William Edwards School

How They Connected Feedback and Development

1,250	100+	Essex
students	staff, including support staff	secondary school

Background

Located in Essex, William Edwards School is a thriving secondary school with 1,250 students and over 100 dedicated staff, including support staff. With a focus on high standards and continuous improvement, the school set out clear priorities for teaching and learning:

- Ensure consistency across classrooms
- Strengthen challenge and assessment throughout the school
- Develop a collaborative CPD programme to share best practice and drive improvement

But despite these goals, turning feedback into real action remained a challenge.

The Challenge: Inconsistent and Isolated Feedback

Before using ProgressTeaching, lesson feedback was recorded on paper forms, which were later scanned and stored.

> **"We were carrying out feedback across the school, but we didn't have a system to interpret the findings or spot patterns."**
>
> – Mrs Aman Barber, Assistant Headteacher

As a result, key insights were lost. Without a clear overview of teaching strengths and development areas, it was difficult to deliver targeted professional development. Inconsistency in how feedback was captured also meant the process varied too widely to be truly effective.

The Turning Point: Introducing ProgressTeaching

The school needed a streamlined, centralised approach to support staff growth. ProgressTeaching stood out as a platform that was easy to navigate and designed to deliver the kind of analysis school leaders were looking for.

"We chose ProgressTeaching because the platform looked easy to use, and the analysis tools fit our purpose," says Aman.

William Edwards School implemented both the Feedback and Appraisal modules, enabling a structured and consistent approach. The setup was straightforward, and the system was quickly aligned with the school's teaching and learning matrix.

"The implementation process went smoothly and any tweaks we needed were quickly resolved. We have been 100% happy with the support."

From Feedback to Action

With ProgressTeaching in place, lesson feedback is now regular, consistent, and underpinned by a shared language. Staff receive timely guidance and are able to reflect on progress over time.

“Staff can now clearly evidence how they’ve met their targets,” Aman says. “It’s allowed us to connect lesson feedback with professional development in a way that’s genuinely impactful.”

Appraisal targets and teaching and learning goals are integrated within the same platform, significantly reducing administrative burden and making it easier to track progress.

The Result: A Smarter Approach to CPD

ProgressTeaching has helped William Edwards School transform its feedback culture, turning it into a foundation for growth and improvement across the school.

> **“ProgressTeaching has revolutionised our quality assurance process by enabling us to directly connect lesson feedback with staff development and bespoke CPD.”**
>
> – Mrs Aman Barber, Assistant Headteacher

Want to transform your school’s teaching and learning like William Edwards School?
Call us on 0333 242 0393 or email info@progressteaching.com