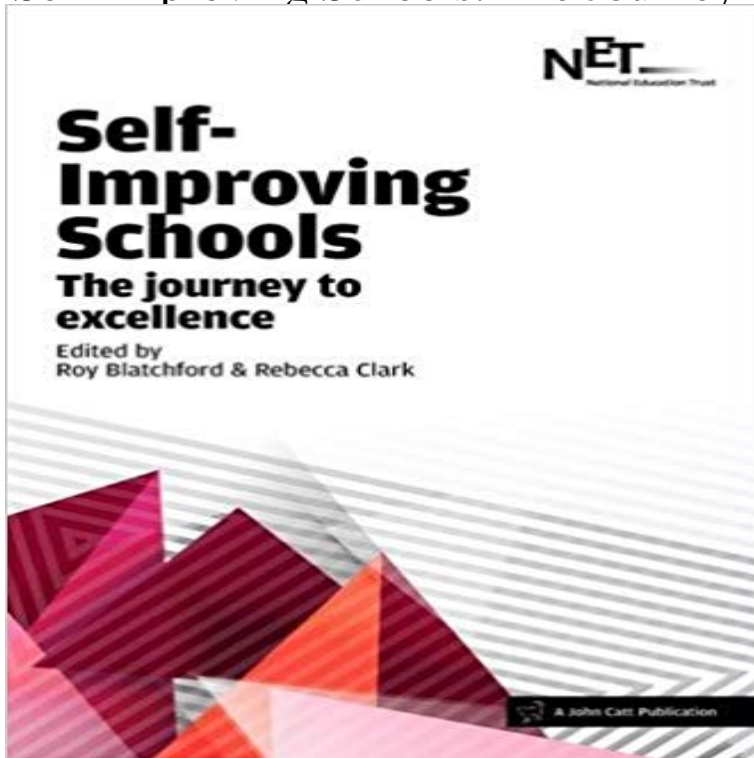


# Self-Improving Schools: The Journey to Excellence



\* Can a school-led system truly become self-improving? \* What is the difference between good and great schools? \* Who should inspect and regulate? \* How should local authorities change? \* Is the landscape ahead one of all schools in partnerships? The English schools system is at a crossroads. This landmark collection of essays brings together some of the countrys leading education thinkers and practitioners. Their polemic is intended to help teachers, school leaders, governors, researchers and policy makers think deeply about future directions. As a Minister, I would ask which organisation was responsible for resolving a particular problem in education, only to be told: Dont worry, Minister - its no longer the DFE. That is now a responsibility of the School-Led System. They will be delivering it. Often, when you probed a little deeper, you discovered that the school-led system was nowhere near as well formed and ever present as some Ministers and senior civil servants liked to think. David Laws This is a time of great possibility. Teachers are attempting to do extraordinary things. If we had more courage to shape our schools around what we believe to be a good education, then we could make life so much better not just for teachers but for the students we serve. Peter Hyman For a self-improving system to be truly successful and to have a significant impact, it requires the highest performing schools to be outward reaching and to establish deep partnerships. Rachel Macfarlane A self-improving school system must not become a self-regarding or, worse, a self-protecting school system. The role of external challenge is key to this. Russell Hobby

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