

# School Improvement

CONSULTANCY, TRAINING  
& COACHING



## Developing teaching & leadership with Vicky Crane



**Summer highlights**



Dear Headteacher,

I am delighted to share with you a range of high-quality training programmes that focus on developing leadership and supporting teaching. 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



# 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. This coaching provides leaders with 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. 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 utilising the Clifton Strength Finder assessment. This is a popular option for senior leaders.
- **GROWTH COACHING:** This package is a blend of training and coaching. The leader selects an aspect of leadership they wish to develop, e.g. holding others to account, communication, emotional intelligence, leading a team, delegation, influence.
- **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 well-being using the following framework - Positive emotions, Engagement, Relationships, Meaning, and Achievement + Physical Health, Mindset, Environment and Economics.

*"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. Through a rich, reflective dialogue you will be able to consider pertinent issues and start apply new ways of working immediately. An incremental approach, and switching between the immediate and the long term, ensures the coaching programme has high impact."*

Vicky Crane

Consultant and Trainer

"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."

90 minute sessions for senior leaders and headteachers delivered via zoom (except for team coaching which is face-to-face).

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

You can also book a free discovery meeting to explore options and consider if my coaching approach is right for you.



# Instructional Coaching for coaches

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.

## Two days of face-to-face training (June)

- The principles of instructional coaching. Our model for implementation. Creating the optimal conditions for coaching.
- Creating an effective coach / coachee partnership.
- Setting out goals for each coaching programme.
- Practical knowledge - develop essential coaching skills.
- Models of reflection and evaluating impact.

*Follow-up reading and experimentation.*

## Half-day virtual group training (September)

A blend of training and group coaching enables colleagues to explore their professional reading on instructional coaching.

## Individual support (October)

Each coach can book a 90-minute virtual 1:1 session with Vicky to answer questions, explore developments, and plan ahead.



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.*

*In addition, 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."*



"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.

### Course components:

- 2 days face-to-face training
- 1/2 day virtual group training
- 1 x 90 minute one-to-one support

Price (exc.VAT): First delegate £650  
Second or subsequent delegates from the same school £500

Face-to-face days at Weetwood Hall, Headingley, Leeds	Monday 9th June & Thursday 19th June 2025
Virtual half day session (AM)	Monday 15th September 2025
One-to-one sessions	Appointments in October 2025

# Metacognition



## Creating a plan for 2025-26

This course is for **senior leaders** to set out a plan for developing metacognition in the coming academic year.

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 raise academic achievement across the curriculum;
- using metacognition to enable pupils to become more independent;
- the role of the leader in setting out a programme for development;
- effective mechanisms for metacognition CPD.

This course supports leaders to create learners who are: highly reflective and capable of taking charge of their own learning; 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.



Vicky Crane

Consultant and Trainer

*The summer term offers a perfect opportunity to build your knowledge of this essential field and craft a robust development plan in preparation for the upcoming academic year.*

*Let my experience guide you: discover expert tips, sidestep pitfalls, and access the resources needed to implement metacognition effectively.*



“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.”

Prices (exc. VAT)

First delegate £220

Second & subsequent delegates from the same school £150

9.15am-4.00pm

Monday 23rd June 2025

Weetwood Hall, Headingley, Leeds

Includes lunch and refreshments

Participants gain access to supporting online resources.

In-school options also available.



# Developing oracy

## for leaders / lead practitioners

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?

*Three key themes for leaders and teachers to consider:*

### Learning to talk; Learning through talk; Learning about talk.

- **Oracy skills:** Utilise a framework of six key pillars (physical, linguistic, cognitive, social & emotional, toolkit and ownership) to plot progression and ensure pupils make rapid progress with spoken language.
- **Teaching:** Developing effective practices for talk activities in the classroom. Using the 4 quadrant framework for planning and evaluating talk activities.
- **Pupil responses:** Increasing participation and supporting reluctant pupils; generating high quality pupil responses; developing pupil skills in asking their own questions.
- **Thinking:** Utilise structures within talk activities which support pupil thinking; consider how talk is a medium for developing thinking.
- **Listening:** Using metacognition to improve listening; teaching active listening skills.
- **Assessment:** Oracy assessment frameworks and providing constructive feedback.
- **EYFS:** Language development linked to key areas of provision.



*"This CPD focuses on supporting leaders to develop oracy in their school. Leave the day with frameworks, resources and understanding that will enable you to significantly improve the use of oracy across the school. The training is supported by excellent resources that will help you to train others and develop excellent practice."*

*Vicky Crane, Consultant and Trainer*



"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."

"More than met my expectations."

Face-to-face day:

9.15am-4.00pm

Monday 19th May 2025

Weetwood Hall

Includes lunch and refreshments

Kick start leadership development of oracy with a face-to-face day and then engage with self-paced learning for the next 12-months (included).

Prices (exc. VAT)

First delegate £250

Second & subsequent delegates from the same school £150

# Happiness at Work

## A strategic approach to thriving

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

“Happiness at Work” is grounded in **robust research**. Rather than targeting surface level and tokenistic measures, it delivers on the deeper drivers of job satisfaction, engagement, and long-term productivity. 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.

The framework and training will open new ways of thinking about employee satisfaction, well-being and thriving at work.

- **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.

## 7 Drivers



**Set out strategic plans for development.**

**Enable everyone to be active agents for change.**

**Assess and target the 7 key drivers.**

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;  
Higher levels of overall effectiveness.



*“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.*

*Empower everyone to be part of the solution.”*

### STRATEGIC TRAINING FOR LEADERS

9.15am-4.00pm

Tuesday 29th April

Price (exc.VAT): £350 for the HT & 1 senior leader.

Additional colleagues £90 each.

Weetwood Hall, Leeds

Lunch & refreshments provided.

Excellent resources included.

# Consultancy

## Bespoke support

Do you need a school improvement partner? Someone who can provide flexible support to you and your senior leadership team? Would you benefit from help with strategy, support for the delivery of whole school priorities, coaching and professional advice? As I work freelance, it is an easy and cost effective way to add support for you and your school at a level that is right for your needs.

### Formats

Training days, workshops and twilights.

Coaching and professional dialogue.

Leadership support packages to enhance impact.

Reviews and analysis of existing practices.

Whole school, group and 1:1 options & across a Trust.

Face-to-face in school support & virtual meetings are available.

### Services

- Team development.
- Support for strategic planning.
- Headteacher performance management & support across the year for achieving goals.
- Year-long projects with a specific aim, such as harnessing research on teacher effectiveness, developing metacognition, developing oracy, developing reading comprehension.
- Partnership with senior leaders with particular areas of responsibility such as raising attainment for disadvantaged pupils, leading reading, leading the curriculum, leading teaching.
- Senior leadership training sessions, e.g. strategic thinking, developing school culture, leadership styles, improving performance management, maximising the impact of middle leaders.
- Leadership coaching.
- DHT, phase leader, subject leader training.

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. 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 comment on 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.



"Vicky is an excellent trainer and has worked with us for several years; both in developing individual leaders but also the work outlined here. Truly exceptional in tailoring to our school, my vision and also the staff rather than just being generic. Love her!" HT

"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." DHT

"You have inspired the whole staff and this is just what we needed to kick start the year." HT

"Vicky's style is a combination of information sharing, enquiry based questions and a coaching model that provides both challenge and support to all leaders and staff in school. I thoroughly enjoy working with Vicky, it supports and challenges me to be a proactive leader." HT

Book a free discovery meeting to explore how we might work together.