



# Parklands

A school built on love

Chris Dyson



Crown House Publishing Limited  
[www.crownhouse.co.uk](http://www.crownhouse.co.uk)

Published by  
Crown House Publishing  
Crown Buildings, Bancyfelin, Carmarthen, Wales, SA33 5ND, UK  
www.crownhouse.co.uk

and

Crown House Publishing Company LLC  
PO Box 2223, Williston, VT 05495, USA  
www.crownhousepublishing.com

© Chris Dyson, 2022.

The rights of Chris Dyson to be identified as the author of  
this work have been asserted by him in accordance with the  
Copyright, Designs and Patents Act 1988.

First published 2022.

Illustration © David Bull, 2022.

David Bull has asserted his right under the Copyright, Designs and  
Patents Act 1988, to be identified as the illustrator of this work.

Heart image © Tom Cunliffe.  
Author portrait page 139 © Lynne Hickin.

All rights reserved. Except as permitted under current legislation no part of this work may be photocopied, stored in a retrieval system, published, performed in public, adapted, broadcast, transmitted, recorded or reproduced in any form or by any means, without the prior permission of the copyright owners. Enquiries should be addressed to Crown House Publishing.

Crown House Publishing has no responsibility for the persistence or accuracy of URLs for external or third-party websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

British Library of Cataloguing-in-Publication Data  
A catalogue entry for this book is available from the British Library.

Print ISBN 978-178583600-8  
Mobi ISBN 978-178583620-6  
ePub ISBN 978-178583621-3  
ePDF ISBN 978-178583622-0

LCCN 2021950839

Printed and bound in the UK by  
Charlesworth Press, Wakefield, West Yorkshire



# Foreword

“Ere, mister ... You them visitors what have come’t see school?”

The small moon-faced boy beamed up at us. He had been waiting for our arrival and pounced on us the very moment we set foot in the door.

It had taken four-and-a-half hours to travel from Bristol to Leeds through ever gloomier weather. We arrived at Parklands Primary, swathed in grey drizzle, on a particularly grim Thursday afternoon. I had warned my colleagues from South Gloucestershire that the North would indeed be grim, and on first impressions it didn’t disappoint.

‘Do you think we’ve come to the right place?’ commented one of my delegation as we picked our way through a desolate car park towards the worn-looking building beyond. We had heard great things about Parklands, but this school was no gleaming temple to modern architecture – quite the opposite. Outwardly, it was a tired-looking place and was surrounded by a similarly tired-looking housing estate. Yet, it was famed for outstanding learning (both in terms of Ofsted judgement, stratospheric outcomes and national reputation).

What we found inside Parklands Primary wasn’t outstanding. It was a kind of magic. The success of Parklands Primary School is mind-boggling!

Judged outstanding in September 2017, its outcomes are eye-watering (especially in maths where it scored a progress measure of +5.2 in 2018 and +8.5 in 2017, and last year had 75% of children achieve greater depth). It also serves one of the most deprived estates in Yorkshire with 72% of children in receipt of the pupil premium. That is right, 72% of children are pupil premium; 75% of children achieved greater depth in maths in 2018.

I have thought long and hard about how to describe the relationships which underpin everything that happens at Parklands. It does not feel like any school I have ever visited. And love is the only word that fits. Seconds after the moon-faced boy had welcomed us, Chris Dyson, the irrepressible head teacher, dashes past. 'Stewy!' he bellows, not in anger but in sheer delight. The moon-faced boy (Stewy – as I learned the head teacher had nicknamed him) beamed from ear to ear and the two of them exchanged an in-joke. The staff at Parklands love the children like their own.

I later discovered that Stewy, our guide for the day, had been permanently excluded from two other schools. Yet, here he was, happy, relaxed and extremely polite. Trusted to show six head teachers around his school. It was the same in every interaction with every member of staff. Behaviour was exceptional in every room we visited (and we were allowed to roam at will, without a member of staff to guide us away from any class of unruly pupils which could embarrass the school's image). The excellent behaviour we saw was offered freely by every child. This was because they knew that every adult they met would care for them as if they were a member of their own family. This was quite confronting.

Parklands, while it too has the usual rules and expectations, also has a deep care for the children which goes above and beyond what you would usually expect to see in even the most exceptional school. Every interaction between adult and child implies that the adults care deeply for the children, and would therefore move heaven and earth in order to ensure they succeed.

The pupils at Parklands often face significant hardship. Much of the housing on the estate is poor and overcrowded; poverty is grinding, bringing with it all the social ills that this creates. The children start at the school significantly behind their peers nationally, especially with their speech and language.

It would be very tempting to throw your hands in the air and conclude that, whatever the school does, nothing can counter this tsunami of disadvantage. It would be easy to talk about this barrier or that barrier as a way of (reasonably) justifying outcomes that are lower than those in more affluent areas. Throughout our visit barriers were never discussed. Indeed, it was as though the staff simply didn't believe in them. This is

not to say that the staff aren't aware of the poverty and hardship that most pupils experience – they are extremely aware of it. However, to them, it is a problem that simply must be overcome.

The school employs safeguarding officers whose daily job is to keep the children safe from harm – an indication of the hardship they face. The school has high adult-to-pupil ratios, allowing children the adult time they need to make secure attachments and to learn well.

The school pays for every child from Year 4–6 to take part in an annual residential school camp, providing them with experiences that would otherwise be beyond reach. Likewise, the school's ambitious extracurricular programme provides a wealth of character-affirming opportunities. The school even opens on Christmas Eve. How does it afford this? Chris and his team raise a lot of money!

In 2021, the Parklands staff raised a staggering £500,000 for the school. To say that Chris' approach to fundraising is tenacious is an understatement. Chris is a master salesman (possibly a used-car salesman in a former life), and uses this skill to squeeze money out of the great and the good. His strategy is simple: invite CEOs of large companies to visit his school (never via a generic mailshot, always via a personal email or phone call); show them the abject poverty in which his children live; ask them to help. And help they do – often with donations running into the tens of thousands.

A key focus for my visit to Parklands was to discover the secret to their exceptional outcomes. The answer appears to be found in the school's focus on deliberate, regular practice. Again, it sounds ludicrously simple – keep practising something until it sticks – but, from leading pupil premium reviews myself, it appears that practice is something that many schools have largely overlooked in the clamour for mastery.

The vast majority of children know all their times tables facts by the end of Year 2. Again, no exceptions or excuses are made for vulnerable children – they are expected to learn their tables at exactly the same rate as their peers. The daily timetable is geared towards ensuring that children have the opportunity to master these basic skills through structured practice.

Chris is fiercely proud of Parklands and everything they have achieved, and his drive to ensure that every child succeeds is evident in every leadership decision. He even moved his own children to the school – a very powerful message to the whole school community of the confidence he has in ‘the Parklands way’.

He and his staff think very carefully about how to improve teaching and learning. Staff never attend generic courses, but instead read widely about the latest practice. Chris invites high-profile authors to lead bespoke training with staff and then spends significant amounts of time embedding new learning.

Above all, Parklands is one of the happiest schools I have visited. And, again, this is a deliberate strategy to foster the values that the school is seeking to promote – namely, a belief that every child is worthy and capable of success.

All day, every day, positive pop music booms out of the hall’s public address system (Parklands is not a quiet place!), and this positivism is infectious to children and visitors alike.

The school’s drama productions, along with the many other extracurricular activities, are highly valued by the school community.

Every Friday is called ‘Funday Friday’ – a day of celebration for all that the school has achieved during the week. Done badly this could just become an empty gimmick, but because it is the physical manifestation of everything the school is about, it is a way of the staff telling every child that they are special.

So, back to the moon-faced boy. “Ere, Stewy,” boomed Chris, ‘don’t forget your tea!’ Throughout our visit an M&S roast beef and Yorkshire pudding meal for one had sat on the head teacher’s table. Chris had explained that it was Stewy’s favourite and he had bought it for him to say thank you for showing us around. ‘It’ll be toast for tea otherwise,’ he explained.

Stewy collected his beef and Yorkshire pudding meal for one and headed to the door with a broad grin on his face. Then he stopped and looked a bit sheepish. Then he turned around and dashed back towards Chris and gave him an enormous hug. Then (remembering he was a 9-year-old boy who was too cool to hug his head teacher) he made his escape.

## Foreword

So ask yourself this: do you know the favourite dinner of the most vulnerable children in your school? If, like me, you can't answer that question, then maybe, just maybe, we should all aim to be a little bit more like the staff at Parklands Primary School.

**Simon Botten<sup>1</sup>**

---

<sup>1</sup> Adapted from Simon Botten, Do You Believe in Magic? Trip to the North Part 1 – Parklands Primary, Leeds, *SouthGlosHead* [blog] (4 January 2019). Available at: <https://southgloshead.wordpress.com/2019/01/04/do-you-believe-in-magic-trip-to-the-north-part-1-parklands-primary-leeds>.



# Acknowledgements

Make no bones about it: to make a success of a journey you need a team that shares the same ethos, the same drive and the same goals. I have been blessed to work with some amazing teachers, teaching assistants, learning mentors, office staff, cleaners and lunchtime staff. I have been blessed to see my middle leaders grow into senior leaders who drive forward the vision.

Laura, Julia, Katie, Sam, Brooke, Grace, Lucy, Kath and Beth – you made this book possible by taking the greatest set of staff on a journey on the road to excellence.

I am involved in some wonderful WhatsApp groups. All of them offer love, support, giggles and an ear when the stress of the job means you need to sound off.

My very first group was aptly named #TheNicestGangOnTwitter. These wonderful people were present when my bundle of joy, Delphi, was born, and they were there to celebrate my 200th follower on Twitter. Meeting up with them in real life is inspirational.

#113 group was initially football talk, but as we got to know one another more, the group supported and shared ideas more. Well-being is at our core. It was this anonymous group that celebrated the unsung heroes on Twitter by giving them the #GoldenHeart award. Well, that is one secret out of the bag!

#BritainsKindestLeaders has been going for 18 months now. The group was the brainchild of Ben Brown (@EdRoundtables). The COVID-19 pandemic and the problems of the last 18 months were shared among us. The documents shared saved hours of time. The support given on the dark days, as well as the laughter, makes this currently my most used



direct message group. The weekend in the Lakes was one of the best well-being experiences ever.

Jean Hirst, our school improvement adviser, and my wonderful governors challenge when they need to challenge and support when they need to support. Straight-talking and no waffle makes sure the school is on a path to excellence. Jean was my mentor and moulded me into the leader I am today. Without Jean, Parklands would not be Parklands.

Ian Stokes (@IanStokesEd) is the data man who joined the dots and showcased the school's data. I met Ian and played cricket with him for 13 years as part of Education Leeds when I was a deputy head teacher. He watched me grow from a deputy to a head. His data work celebrated the successes and, more importantly, identified where the next improvements were needed. This helped to form the school improvement plan. His work was direct and to the point, and made the data discussions with Ofsted go with ease. A true friend and a true part of the Parklands DNA.

Adam Smith (@MrJunkFoodChef) and I teamed up in my first year at Parklands, and the impact he has had has been immense. Adam wants food in tummies, not in bins. His mission was to ensure that no child went hungry. Adam and the Real Junk Food team ensured we had a free market stall two days a week, meaning that everyone who wanted food had it. We do this 52 weeks a year because food hunger doesn't disappear in the holidays. Adam made 22 May 2020 (my daughter's birthday) the happiest day of my teaching career. We distributed 35,000 meals in three hours to ensure that nobody went hungry during lockdown. Parklands and I owe a great deal to Adam.

Mike Harvey (@mikeharvey303) from Business in the Community has been a huge part of the Parklands story. We are blessed with the money that we bring into Parklands. Mike was the inspiration behind this; no Mike Harvey and the journey would have been very different. I had worked with Mike as a deputy head teacher, so I was delighted when we met up again at Parklands in my first term as head teacher (see Chapter 8).

Ruth Lions was a huge influence on my career. At Five Lanes Primary School she made me Key Stage 2 leader. She was the one who taught me that age doesn't matter. If you are good enough or effective enough, you

## Acknowledgements

can motivate people and you can lead. It was the first time I had seen a true meritocracy, where the age of the leader didn't reflect their position in the hierarchy. Progression wasn't based on age, it was based on skill. And I had ambition.

It is important to mention Laura Darley – my deputy, my colleague, my friend and my inspiration. I feel emotional writing this because without Laura, the journey would not have been so much fun. Laura started at Parklands as a supply teacher, but her skill in the classroom soon saw her offered a permanent position. When I joined, she was acting assistant head teacher. I remember, prior to beginning work, having a meeting with Laura and the deputy head teacher, Kath Hartley. I said, 'September is the start of something new and something special.' I promised them that we would do it together; there would be highs and lows, but if we stuck together we would succeed. We were doing this as a team.

When Kath relocated to Australia, I had the chance to bring in a new deputy head from outside Parklands, but I had the perfect replacement in Laura. I was a man of my word, and Laura deserved the reward for her dedication to Parklands in her assistant head teacher role. She has grown and grown year on year. She played a huge role in the Ofsted visit and she will one day be the perfect successor to the Parklands headship. An outstanding teacher, leader and friend.

Thanks to Simon Kidwell, Ros Wilson and Beth Bennett for their help and contributions to the book.



# Contents

<i>Foreword</i> .....	<i>i</i>
<i>Acknowledgements</i> .....	<i>vii</i>
Introduction .....	1
<b>Chapter 1 Love</b> .....	<b>5</b>
Relationships Break Cycles .....	12
Safeguarding is Love .....	14
Pastoral and Welfare Teams .....	18
Parklands Fundamentals .....	19
<b>Chapter 2 Leadership</b> .....	<b>21</b>
Inclusive Leadership, Leading Inclusion .....	27
Behaviour .....	29
Leading By Being There .....	35
Parklands Fundamentals .....	36
<b>Chapter 3 Learning</b> .....	<b>37</b>
Mosque and Crisps .....	44
SATs and National Testing .....	46
Parklands SEND .....	48
Parklands Pedagogy .....	50
Literally Flying .....	52
Parklands Fundamentals .....	53
<b>Chapter 4 Fun Day Friday and the Best Seats in the House</b> .....	<b>55</b>
Fun Day Friday .....	57
Best Seats in the House Assembly .....	61
Parklands Fundamentals .....	69

<b>Chapter 5 Looking After Your Staff</b> .....	<b>71</b>
Building a New Team from a Broken One .....	77
Professional Development .....	78
Last Christmas ... ..	82
Parklands Fundamentals .....	83
<b>Chapter 6 Achievement</b> .....	<b>85</b>
Inspection Isn't Always a Dirty Word .....	89
Early Bird Maths and Same-Day Interventions .....	92
TES Schools Awards .....	97
Parklands Fundamentals .....	98
<b>Chapter 7 Parents, Community and Family</b> .....	<b>99</b>
Feeding and Well-being .....	103
Bringing Food to the Table .....	104
The Night Before Christmas .....	106
The Christmas Extravaganza .....	108
Parklands Fundamentals .....	115
<b>Chapter 8 Taking Care of Business</b> .....	<b>117</b>
Buildings and Maintenance .....	120
Safeguarding for Visitors .....	123
Lockdown Laptops .....	124
Funding .....	126
Exclusion .....	128
Parklands Fundamentals .....	131
Conclusion .....	133
<i>Postscript: Jason</i> .....	<i>135</i>
<i>About the Author</i> .....	<i>139</i>



# Introduction

Parklands Primary School is on the Seacroft estate in Leeds. It is a larger than average-sized school, and it has 55% of pupils who are eligible for support through the pupil premium, which is more than twice the national average. In 2015, 85% were eligible. The proportion of pupils who have special needs and/or disabilities is well above average. Half of all boys in the school are receiving additional support for special educational needs and/or disabilities. The school has a 21-place resource provision for pupils with severe learning difficulties. Their attainment and progress are included in the overall outcomes for the school. Finally, mobility is above average, so up to a third of pupils join or leave the school during Key Stage 1.

If you were going to prove that there was another way of doing things, there would be easier places to start. But I have never been a fan of the easy path.

When I took over as head teacher there had already been five head teachers in the previous year (myself included). The school was using restraint, isolation booths, a padded cell, heavy sanctions and exclusions in a desperate attempt to wrestle control over behaviour. The community and school were at odds. The curriculum was limited and trust was hard to find. Parklands looked like it could be in a perpetual struggle to raise achievement.

The school needed me and, as we will discover, I needed the school. The stars aligned when I was made head teacher of Parklands, but the dream would take time and hard work to achieve. From being let down and left holding the doughnuts to putting a stop to 'tig on the roof', it has never been easy travelling. But I have never been travelling alone.

The remarkable story of the Parklands team is one that must be heard. A team that was lost and then found itself is the beating heart of the story.

Those early mentors and teachers who walked alongside me and taught me so much are also celebrated here.

This is not a book just about our story, but one that shows you how to grow your school or classroom with love. Love that supports and challenges. Love that drives achievement. Love that has the clearest boundaries. Love that shows itself every day in every interaction.

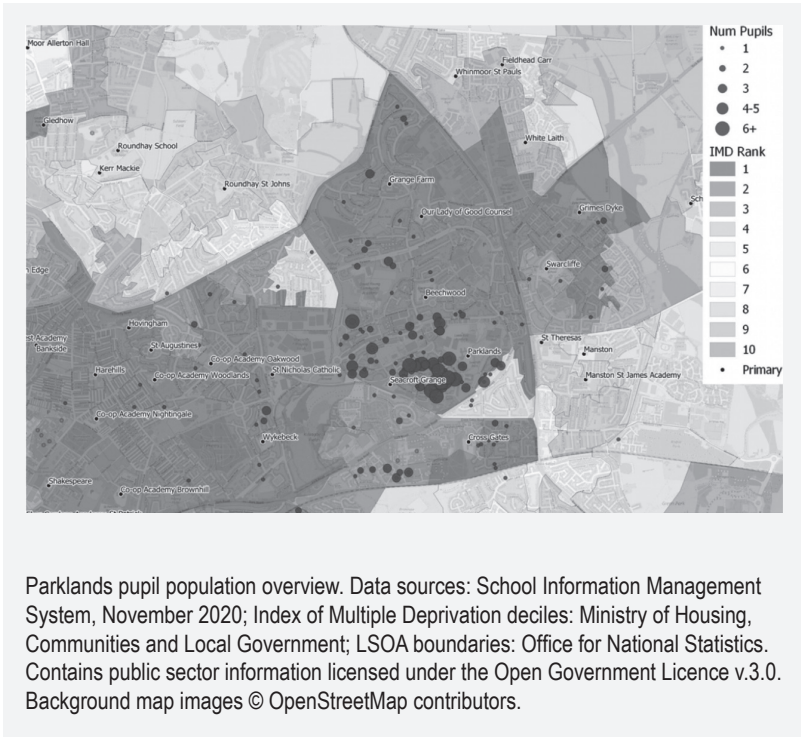
I will show you how we brought the community onsite, why we give children helicopter rides and how music works to drive connection. We will look at building relationships with food, using what you have got to get families what they need and collaborating with business to fully resource your school. I will walk you through Christmas at Parklands and show you the remarkable effect of positive competition in driving achievement.

There is so much more to Parklands. Hidden behind an unassuming 1920s architectural design is a school that is truly remarkable. One that lives the seemingly impossible educational dream of incredibly high achievement, personalised support and complete inclusion.

I hope that you learn something to take into your own setting – that the Parklands experience makes it off the estate and into the national conversation. I hope your school can be a place where there is love but also hope and relentless ambition for our children.

In November 2020, 83% of the school's pupils were living in an area classed as being one of the 10% most deprived areas in England. The Lower Layer Super Output Area (LSOA) in which the school is located is ranked 567th out of 32,844 in terms of deprivation, meaning only 1% of areas in England have higher deprivation. The income, employment, health, education and crime deprivation indicators are all very high. The proportion of people in this area with no qualifications is almost twice as high as the national figure.<sup>1</sup>

## Introduction



1 Ian Stokes Education, *Beyond the School Gates: An Analysis of Demography, Deprivation and Social Context for Parklands Primary School* (Leeds: Ian Stokes Education, 2020), p. 9.



Chapter 1  
Love





## Chapter 1

# Love

When children are at Parklands, when they are in this place, it is like an oasis in the desert. It is totally separate from the Seacroft estate. It is full of smiles, full of hugs and full of music – and these kids respond to that.

At the beating heart of Parklands is love. Unashamed, clear and simple love flows through the culture and daily climate. It drives decision-making throughout the organisation. It is not a love that excuses poor behaviour or lack of achievement. It is not a love that simply wraps children up in emotional warmth (although sometimes that is necessary). It is a love that is full of hope, ambition and the highest expectations. And it is everywhere: in our policies, in our language, in our daily practice, in every conversation with our children or about them.

If you are looking for a strategy, it is love. Start from there. Strip away everything else. Put love in the centre of the page and plan everything from there. Truly. The detail is important. The way we structure learning and teaching has got to be ambitious, drawing in revenue is essential and feeding the community is vital.

At Parklands, love drives it all. We talk about it every day. Everyone does. And if you don't pick it up within 30 seconds of being at Parklands, then you have arrived at the wrong school. It is a whole-team effort – from the teachers and teaching assistants to the office staff, from the lunchtime staff to the governors. With love as a core value, the culture and daily climate is set. People know how to react to difficult situations and how to plan to avoid them. Children trust their teachers, teachers trust their leaders, parents trust their school. Love and trust become like comfy peas in a pod.

But love is not simply an emotion or a lofty value. It is in our strategic thinking as well as our immediate responses. It is present in the big things that Parklands does and in the smallest and the most unremarkable acts. It is demonstrated in our determination to give to our community, and in our belief that their children deserve the very best education. An education as good as any child who is lucky enough to be born with more resources and more structure. Love at Parklands isn't flowery and tear-filled (although we all have our moments). It is practical, not just philosophical. Sometimes it breaks out in sudden and spontaneous moments of beauty. Sometimes it is hidden in anonymous donations or quiet conversations. But, at Parklands, you know you are loved. We quickly give the children the safety and confidence to learn. Our classes are undisrupted. Our school is soaked in positivity.

Everyone at Parklands stops and listens to the children. We are never too busy for them. Ever. Regardless of the perceived importance of a meeting, or the celebrity status of a visitor, or even an intense conversation with a tough inspector, my door is open. Everyone knows I won't turn them away. I have often heard head teachers say, 'My door is always open,' but you still have to make an appointment to see them.

It means that meetings are interrupted by a child who just needs a moment, and phone calls are halted for children who are excited to show me their brilliant work. But we will stop for them. They are always polite – they know to knock – but, at Parklands, the children are too important to be ignored or sidelined. That isn't just a neat statement. It is how we behave in our school.

If the Queen came to visit she would likely experience the same polite but persistent interruptions. We would just pass her the Bourbons (from my private collection) and she could listen to Kara, covered in food dye, telling us about her science practical and sausage breakfast.

You can't tell people that you love them, that they are the most important thing about the school, and then keep your office door closed. Leading by locking yourself away all day isn't going to end well. We have all seen that movie before. Being instantly available means you don't get much peace, but I didn't take the job for a peaceful life. I have never met a visitor who minded being interrupted in a face-to-face meeting or a colleague on a



Zoom call who was fazed by it. At Parklands, the children come first. Everything else can wait a little.

Children and colleagues need you to be present as a head teacher. Not sitting in a comfy chair all day, but walking the floors, going in and out of classrooms, being part of the team. Walking the walk is everything. If you want to be part of the team you need to be visible every day, swimming in the same sea. Spending hours locked in a lifeguard's hut means you might be great in emergencies (as long as someone knocks!), but not in preventing them from happening. Sweep the sheds,<sup>1</sup> stay humble and be available. Sounds simple.

Of course, there is lots of other work to be done, persistently pulling you towards the desk, the computer, the biscuits, the coffee, the peace and quiet. Resist it all. Make your visibility your priority. Every day. The best way to support your colleagues is to stand alongside them. So much time is saved and so many small problems are solved before they become big ones. Your value as a head teacher is not in managing administrative flimflam. Drop some stuff. Delegate it. Find someone else who loves it. Your value lies in being seen, in leading visibly with grace and humility.

I am not a leader because I wanted to escape from the classroom. I became a leader so that I could do more for the children, not less. In practical terms, this means taking work home or delegating tasks that might have been done in school behind a closed door. When you make the children and staff the priority, everything flows from that. A head teacher who professes love and then has an appointment diary, a secretary or a personal assistant is insulated from the real business of culture-building. Culture needs personal attention every day.

---

1 See James Kerr, *Legacy: What the All Blacks Can Teach Us About the Business of Life* (London: Constable & Robinson, 2013). 'Sweeping the sheds' is an example of how everyone needs to be prepared to do any job on behalf of the team.

## The Roots of Love

I was born in lovely old Sheffield in 1970 in a suburb called Intake. I had free school meals and free school clothes. In fact, I was the only one in school with free school meals and free school clothes. In the 1970s, fewer married couples got divorced than today. My family was unusual in that my parents did separate, so I felt different. It is one of the reasons that I can relate to the kids at Parklands.

Sadly, I didn't have a dad at home from the age of 8. When he first left home he persisted in wanting to see us for about a year. Then it was just me, my older brother Jonathan and little sister Cherry, and a beautiful mum, grandpa and nan who bestowed us with love. It wasn't about the presents around the Christmas tree, it was about the people around the tree. On occasion, my brother and I went over to our dad's house and played tennis and football all day. The trouble was my brother got to that age when he wanted to see his friends at the weekend more than he wanted to see his dad. I remember my dad phoning up and saying that he either saw all of us or none of us. It broke my heart. We were tough kids but being rejected when I was desperate to see him was harsh. It isn't something I have spoken about before. It still hurts but it also gave me an inner strength, and the love given to us by our mum meant not feeling we had missed out by not having a dad.

I have always loved working in deprived areas because the children show tenacity and never give in. They have got perseverance. They see that you are offering them something – and they take it with both hands. They keep going and going and going. They deserve to be in a place where they belong, where they are important and where they are loved. They deserve to have people around them who love them unconditionally. We are proud to say that Parklands is built on love and stuffed full of compassion.

# If anything can bind together nearly 400 pupils and 100 school staff in challenging circumstances, it's love.

## And love is in abundant supply at Parklands.

The pupils at Parklands Primary School, located on the Seacroft estate in Leeds, often face significant hardship. Children start at the school significantly behind their peers nationally, especially in terms of their language and literacy. Yet the school is famed for outstanding learning – both in terms of Ofsted judgement and, more importantly, in achieving amazing outcomes for its learners.

In this inspiring book, head teacher Chris Dyson shares the story of how he has steered the school towards the seemingly impossible educational dream of high achievement, personalised support and complete inclusion. Chris delves into how this culture and climate of love drives behaviour and decision-making throughout the school – and, as a result, how this creates a safe, loving environment in which all of its learners can thrive.

## An uplifting read for all teachers and school leaders.

---

We can't all be Chris, but we can all learn from the way he works.

*Mary Myatt, education writer, speaker and curator at Myatt & Co*

A stunning achievement, Mr Dyson. My hat is off to you and your school!

*Paul Garvey, educational consultant and author*

This book celebrates the saving of a school. It tracks the journey of not only changing the culture of the school but of instilling a huge love of learning and a shared pride in the amazing standards of achievement now seen in all they do.

*Ros Wilson, education consultant, public speaker, blogger, podcaster, and creator and author of Talk:Write*

For all leaders, and not just those working in education, this book is a must-read if you're interested in creating transformational change.

*Drew Povey, leadership specialist and performance coach*

To every teacher, to every aspiring leader (whatever area you work in), read this book – and, if possible, visit the school. You will not be disappointed!

*John Sharpe, consultant school improvement adviser, TES author and former head teacher*

Dyson embodies in his leadership how a school can be led with rigour and love, rather than accountability and discipline.

*Ross McGill, founder of @TeacherToolkit*

---

**Chris Dyson** was brought up in a single-parent household and received free school clothes and free school meals himself as a child, which has meant that the connection between his early life and that of Parklands' pupils is rooted in common experience. Chris believes that education is the key to making the future brighter, and he is fuelled by a desire to provide his pupils with the best education and opportunities possible.

 [www.crownhouse.co.uk](http://www.crownhouse.co.uk)

ISBN-13: 978-178583600-8



9 781785 836008

Education Organisation and  
Management of Education