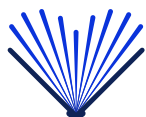


GRAYDIN PROGRESS REPORT



2015 EDITION ONE



GRAYDIN

CONTENTS

- 03 What have we been up to?
- 04 Graydin case studies
 - 04 Latymer Upper School
 - 07 Grafton Primary School
 - 10 Wellington College
 - 13 Ryde School
 - 16 Kensington Prep School
 - 19 Sunny Hill Primary School
 - 22 St. Edward's, Oxford
- 24 Closing remarks

WHAT HAVE WE BEEN UP TO?

OVERVIEW

Graydin is dedicated to improving leadership skills, communication skills, and well-being in schools by training staff, students and others in the school community to coach. We have been working closely with teachers, senior leaders, young people and parents for the past four years. Our dream is for schools to provide environments in which everyone can consistently learn, work and grow together. As specialists in training and coaching, we partner with school communities to help build leadership capacity, improve communication skills and increase overall well-being. Since our inception, we have worked with more than

60  **SCHOOLS** & 895  **TEACHERS**

in the UK and abroad, with a principal focus on embedding a 'coaching culture' throughout each of the schools.

OUR CLIENTS

Our clients range from independent schools to academies; from local authorities to free schools. We are passionate about spreading the benefits of coaching far and wide. This progress report showcases a select number of primary and secondary schools, including independent and state schools, to present the breadth of our clientele and the depth of our work.

FIRST STEPS

Each of these schools found coaching and Graydin in its own way.

Some approached us already knowing coaching was the 'missing ingredient' in their school, while others placed their trust in the strong recommendation of our current clients. Despite similarities, each school has embarked on a tailored coaching journey designed to fit its unique culture and vision.

Coaching is well established in business and sport but has yet to become mainstream in education. However, schools that have embraced coaching have experienced its powerful impact. We recognise that it takes courage and dedication for school leaders to introduce, spearhead, and ultimately embed coaching into their communities. Yet, time and time again, we have seen the positive effect coaching has on the whole educational environment. As such, we believe it is time coaching became more widespread in schools across the UK and beyond!

OUR WORK

Graydin's primary aim is to equip teachers in all schools with professional coaching, an adaptable skillset that enhances their capacity and impact. Our secondary aim is for schools and their wider communities to benefit as a result of the coaching culture that evolves.

We deliver training courses, coaching, supervision and consultancy dedicated to creating sustainable coaching cultures in education.

CONTACT US

For questions, please contact Co-Founder McKenzie Cerri at mckenzie@graydin.com or at +44 7972031606. This report was compiled by Faye Kilgour, Graydin Associate, faye.kilgour@graydin.com.

Latymer Upper School

A mixed independent day school located in Hammersmith, London, with 124 teachers and 1176 pupils.

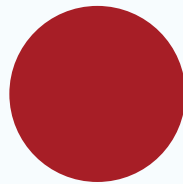
“It was absolutely inspirational and by far the most useful and rewarding course I have attended since I became a teacher 29 years ago.”

Angela Tomlinson, Deputy Head
Staff Welfare & Development

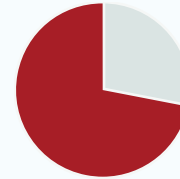
LATYMER UPPER SCHOOL

HIGHLIGHTS

Trained in coaching skills:



100%
of Senior
Leadership
Team



72%
of Teachers

Courses delivered to date:

7 
Foundational Courses

3 
Advanced Courses

1 
Train the Coach-Trainer Course

VISION

Angela Tomlinson, Deputy Head (Staff Welfare & Development), had been looking to establish a coaching culture at Latymer Upper School for a year before she found Graydin. She believed coaching might help Latymer Upper School enable students and colleagues to be their best. She says, “Coaching appealed to me due to its potential to remove barriers and support people in dealing with limiting beliefs.”

In 2014, Latymer’s vision for coaching was as follows: “Our aim is to use a coaching approach to help us to develop an increasingly trusting, open and creative culture. The beliefs and values behind a coaching approach will help to empower every individual in our community to take responsibility for being the best that he or she can be in the school environment and in life”.

TRAINING

Graydin’s commitment to and understanding of young people appealed to Angela. She was also attracted to the programme because it encouraged a self-sustaining coaching culture that could live long after Graydin’s presence at the school. Angela hoped the training would build relationships, skills and confidence as the teachers learned to use coaching in all aspects of their work.

Many of her colleagues praised *The Anatomy: Foundational Coaching Course* as the best professional development they had experienced in their careers.

COACHING IMPACT

Coaching at Latymer has been transformational. Senior leaders are using coaching skills to support colleagues to be more ambitious and set meaningful targets, leading to greater ownership and commitment. Probably the greatest impact to date has been on pastoral care. Heads of year and many tutors now take a coaching approach when engaging with students about a whole range of challenges. They have found these skills to be transformational in their work.

According to Angela, “Coaching has been working brilliantly with students and staff at key decision points. Asking effective questions that start with the heart, as taught by Graydin, have led to better decisions aligned with values, greater clarity and certainty about the decisions made, and ownership of the process by the student or colleague concerned.”

Teachers who received the training and are applying a coaching approach are asking more and telling less. A greater openness and honesty is evident in the school community. Both students and staff members feel empowered and valued. Perhaps for the first time, some students feel someone truly cares about their feelings and thoughts and what they want. This can have a powerful impact on their self-esteem and motivation throughout life.

MAINTAINING MOMENTUM

More and more of the teaching staff are adopting a coaching approach, and one-to-one coaching between staff members is becoming a regular activity. Some teachers are bringing a coaching approach into their teaching and finding that there, too, it can make a positive difference.

All senior leaders, heads of department and heads of year are expected to use a coaching approach in their management responsibilities. Gradually, this is changing relationships and the school's culture.

Angela says, “Our original vision for coaching at Latymer still holds true. What is surprising is how far we have come in just one year. The expertise, encouragement and support from Graydin has been instrumental in making this happen—it is a true partnership. We are still a relatively short way into our journey but we are excited by the changes already experienced and committed to ensuring the full transformational impact of a coaching culture will be achieved and maintained for years to come.”

Grafton Primary School

A primary school in
the centre of Holloway,
London, with 30
teachers and 560 pupils.

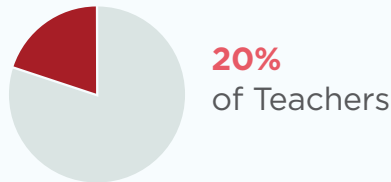
*“I would recommend Graydin’s coaching courses
as a way of developing both personally and
professionally. There is so much depth to the
techniques it covers, and experiencing coaching
can only be a positive experience!”*

Carly Phinikas, Science Lead

GRAFTON PRIMARY SCHOOL

HIGHLIGHTS

Trained in coaching skills:



VISION

Carly Phinkas was introduced to Graydin's coaching course as part of the Coaching Primary Science Scholars to Success project, funded by the Department of Education and the London Mayor's Office. The project's vision was for teachers to gain the necessary skills to support the professional development of their colleagues through coaching.

As a participant, Carly's vision was to learn coaching skills that would help Grafton teachers make positive choices in the classroom. It would also provide them with the skills to reflect on their own coaching practice. As a Science lead, Carly hoped to use coaching to empower her colleagues and build their confidence in teaching science.

Carly attended both Graydin's Foundational and Instructional Coaching Courses, delivered over four days. The Foundational Course introduced her to the basics of coaching and, specifically, how to coach her colleagues to achieve their personal and professional goals.

The Instructional Course introduced Carly to the skills of giving and receiving feedback in a structured, coach-like way. This complemented her continuing professional development. In Carly's words, Graydin's coaching training was "well structured, easily accessible and excellently delivered." She found Graydin's style a perfect balance between theory and practice, and she quickly became comfortable with the approach modelled by the instructors.

COACHING IMPACT

Carly and her colleagues have been both surprised and delighted by the many ways coaching has affected them, particularly in their working day. Combined with Carly's eagerness to introduce coaching into the school, Graydin's courses, one-to-one coaching and INSETs have given Grafton teachers a new-found confidence in teaching science and in their ability to support each other. Specifically, the one-to-one coaching has provided the essential time and space for them to reflect on their teaching.

COACHING IMPACT (CONT'D)

Self-awareness has increased and classroom management has improved as a result. Carly says: “when I’m faced with challenging situations and decisions, I’m now more effective, flexible and resourceful”, a benefit to teachers and students alike.

MAINTAINING MOMENTUM

As a Science lead, Carly continues to use coaching to support staff members at Grafton Primary School. Representing the lead school in the Grafton Primary School Teaching School Alliance, Carly also delivers science training to schools in the neighbouring North London area. She incorporates the coaching skills she has learned, making a positive impression on the teachers involved. Graydin’s coaching skills, such as Effective Questions and the three Ms of Listening, have better equipped Carly to draw out knowledge her science students didn’t know they had.

Currently, Carly’s focus is to continue embedding coaching in her school. Although the funding has ended, Carly and Graydin are discussing plans for delivering coaching to others in her school and community.

Wellington College

One of the world's top co-educational day and boarding schools, located in Crowthorne, Berkshire, with 155 teachers and 1055 students.

“The Graydin team has been inspirational and have transformed Wellington with Coaching.”

Dr. Anthony Seldon

Vice-Chancellor University of Buckingham,
Formerly Master of Wellington College

WELLINGTON COLLEGE

HIGHLIGHTS

Trained in coaching skills:



Courses delivered to date:



VISION

With an unshakeable commitment to exceptional academic life at Wellington College, Second Master Robin Dyer was eager to experience how coaching could benefit both the teachers and students.

Wellington envisioned coaching as a ‘core ingredient’ of its approach to tutoring, pastoral work and staff appraisals. To accomplish this, Graydin assisted teachers and the senior leadership team in developing coaching skills and techniques as the basis for personal interactions and other systems and processes at Wellington.

TRAINING

Graydin began working with Wellington College in 2012. Since then, the Graydin team has delivered the entire suite of Graydin courses to Wellington staff as well as one-to-one coaching and coaching supervision. Wellington was perfectly primed to embed coaching into the school from the ground up with Iain Henderson, the assistant head of alumni, head of coaching and director of golf, spearheading the coaching culture throughout the school.

Graydin’s expertise and unique coaching model enabled Iain and Wellington College to introduce coaching that is structured to contribute to both the personal and professional development of staff and students.

TRAINING (CONT'D)

In the past three years, Graydin's training has provided Wellington's staff with an incredibly valuable toolkit of coaching skills. The tools are being used in classrooms, in staff meetings, on the sports field – everywhere!

“We are training everybody to coach; it's all about resilience, independent learning and preparing people for life. For me, it is fundamental!”

said Second Master Robin Dyer.

As a result of Wellington's willingness to embed coaching and reap the rewards of a coaching culture, Graydin's courses have become incredibly popular. At one point, Graydin's *The Anatomy: Foundational Coaching Course* was fully booked within 18 minutes of announcing its availability.

COACHING IMPACT

Relationships at Wellington have improved since 134 teachers received coaching training. Housemaster Chris Mitchell says, “Coaching encourages a positive relationship between staff and pupils.”

The school's tutoring has also changed. Iain Henderson says, “It became apparent to a number of individuals using coaching when tutoring that it was the most effective way to tutor a young person. Therefore, tutoring needed to change, and coaching was central to this change. Coaching inspired the change and informed the vision.”

Further, as Robin explained, “We have found that using a coach-like approach increases students' confidence, motivation, self-awareness and academic attainment. It has a positive effect in the classroom, on the sports field and perhaps most significantly in pastoral matters. Our HMs now regard it as an essential technique.”

Coaching has become a pivotal part of Wellington's culture with many teachers saying, “Coaching is the glue that keeps everything together.”

MAINTAINING MOMENTUM

To fully embed this transformational coaching culture, Graydin's Foundational and Advanced Courses are made available to all staff on an ongoing basis and new staff members attend the Foundational Coaching Course as part of their initial induction.

A number of staff have completed Graydin's *The Art: Train the Coach-Trainer Course* and Wellington College now uses the course materials to deliver coaching training in-house. This system has proved to sustain a coaching culture.

Finally, in an effort to showcase coaching's impact, Wellington and Graydin have hosted the annual Coaching in Education Conference, which draws attendees from schools all over the UK who want to learn more about what coaching is and how to create a coaching culture.

Ryde School

An independent
co-educational day and
boarding school with
108 teachers and 736
students, located on the
Isle of Wight.

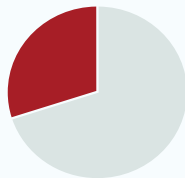
“It is wonderful to see and experience the way coaching is helping to develop relationships with openness and trust. The coaching courses and services from Graydin have provided us with the foundation we need to create a whole school coaching strategy.”

Christina Vince, Head of Pastoral Care

RYDE SCHOOL

HIGHLIGHTS

Trained in coaching skills:



30%
of Senior
Management
Team



44%
of Teachers
and Staff

Courses delivered to date:

2  Foundational Courses

1  Advanced Courses

VISION

Christina Vince attended Graydin and Wellington College's 1st Annual Coaching in Education Conference in November 2013. The conference introduced the concept of coaching and its results in schools. Witnessing its positive effects throughout Wellington College and seeing parents' enthusiasm inspired Christina to envisage what a whole-school coaching strategy at Ryde might look like.

Ryde School's vision is to develop a coaching approach in all areas of school life. This is spearheaded by the head of pastoral care, head of personal development, the second master, and other senior members of staff. Ryde School continues to train with Graydin to develop skills and embed a coaching culture that will influence everyone in the school.

TRAINING

Unlike Christina, many members of Ryde School staff had not heard about the benefits of coaching, outside of sports. On 5 January 2015, Quinn Simpson, co-founder of Graydin, gave a 10-minute introduction to coaching via Skype to more than 60 Ryde School staff. Following this call, 24 people signed up for the The Anatomy: Foundational Coaching Course. Since beginning this initiative in January 2015, new coaching courses delivered to Ryde School staff are being fully booked within 24 hours.

Those who have attended The Anatomy: Foundational Coaching Course have gained coaching skills plus an ability to support their colleagues and pupils more effectively. This helps them increase their confidence both in and outside the classroom.

TRAINING CONT.

One attendee said, “This course has changed who I am as a person for the better and changed how I interact with others.” Another described it as “... one of the best courses that I have attended in my 40+ year working life. Approached with an open mind, I found many useful management skills I could home in on.”

COACHING IMPACT

Across the school, teachers are using coaching tools to improve the quality of their academic and pastoral work with students.

The tools are likewise being integrated into professional review meetings with senior and middle managers. Graydin-trained heads of year are finding the skills particularly useful, not only in their work with students but also during meetings with parents.

For teachers, the experience of working together to develop their coaching skills has strengthened their relationships and collegiality through cross-department support.

In addition, a ‘coaching stairwell’ has been created to provide a space where students can experience coaching. The walls are lined with effective questions taken from Graydin’s coaching model to guide students through the process of effective self-coaching.

MAINTAINING MOMENTUM

Colleagues who have completed the Advanced Course meet every three weeks in coaching trios to coach one another. As more people take the Foundational Course, those who have completed the Advanced Course are providing their colleagues with support. In addition to group coaching, breakfast and twilight sessions have been incorporated into the school calendar.

To create supportive, positive relationships throughout the school, prefects in the Upper Sixth at Ryde will be trained in coaching methods as part of their induction. In the same way, the whole of the Lower Sixth will be trained in coaching skills so that they can then opt to become form prefects. Coaching is thus helping students to support tutors and heads of year when caring for more junior students, as well as reinforcing the school’s anti-bullying policy.

The success of coaching has resulted in Ryde School’s senior management using Graydin’s coaching model to support its school guidelines. A coaching captain has been appointed from the Upper Sixth to assist in embedding a coaching culture across the school and coaching questions are increasingly being asked in interviews when recruiting new staff.

Graydin’s coaching model is flourishing at Ryde School. The school’s vision to create a whole-school strategy is on its way to fruition. A cross-school network of partners in coaching is being formed to include Wellington College, Latymer Upper School, and St. Edward’s, Oxford. Ultimately, Ryde wishes to extend its coaching practices to parents and potentially to local maintained schools.

Kensington Prep School

A primary girls
independent day school
located in Kensington,
London, with 26 teaching
staff and 294 pupils.

*“The new school building combined with the schools
new ‘coach approach’ is a perfect fit for the more
self-directed learners that Kensington Prep wants
to nurture.”*

Prudence Lynch, Head

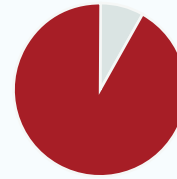
KENSINGTON PREP SCHOOL

HIGHLIGHTS

Trained in coaching skills:



85%
of Senior
Leadership
Team



92%
of Teachers
and Staff

Courses delivered to date:

2  Foundational Courses

VISION

Prudence Lynch, Head of Kensington Prep, has set out to develop and embed a coaching culture for her whole school.

Having experienced the benefits of coaching herself, Prudence was curious about how it could also assist the wider school community.

TRAINING

Graydin's coaching training has been well received. The attendees described it as "great fun and very good quality." Prudence's understanding of coaching and its benefits were affirmed by Graydin's model and approach and as a result, according to Prudence, "teachers are feeling more empowered and communicating more freely."

A fundamental part of the training covers effective questions and how to use these in many scenarios and contexts. This key takeaway is helping Kensington Prep School further its open approach to its students' learning.

COACHING IMPACT

At this early and exciting stage in Kensington Prep's coaching journey, Prudence is pleased to report she's seeing the impact already. For example, staff members are using coaching as a tool in day-to-day conversations as well as in mentoring and staff appraisals. As a result, teachers are feeling more empowered and communicating more openly with pupils.

**MAINTAINING
MOMENTUM**

Graydin is preparing to deliver the second foundational coaching course called *The Anatomy* to a group of 12 Kensington Prep teachers as well as an advanced coaching course for those who want to improve.

In addition, teachers are committing to an agreed number of one-to-one coaching sessions each term. This will stretch their learning and embed their newly learned skills into their teaching.

Graydin will also run a whole school INSET to showcase coaching to Kensington Prep's entire teaching community and explore how to best use coaching in the school.

The new school building combined with the school's new coaching approach is a perfect fit for the more self-directed learners Kensington Prep wants to nurture today, and in the future.

Sunny Hill Primary School

Sunnyhill is primary school and children's centre in Streatham, London, with 85 staff and 638 pupils.

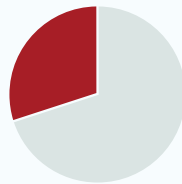
“Graydin has given my pupils (and me) a far greater sense of ownership over what takes place inside and outside the classroom.”

Amy Tupman , Teacher and Science Subject Leader

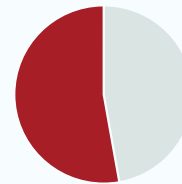
SUNNY HILL PRIMARY

HIGHLIGHTS

Trained in coaching skills:



33%
of Senior
Management
Team



53%
of Teachers

VISION

Amy Tupman was introduced to Graydin's coaching course as part of the Coaching Primary Science Scholars to Success Programme, funded by the Department for Education and the London Mayor's Office. Coaching was a new concept for Amy and from the outset, fit with Amy's teaching style. It fulfilled her desire to learn a skillset that would help her deal with adversity in all areas of her life as well as improve her science teaching.

Although Amy was a novice at coaching, she found it surprisingly natural to adopt and integrate a coaching approach into her interactions with colleagues and students. Coaching gave her tools and a way of interacting that drew out knowledge from her students and inspired their independence. Her improved ability to use effective and powerful questions has especially influenced her students' learning and improved their results.

TRAINING

After attending the Foundational and Instructional Coaching Courses with Graydin, Amy said, "I felt comfortable, respected and supported from start to finish. Graydin's delivery exceeded my expectations." She added that during both courses, Graydin's coaches were "inspirational without being self-righteous."

Amy took the coaching training and ran with it! She introduced a coaching approach to those in her school who were interested in the concept and could see its benefits. As a result, she inspired a number of her colleagues to learn more about coaching, and together they created a coaching committee. Today, this committee and Graydin work closely to continue developing this new skillset and to determine how best to implement coaching in the school.

**COACHING
IMPACT**

As a result of receiving coaching training and one-to-one coaching, Amy has greater awareness of her own barriers in her role at school and now has the toolkit to overcome them. Since learning coaching, her working relationships have improved. She feels a greater sense of control and is able to make more effective decisions than before.

Amy believes coaching has also benefitted her colleagues and students. As a result of using Graydin's models and tools in her classroom, Amy has noticed strengthened relationships with students and a tangible sense of equality between them. The students are visibly more independent and are taking ownership over their work.

**MAINTAINING
MOMENTUM**

To maintain coaching momentum, Sunnyhill has created a coaching committee made up of school participants dedicated to developing a more structured approach to coaching, with the ambition of embedding a coaching culture throughout the school.

One colleague who is particularly passionate about coaching has volunteered to open her classroom and provide 'coaching surgery sessions' on an ongoing basis. Such opportunities to coach and be coached, give Sunnyhill's teachers time and space to hone their coaching skills, while sharing the positive impact of coaching with others.

St. Edward's Oxford

A mixed independent boarding school located in Oxford, with 110 staff members and 663 pupils.

“I feel I am now a much better manager but also a better leader.”

Matt Albrighton, Academic Deputy Head

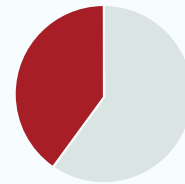
ST. EDWARD'S, OXFORD

HIGHLIGHTS

Trained in coaching skills:



40%
of Senior
Management
Team



40%
of Teachers

Courses delivered to date:

4  Foundational Courses

2  Advanced Courses

VISION

Dedicated to the personal development of both staff and students, Matt Albrighton, Academic Deputy Head at St.

Edward's Oxford, felt that training in coaching would be a natural fit for the school with its desire to upskill and grow. The vision is for all staff members to embody and model the behaviour they want to develop between staff and students.

TRAINING

St. Edward's leaders described Graydin's training as "superb and also challenging." It provided a time, place and learning

experience for staff members to reflect deeply on their own skills and areas they personally wanted to develop. Matt says, he feels like a much better manager and leader after applying coaching skills.

COACHING IMPACT

As a result of the taking on a 'coach approach' daily, school relationships are becoming stronger and more honest. This coaching approach also encourages the teachers to be more reflective about their own classroom practice. Matt has found using coaching skills particularly beneficial in all personal development conversations with his team.

MAINTAINING MOMENTUM

Embedding coaching in the school is part of St. Edward's growth plan, with more training courses scheduled towards the end of the year. Two staff members will spearhead the process of creating a sustainable culture, and Graydin will be on hand to support their journey.

CLOSING REMARKS

OUR THANKS

Thank you for reading Graydin's Progress Report. We hope it leaves you feeling informed about the work we deliver in schools and impressed at the difference coaching makes in education.

Over the past few years we've partnered with many exceptional schools. The vision, energy and determination of their leaders to make a difference through coaching is truly inspiring! We feel grateful to have played a part in their coaching journeys.

WHAT'S NEXT?

Here's how you can find out more:

1. Visit our website, graydin.com.
2. Contact Graydin at office@graydin.com or reach Graydin co-founder McKenzie Cerri on +(44) 7972031606.
3. Connect directly with a school Graydin has worked with or ask us to put you in contact with one of our clients.

LASTING QUESTIONS

During Graydin coaching courses, we train participants to ask effective lasting questions. A lasting question is asked at the very end of a coaching conversation or session for the coachee to answer in his or her spare time.

We would like to leave you with three lasting questions and hope that your answers will clarify whether now is the right time to introduce coaching into your school.

1. What are my school's priorities for developing our students and staff?
2. What are my school's current challenges?
3. How do I think coaching could help solve these challenges and support my school's areas of growth?

FINAL THOUGHT

We hope to hear from you soon.
Email office@graydin.com or tweet [@graydin_tweets](https://twitter.com/graydin_tweets).

**WITH HEART,
THE GRAYDIN TEAM**

GRAYDIN

ADDRESS

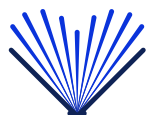
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