

Empingham CE Primary and Great Casterton CE Primary School are small rural schools that share a Headteacher and a Governing Body. Both schools share a strong church ethos where every child can do the best that they can do in an inclusive and nurturing environment. They have recently joined the Rutland Learning Trust.

Empingham CofE Primary School currently has 64 pupils. The school has been rated Good by Ofsted for since 2005. Great Casterton CE Primary School has 97 children and was rated Outstanding by Ofsted in 2016.

Their strengths initiative involved the whole teaching team who work over the two sites. This is a high performing team with a wide range of experience and time served. Strengths-based development was deployed as a vehicle to support the team to work together, understand each other better and hold each other to account more readily. The ethos within the staff team is enormously supportive and reflective with all staff caring deeply about positive outcomes for the children in their care.



Process

The Headteacher had fully engaged with the strengths philosophy and we had worked together for some time. She had explored the potential of her own top 5 and so understood how this process could work for her team.

Teacher team:

- Teacher team took the StrengthsFinder survey and received their top 5 report
- The team had two individual coaching sessions with Karen over a 9 month period.
 - Session 1 focused on understanding their profile and exploring new areas of potential
 - Session 2 focused on identifying success so far and future goal setting on individual and team goals
 - The team engaged enthusiastically with strengths discovery sessions where they shared and discussed the impact of their combined strengths. Impact

Employee survey results demonstrated the following results

- 100% of team felt that the strengths initiative had positively impacted their performance at work as a teacher and a leader.
- 100% of team felt that this time was a great investment of time for them and for their organisation in terms of their professional development and impact in the classroom and leadership goals.

- 95% of team felt that the insights gained, and progress achieved would be sustainable over time.
- 100% of the team would recommend this process to a colleague.

The team identified that strengths development had helped them with the following areas:

- A better understanding of their strengths to apply to their role and wider life
- Encouraged teachers to think about what was next for them resulting in more aspirational goal setting
- Valued time for deep reflection and goal setting at an individual and team level
- Identified how their strengths support but can also clash with each other

Comments received about the experience include:

“A unique opportunity to speak freely about yourself in a supportive and positive way!”

“My coaching experience has allowed me to become more positively reflective on my experiences - of all nature.”

“Really lovely to spend time thinking, reflecting and discussing, which is something we rarely have in our busy lives.”

Next steps

The Primary Partners team have successfully explored the discovery stage of strengths development with the whole team. They now face the challenge of embedding the benefits, language and behaviour to get maximum and sustained impact on raised performance, expectations and engagement.



If you would like to discuss how initiatives like these can support and develop your team then please get in touch.

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For further testimonials please see www.rutlandcoaching.uk and www.soar.com/KarenatRutlandCoaching