate to those of other people in the team. This includes working effectively with the HT.
- Communication at a DHT level. This module provides tools to help you evaluate your current levels of communication against 4 communication segments: strategic, operational, stakeholders; conflict & resolution. Utilising a set of brilliant tools you will be able to increase the impact of your communication.
- The DHTs role in school improvement, including consideration for utilisation of data, school self-evaluation activities, and change management. This module helps you to improve your impact at whole school level and see how you fit into strategic planning.
- Leading whole school developments; maximising the impact of others; harnessing motivational theory. With the demands of post-covid employment, the needs of generation 'Z' and the recruitment/retention crisis, managing people effectively has to be on the agenda for DHTs.
- Personal effectiveness in the DHT role, e.g. delegation, time management, prioritisation, leadership style, day-to-day working practices, leading and being part of teams; emotional intelligence to support self-management; self-care and well-being.
- Setting and achieving high standards as a DHT: different types of standards, e.g. internal, external; setting and communicating standards across different areas of school life; the development, role and implementation of policies; raising expectations; challenging conversations; accountability.

*"Working with Deputy Headteachers is an honour and to be part of their professional journey is extremely rewarding. For a course to have impact at this level, it is not just about the topics that are covered, it is about the quality of professional dialogue, the level of thinking, and the practical tools that leaders take away with them. It is the honest exchange of ideas on complex issues and it is creating a safe space to talk openly. This is a challenging course for people who want to make a difference." Vicky Crane, course leader.*



"This has been one of the most informative, interesting and useful courses I have been on."

"Excellent ideas and suggestions, especially when dealing with tricky issues. I would recommend this training to others."

"Lots of research, ideas, information giving food for thought and challenging current practice - backed up with practical resources."

"The journey I have been on is amazing. Thanks for everything. I would highly recommend this course to others."

"Research, quality of activities, engagement, reflection. This has been a confidence-building, superb course."

9.30am - 3.30pm

Tuesday 1st October 2024  
Wednesday 6th November 2024  
Thursday 9th January 2025  
Wednesday 26th February 2025  
Thursday 24th April 2025  
Thursday 19th June 2025

Plus, 1:1 coaching in September, December & July 90 minutes.

£1350 + VAT

# Phase Leaders

## 6 afternoons across the year

This course focuses on leaders having impact beyond their own classroom and influencing the teaching of others. It supports colleagues to grow and develop their leadership, increase their effectiveness and efficiency, and have the means to evaluate both the quality of their phase and their own leadership. The course provides leaders with a deeper understanding of the issues for their particular key stage and practical solutions to challenging problems. It increases their ability to play a key role in school improvement and be impactful in achieving high standards.

The course covers the following:

- Understanding phase leadership, including the demands of the role, whole school perspectives and Ofsted.
- Influencing and developing the quality of teaching within a phase.
- How to play a key role in the implementation and impact of the curriculum.
- Undertaking school self-evaluation: book reviews, learning walks, lesson observations, developing stakeholder voice and unpacking data.
- Creating and maintaining a vision and fully utilising an action plan.
- Using emotional intelligence, and as part of this: Inspiring and motivating others; leading by example; holding others to account and having difficult conversations.
- Personal efficiency and effectiveness – getting the day to day basics right.
- Writing evaluative reports and presenting evidence of impact to others.
- Understanding key national issues, e.g. most commonly cited issues by Ofsted; policy changes; new research.



Vicky Crane

Consultant and Trainer

*"Phase leaders are a vital cog in delegated leadership, helping to ensure school plans come to fruition. They play a key role in creating the school's culture through the interactions they have with their teams. They are an important conduit for communication, both downwards and upwards. They are often critical for the smooth running of the school and maintaining day-to-day effectiveness. They deal more directly with teacher relationships. This training guides, challenges and supports Phase Leaders - increasing both their confidence and impact."*



"Really informative and engaging sessions. The tasks helped me to focus my thinking in terms of phase and school wide issues."

"Great discussions with Vicky and leaders from other schools which has helped me to plan exact actions going forward."

"The chance to plan a focused line of enquiry for monitoring and improving the phase was excellent."

"The gap task discussions were great. I really enjoyed working through complex problems with the support of others."

"Vicky's whole course was outstanding."

"Vicky is a fantastic trainer – very inspirational and knowledgeable."

1.30pm-4.30pm

Tuesday 24th September 2024

Monday 21st October 2024

Monday 25th November 2024

Monday 27th January 2025

Monday 3rd March 2025

Monday 9th June 2025

Via Zoom

£750 or £2400 for all 4 phase leaders

Get in touch for face-to-face options

# Happiness at Work

## A rigorous, strategic approach

Investing in “Happiness at Work” is not just an investment in employee well-being—it’s a strategic approach that can transform the entire school environment and deliver substantial returns.

“Happiness at Work” is grounded in robust research and rather than targeting surface level and tokenistic measures, it delivers on the deeper drivers of job satisfaction, engagement, and long-term productivity. When staff members are genuinely happy in their roles, they are more motivated, collaborative, and committed to the school’s mission. This leads to a positive ripple effect on pupil outcomes, school culture, and overall performance. By adopting this evidence-based approach, you can elevate staff well-being to a new level, ensuring sustainable improvements that go beyond temporary morale boosts, resulting in a more vibrant, resilient, and high-performing school community. Shift school thinking and apply a people centric approach.

- **Rigorous:** Learn about the research and why actions based on the 7 drivers will deliver a multitude of benefits to your school.
- **Staff interviews and assessments:** Instead of the annual survey, use the 7 drivers to gain insights and knowledge that will be truly useful in creating a better experience of work for all.
- **Baseline:** Use the 7 drivers to make judgements about the current position and set a baseline that paves the way for practical change.
- **3-year strategic plan:** Support for senior leaders in creating a plan to deliver on incremental change.
- **Leadership programme:** Train colleagues on key research and provide them with knowledge, tools and skills to drive forward developments and influence school culture positively.
- **Empowerment:** Increase the knowledge of all colleagues on the Happiness at Work research and help them to see how everyone is part of the solution.



*“The Crane Happiness at Work framework is a fantastic, evidence-informed tool that can be used in multiple ways to shift well-being and happiness at work levels. Let me help you take a strategic approach that will deliver on the changes you seek.”*

Join one of the introductory sessions or book a school specific discovery meeting.



Organisational Benefits:  
Increased productivity;  
Higher outcomes and results;  
Improved work place behaviours;  
Lower levels of absenteeism;  
Reductions in staff turnover;  
Reduced instances of burnout;  
Greater stakeholder satisfaction;  
Increased number of goals achieved;  
Higher levels of overall effectiveness.

### HEADTEACHER - STRATEGIC INTENT TRAINING

9.15am-12.30pm via zoom

Dates available:

Friday 13th September

Friday 4th October

Friday 8th November

Friday 17th January

£125 for the HT & 1 senior leader.  
Additional colleagues £75 each.

### ADDITIONAL SUPPORT OPTIONS

Training sessions on the 7 drivers.

Staff interviews.

Senior leadership support for utilising criteria to set a base line and create a 3-year strategic plan.

Training for all your leaders.

Whole staff training events, empowering everyone to be part of the movement.



# Leadership Coaching

## 8 coaching themes for leaders

- **JOURNEY COACHING:** Providing much needed head space on a regular basis to process work matters. With a focus on reflection, interpretation of events and thinking forward, these sessions aid clarity. Enjoy a safe space to share, problem solve and mentally re-charge.
- **WHOLE SCHOOL GOAL COACHING:** Ideal for DHTs and AHTs leading a whole school project. With sessions throughout the year, colleagues are provided with structured opportunities to think, analyse, reflect and problem solve through a coaching approach.
- **STRENGTHS COACHING:** Harness your unique strengths. This is a fantastic, uplifting coaching programme that helps senior leaders to 'name, aim and action' strengths. Learn how to lean into strengths for maximum impact.
- **GROWTH COACHING:** This package is a blend of training, think pieces, professional dialogue and coaching. The leader selects an aspect of leadership they wish to develop, e.g. holding others to account, communication, motional intelligence, leading a team.
- **ISSUE COACHING:** From time to time, we all face difficult and challenging circumstances at work. Coaching can help you to process emotions, behaviours and events, and enable you to try out new ways of thinking and new approaches.
- **NEW TO ROLE COACHING:** This coaching helps you to unpack the requirements of your new role and transition effectively.
- **TEAM COACHING:** You can choose an open ended 'emergent approach' in which key issues surface through the coaching sessions, or a 'goal oriented' approach in which your team have one or more specific objectives they wish to explore.
- **PERMA + 4:** Coaching for wellbeing using the following framework - Positive emotions, Engagement, Relationships, Meaning, and Achievement + Physical Health, Mindset, Environment and Economics.



Vicky Crane

Consultant and Trainer

*"Each programme starts with helping you to identify what you want to achieve through coaching. Having really clear goals serves as a golden thread through all the sessions. The tools I use in coaching are specifically chosen for you and the themes you are exploring. For example, it may be a tool to help you see an issue from a different perspective, or a structure to aid you in generating new ways of thinking, or a metaphor that helps you to explore an issue more deeply. I often use a narrative style in coaching because this helps clients to achieve a rich, reflective dialogue about issues important to them right now, ensuring they can apply coaching insights immediately, whilst also setting those conversations into the wider context of what they want to achieve in the long term. Working incrementally, and switching between the immediate and the long term ensures the coaching programme has high impact."*

"The coaching has exceeded my expectations."

"The sessions have enabled me to gain clarity, see issues from different perspectives, and have pushed me to think more deeply."

"Just knowing the sessions are coming up has been great!"

"Having clear goals has been excellent for keeping coaching focused and cohesive. I've also appreciated that each session has been flexible, enabling me to work on what is important to me right now and following a flow rather than being rigid. This combination has been highly effective."

"I am able to fully concentrate in sessions knowing that you will be providing excellent notes."

Sessions tend to be 60 minutes for middle leaders and 90 minutes for senior leaders.

Typically, colleagues book a block of 3 to 10 coaching sessions.

As the nature of each coaching programme is different, please email for a quote.

Book a free discovery meeting to explore options and consider if my coaching approach is right for you.

# Instructional Coaching

## Kick start instructional coaching in your school:

The programme starts with school based face-to-face day for senior leaders to help you establish an instructional coaching programme that is right for your school.

- Learn about the research;
- Make decisions and plan the programme;
- Set out the practical actions needed to launch;
- Design an instructional coaching policy;
- Create a strategic plan to harness both the immediate and longer term benefits that instructional coaching can provide.

Through an incremental approach, you can move at a pace that matches your capacity.

## Systems and processes:

The support provided equips your school at a very practical level for success. Resources and documentation support coaches and leaders to run instructional coaching effectively.

## Coach Training:

Invest in high quality training and equip coaches for success. By completing training, coaches will be able to embody the key principles of effective instructional coaching, create the optimal conditions for impact, and have the confidence they need to operate effectively within a coaching framework. The training covers relationships and emotional intelligence, as well as practical skills such as how to unpack, model and guide teachers in instructional methods. Our coach education programme focuses on a 'deep coaching' approach that ensures coaching has a profound, lasting impact on teachers and their practice.



Vicky Crane

Consultant and Trainer

*"By bringing together my coaching expertise, my school improvement consultancy experience and my wide ranging knowledge of teaching and learning, I can help you to create a vibrant and effective peer coaching team.*

*I can provide the expertise you need at a leadership level to launch a successful coaching programme and provide on-going support that will ensure the impact of instructional coaching is realised."*



*There isn't a single definition or one right way to implement instructional coaching. Utilising research, making choices, creating the right conditions and training coaches are all important elements in success.*



*"A very thought provoking day."  
Lead teacher*

*"I'm feeling much more confident about starting the coaching."*

*"Brilliant activities which really helped me to think about how to be an effective coach."*

*"Teachers found it incredibly useful and I've already received lots of positive feedback." Headteacher.*

Start with a free 1 hour zoom discovery session: Ask questions and tap into my knowledge base. Start to consider how a bespoke package of support can meet your needs.

As the majority of the support is provided face-to-face, this package of support is only available to schools based within 75 miles of Scarborough.

# Become a reading comprehension expert

This is an exhilarating one-year programme that equips participants to be in-school experts for reading comprehension. It combines research evidence of best practice with practical solutions for use in the classroom. Colleagues attending this training have commented on how confident they feel in leading whole school developments.



The course covers the following:

- **Research:** Develop a deep understanding of how pupils acquire comprehension skills and grow into proficient readers. Leverage this knowledge to create a strategic plan for enhancing reading outcomes in your school, including using research to address and close achievement gaps.
- **Developing reading to learn:** Drive forward the use of nonfiction texts across the curriculum to strengthen pupils' subject knowledge through rigorous content comprehension. Improve pupils' critical thinking, substantially increase vocabulary, and enhance writing outcomes.
- **Enhancing teaching:** Move from VIPERS to a deeper model based on the Big 10 reading comprehension skills; Increase teacher knowledge of how to teach specific comprehension skills such as inference; Support teachers to create high impact lesson plans from EYFS to Year 6.
- **Assessment:** Increase teacher knowledge of progression; Ensure there is excellent use of assessment for learning and responsive classroom teaching; Learn how to enhance examination performance.
- **Tackling comprehension barriers:** Build knowledge of common issues and support teachers with diagnostic assessments to pinpoint specific problems; Ensure teachers are equipped to close gaps; Enhance interventions.
- **Oracy:** Effectively combine reading and oracy development.



Vicky Crane

Consultant and Trainer

*"There is a wealth of research available that schools can utilise to enhance teaching quality and achieve pupil success. Since teaching reading is both multi-faceted and complex, developing expertise within your school can optimise instructional practices and improve outcomes. Participants will be equipped to lead developments, provide training, coach teachers and set out excellent whole school practices."*

"Extremely useful. The course is already having an impact on reading."

"I feel totally inspired and determined to improve reading."

"Wow! Superb – brilliant ideas that I can use straight away in class. So many new resources which I know will engage the children."

"Everything! It has given me a real boost to think more about how reading is taught and what the children need. Thank you for all the brilliant resources."

"I have bopped around school all day beaming at the outstanding reading teaching I have seen, and the progress some of our most vulnerable learners were making both long term and right in front of my eyes."

## OPTION 1: open course

1 day + five sessions  
2 - 4pm across the year  
+ self-directed online study and a final celebration session

£850 + VAT

## OPTION 2: School specific

1:1 Coaching, mentoring and personalised training for the reading leader (or small group from the same trust) Half days £500, Full days £675 + VAT

## OPTION 3: Self study online

£300 + VAT



# Leading oracy

## 1 year programme

There is a wealth of evidence from major international studies that high quality classroom talk raises standards in core subjects. The spoken word is central for thinking, expression and engagement. How can we ensure that pupils develop the vital skills they need? We want our children to be productive and engaged in classroom life. We want them to be inquisitive and questioning. We want them to form opinions, share their views and listen attentively to others, challenge and debate ideas and take part in deep thinking. How can we ensure talk is supporting pupils to achieve higher outcomes? This course is dedicated to building in-school expertise.

- **Outcomes:** Ensuring pupils make rapid progress with spoken language;
- **Incremental progress:** Class action planning linked to the 6 pillars of oracy: physical, linguistic, cognitive, social & emotional, tools, and ownership.
- **Teaching:** Effective teacher questioning; challenging learners through dialogue; using a variety of talk techniques; using talk as a medium for learning across the curriculum; improving the quality and rigour of class and group discussions; creating classrooms in which talk thrives.
- **Pupil responses:** Increasing participation and supporting reluctant pupils; generating high quality pupil response; developing pupil skills in asking their own questions;
- **Listening:** Using metacognition to improve listening; teaching active listening skills.
- **Assessment:** Oracy assessment frameworks, providing constructive feedback, and tracking progress.
- **Promotion of oracy:** Creating an environment and school culture in which oracy is valued and integrated into the school's ethos; engaging parents and the wider community; organising oracy focused events.



Vicky Crane

Consultant and Trainer

*"This course focuses on increasing the rigour, variety, breadth and depth of using the spoken word. It examines the importance of the spoken language development for educational achievement and for social goals. It examines oracy from a variety of angles, such as cognitively and linguistically. Take a fresh look at spoken language and build expertise within your school."*



"Brilliant ideas easily put into practice."

"Really practical resources. Lots of activities to take back and use immediately and longer term actions."

"Vicky's whole course was outstanding."

"Fantastic!" "Couldn't have been better!"

"Thoroughly enjoyed the day."

"Excellent resources / ideas to help with higher order questioning."

9.00am to 12.30pm

4 mornings across the year via zoom + personalised self-study

Thursday 10th October

Wednesday 15th January

Friday 14th March

Thursday 12th June

Price (exc.VAT):

First delegate £650

Second delegate from the same school £350

Plus access to a range of supporting materials

# Metacognition

## Tackling the disadvantaged gap

Return to school equipped to lead the development of metacognition, including a plan of action and a wealth of resources to aid implementation. Grounded in high quality research, participants will extend their knowledge and understanding of this exciting field of psychology. The course particularly focuses on how metacognition can be used to improve outcomes for disadvantaged pupils. The EEF rates metacognition as the highest impact strategy for closing the attainment gap, reporting that pupils can make 7+ months of progress. The course will help to show you how.

Covered during the day are a number of themes:

- understanding the role metacognition plays in pupil progress and how pupils can become more effective and efficient learners;
- increasing teacher understanding of how to develop metacognition in the classroom;
- using metacognition to help pupils think and think more deeply;
- metacognition in the curriculum; metacognition applied to problem solving, mathematics, listening and reading;
- using metacognition to enable pupils to become more independent in selecting and using strategies, tools and routines for different types of learning;

Create learners who are: highly reflective and capable of taking charge of their own learning; are proactive in formulating their own questions; engage in self-monitoring and self-correcting; and can articulate their learning. Equip pupils with the capacity to be better learners and achieve higher outcomes.

*This is an excellent opportunity to tap into the expertise of Nathan Burns, author of 'Inspiring Deep Learning with Metacognition' and 'Teaching Hacks, fixing everyday classroom issues with metacognition', and to gain from Vicky Crane's experience in enabling schools to harness the power of metacognition.*



Vicky Crane

Consultant and Trainer



Nathan Burns

Mr Metacognition



“Useful resources and excellent activities that I have been able to use in twilight training sessions in school. Really enjoyed the training. Vicky is a generous and engaging course leader.”

“Really practical resources. Lots of activities to take back for immediate and long-term action.”

“The whole course was outstanding.”

“Lots of ideas to develop metacognition across the school.”

“Inspirational!”

“Nathan’s passion was infectious. Clear strategies for implementation to support and guide learning for all.”

“Hugely valuable.” “I never fully understood metacognition until yesterday.”

Prices (exc. VAT)

First delegate £190

Second & subsequent delegates from the same school £125

9.15am-4.00pm

November 2024

Leeds

Includes lunch and refreshments

Participants gain access to supporting online resources.

In-school options also available.



# Growth Mindsets

## Harnessing the research in school

Leave the day with an implementation plan in your hand, resources to kick start the process and feeling confident to harness growth mindset research in your school. With input from schools who have successfully implemented growth mindsets, you'll be ready to lead whole school developments.

We need learners to be independent, love challenge, respond to feedback, be resilient and take greater ownership of their learning. "I have been amazed by how our children can now talk confidently about their learning."

Growth mindset programmes can unlock potential and remove non-traditional barriers to learning. Pupils become more active participants in acquiring skills and knowledge, are better equipped to reflect and respond to advice, and eager to take on new challenges.

- introducing mindset theory and supporting colleagues to adhere to the key principles of the research;
- utilising mindset theory in the classroom and developing a growth mindset ethos throughout the school;
- practical whole school actions that can bring about changes to the pupil culture;
- exploring the links between aspirations, mindsets and metacognition;
- create a unique blueprint for your school to support implementation and return to school with all you need to lead on the development of growth mindsets.



*There is an opportunity to hear from schools who have already integrated growth mindsets into their school practice.*



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Consultant and Trainer

*"Schools who have undertaken this training have reported on the startling impact it has had, including favourable comments in Ofsted reports as the changes are clearly visible to anyone who visits the school. The course is thorough in its approach, critically examining international research and turning this into a practical programme that can be delivered in school. Leaders leave the course well positioned to make changes that will lead to accelerated pupil progress."*



"Superb resources. Action plan to go away with. Thank you for a brilliant day!"

"Great to hear from schools who have implemented growth mindsets. Very informative. Lots of food for thought and ideas for impact."

"Inspirational. Thought provoking. Really made me think about my own mindset."



1 full day via zoom  
9.00am-3.30pm

Cohort 1:  
Tuesday 15th October

Cohort 2:  
Tuesday 7th January

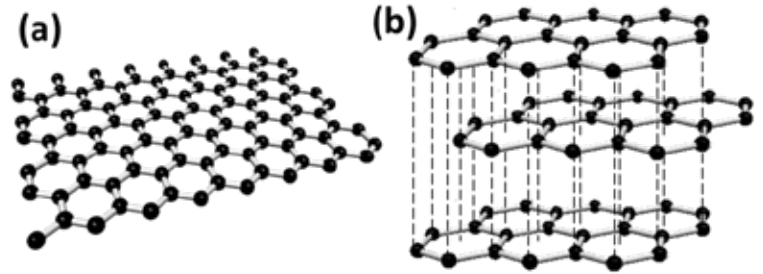
Cohort 3:  
Tuesday 25th March

Delivered in small groups via zoom.

Price (exc.VAT)

£150 for the first delegate & £75 for the second delegate from the same school

# Pupil Premium



For more than ten years, the pursuit of improving outcomes for disadvantaged pupils has been of special interest to me. I know how hard it is to shift the needle of academic attainment. Only when the leadership layer, whole school layer and classroom layers are knitted together into a comprehensive solution is it possible to make significant shifts in pupil progress. Complex problems require sophisticated solutions that involve everyone playing their part. If you are a school who is prepared to devote the right resources and time to the long term, sustained improvement for this group of pupils, I can provide a partnership package of support, guidance, training and mentoring that will enable you to break the chains of academic disadvantage.

# Beyond NPQs



To supplement and extend leadership training for your school or trust, I can provide bespoke sessions on a range of leadership topics tailored to specific roles, e.g. understanding and applying emotional intelligence, leading teams, accountability and challenging conversations, motivating and inspiring others, knowing and utilising your strengths. Training can be single sessions or long courses. Sessions can be provided on-site (if you are based in Yorkshire) or remote for those further afield.

The 'My Leadership Programme': This is a fantastic monthly programme (11 x 90 minute sessions) for AHTs and DHTs that focuses on the reflection necessary at this level of leadership to continually refine and enhance leadership practices. It focuses on understanding self as leader, owning your own leadership, positively enhancing the way you work, improving your impact, managing the demands of the role, and applying leadership theory. It supports impactful reflection and aids well-being. £550 + VAT. You can choose a programme that runs 9.30-11.00am or 3.00-4.30pm. You can also register your expression of interest in the 'my headship' programme via email.

# School partnership

As a seasoned school improvement consultant and leadership coach, I have a wide range of expertise that makes me a great partner for headteachers, particularly those interested in developing leadership in school and raising academic achievement. If you are a school based in Yorkshire, I can offer you a range of face-to-face and remote support, e.g. headteacher performance management, termly strategic meetings, regular coaching sessions, facilitation for the development of the SLT, school improvement activities aimed at achieving school priorities, general advice and support for school improvement. I work in true partnership. Headteachers will vouch for my generosity, integrity and the quality of the support I provide. "Vicky's level of expertise, her level of reality, and her level of practicality sets her apart from other school improvement professionals." You can book a free discovery meeting to consider if my services meet your needs.

