Leading a Whole Education Primary

A collaborative program for school leaders committed to providing a Whole Education
LAWEP brings together school leaders who are committed to working together to provide a high quality whole education entitlement for all pupils. Participants on the programme will deepen and extend their understanding of what and how they can deliver a whole education within their own school through local and national collaboration.

“This programme has been a great opportunity to hear about schools that have developed amazing projects. Hearing from other leaders and teachers gave us a flavour of what our own journey could look like.”

Deputy Headteacher, Christ the King RC School

You will participate in:

**Self Review:** Focusing on Leadership & Culture, Teaching & Learning and Curriculum Development

**Events:** You will attend a national launch with senior leaders from primary schools from all over England followed by a smaller, local face to face programme day.

**Impact Project:** Ongoing work on an impact project focused on a priority area identified at the start of the programme. This will be shared at the end of the programme.

**Coaching Calls:** You will be supported virtually on your priority area through coaching calls.

**WE Inspire sessions:** Virtual meetings hosted by a wide range of schools to deepen and extend your understanding of what and how to deliver a whole education.
Benefits

• Reflection and evaluation of your whole education school improvement journey and support for your next steps
• Inspiration provided through visits to schools around the country and enhanced confidence to innovate
• Facilitation of opportunities to share best practice and links to schools with similar priorities
• Celebration and validation of the impact of a whole education

Example impact projects

• Working in collaboration with the school community to develop a set of values that define the school
• Providing a personalised curriculum with opportunities for all pupils to access
• Creating exciting learning opportunities in and beyond lessons
• Developing a growth mind-set within the school community
• Planning effective professional development opportunities for staff that include structured, collaborative in-school activities to refine and embed approaches to teaching and learning
• Implementing a policy of ‘no marking’
• Developing an approach to assessment and monitoring of skills in the foundation subjects
The visits to other schools were amazing as their vision and values were so apparent and obvious. Time away from school to think things through with other school leaders has been invaluable.

Deputy Headteacher, Potters Green Primary School