

<b>Name</b>	<b>Mr Robert Laird</b> <b>Leadership of Science</b> <b>Coaching, Improving Teaching and Learning</b>
<b>School</b>	Beal, Redbridge
	<p>I am committed and believe it is the duty of outstanding schools to share their practice in order to support and develop other schools, thus improving outcomes for all students.</p> <p>Working in a variety of different contexts has given me the experience to fully appreciate the importance of first class teaching and school leadership on the life chances of children. I am motivated by further improving these outcomes by developing teachers and leaders.</p> <p>Outstanding leadership results in the effective development of teams of teachers. I lead a Science team of 5 subject leaders. Mentoring, modelling good practice, holding people to account and collaborative planning have resulted in a highly effective team. This team has been described as ‘superb’ for the quality of its self-evaluation process and the subsequent action planning that has been undertaken.</p> <p>I have combined my role of Head of Department at Beal with 2 days per week of outreach support to The Forest Academy. My role was to support Science. I also took a wider role within the senior leadership team, supporting developments with whole school teaching and learning.</p> <p>I have been a part of rapid school improvements that have seen The Forest Academy move from “special measures” to “good” in just over three years.</p>
<b>Strengths/Experience</b>	Head of Science with 18 years of teaching experience ; <ul style="list-style-type: none"> <li>✓ An ‘outstanding’ teacher as judged by OFSTED and within both Beal and the Forest Academy.</li> <li>✓ Played an active role in the leadership teams that have recently resulted in Beal being judged ‘outstanding’ and The Forest Academy moving to ‘good’ from special measures.</li> <li>✓ Co-leader of the ‘Advancing Teacher Program’ that has helped teachers progress to good/ outstanding.</li> <li>✓ Experience of outreach support in other school focusing on both Science and teaching and learning.</li> <li>✓ Expert knowledge and understanding of the Science Curriculum.</li> <li>✓ I have supported have taken up positions in senior leadership and a number of NQTs have been promoted to Heads of Department.</li> </ul>

	<ul style="list-style-type: none"> <li>✓ I have set up and am currently leading the NELTA science hub, sharing good practice with other schools from the alliance.</li> <li>✓ Running the ‘Aspiring SLE programme’.</li> <li>✓ Quality assurance of applied learning courses</li> <li>✓ I have facilitated improvement in teaching and learning across, within Science Support included planning engaging starters, differentiated tasks that included assessment for learning, effective use of lesson objectives/ success criteria and meaningful diagnostic marking and feedback.</li> <li>✓ I have set up links with local primary schools (transition projects) and have organised Science Insets for primary school teachers.</li> </ul>
<p><b>Impact</b></p>	<p>In 2012 Beal was graded outstanding by OFSTED. All Science lessons observed were at least good with half being graded outstanding. This reveals the considerable impact made by the interventions in Science.</p> <p>Examination results for Beal High School have steadily improved whilst I have been Head of Science and are now outstanding. GCSE results have continually improved. In the summer of 2012 the school achieved record results with 93% of students achieving at least 2 Science GCSE grade C passes. 90% of students made at least 3 levels of progress in Science. A level results are improving as judged by ALPs.</p> <p>In September 2013 The Forest Academy was graded Good by OFSTED.</p> <p>The impact of my work mentioned in the Ofsted report include:</p> <ul style="list-style-type: none"> <li>• ‘The sponsorship of the academy by Beal High School has helped bring about major improvements. The sharing of inspirational ideas between the schools has improved teaching’.</li> <li>• ‘Teaching at the school has improved and is now good’</li> <li>• ‘The achievement of students in the sixth form has improved dramatically over the last year ..... and the majority of students make good progress, particularly in Biology.’</li> <li>• GCSE attainment is ‘above average in Biology, Chemistry .... and Physics’.</li> </ul>