



The Clere School

Leading a learning school

SSAT Conference – 4th December 2015

Felicity Martin



As Senior Leaders of Education
our career is a learning journey.....

Oaklands Community School, Lordshill, Southampton – where I
discovered, learned and developed further my beliefs about
learning

A secondment as a Teacher Advisor for Curriculum
Differentiation, and two Deputy Headships later.....



Two Hampshire Local Authority schools

- Both in serious need of swift improvement
- One RI (Satisfactory) 1997-2010
- Judged 'Outstanding' in 2004, and again in 2010
- The second (Special Measures) 2012 – date
- Judged 'Good' (didn't touch RI) and came out at the swiftest rate of a secondary school in Hampshire in memory (4 HMI visits)



As an National Leader of Education
working in several 'Gaining Ground' schools

The key to success:

Focus and Consistency – a.k.a 'stickability!'

Relentlessness

keep coming back to check that it's getting better!



The focus

Progress (effective and better) for every individual child

‘Every child matters’

Knowing what you believe, being clear and articulate about that, sharing and building capacity

Relentlessness and ‘explicitly’ everywhere

And always a powerful emphasis on **how children learn**



What are the characteristics of a learning culture?



Leadership in schools is about being 'restless!'

Moving forward every day

Being alive to what's coming over the hill

Being ready to meet it, with strong colleagues who share the passion

Listening to the children



Raising standards

The best way to improve my school has been to ask the children about their learning

Many ways to do this...

I wonder what the children would say about learning in your school [www ebi](http://www.ebi)

So..... What do they say most recently in my school?



Feedback from student evaluative comments have resulted in :

- Spend more time on experiments/ practical activities in lessons
- Spend more time on more difficult sections/ topics
- Behaviour for Learning – Low level disruption in a few lessons
- Have more interactive lessons
- Have more tests in lessons to help develop subject knowledge
- More exemplar work shown during lessons
- Fewer hand-outs in lessons

Impact on :

- Teacher training and development

What do we do with this information, how do we analyse it?

And thenso what?



Systematic evaluation

Built into the school calendar

How do we manage this information?

How do we utilise it to effect school improvement and deeper learning?

How do we assess the impact?



Developing 'deep' learning

Ofsted criterion:

'Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support'

From a learning walk how do you know the learning is/was deep? (ensuring 'mastery')



The critical factor....

Rich and continuous professional learning for every professional working in the school

Teachers who self evaluate and believe that observation is the best way to share good practice

Professional development for leaders at every level

And that 'learning culture?' e.g. a supportive but challenging environment, OK to take risks, learn from mistakes, on-going discussion, sharing ideas.....



Coherence

Professional Learning plans linked to School Improvement Plans and Department Improvement Plans, linked to Performance Management targets, a continuum

Happens everywhere, every day

Mostly in school and between schools



Some courses where essential, but importantly in school:

For example:

Staff briefing

Line management

Learning walks and feedback

Coaching

Learning partners, each with a responsibility to each other

Task groups

Middle leaders

Learning together groups

Providing leadership opportunities

Everyone a leader

Personal Learning Plans

Teachers reflections on the teachers they learned from best!



The model 'morphs!'

From 'telling' to 'organic'

Leadership is all about learning, and learning alongside the team

Head Learner

Exciting!



No substitute for:

Knowing your school and your teachers' skills well, is crucial (and support staff!)

Getting 'out there!'

Useful models for consideration:

'On reflection!'

Teachers teaching teachers

'speed dating'



A recent initiative

Senior Team Saturday – reflecting on priorities (with an ‘expert!’)

Same expert in school to follow up within 3 weeks

Paired lessons observations – 3 outstanding practitioners, 2 who need to improve their own practice and that of their Department teams

The focus: learning and progress in every lesson for every child



Next steps

- Pair up observers
- More observations
- Feedback and discussion
- Pupil interviews
- Training on coaching skills
- Sharing work so far with full Middle Leader team
- Setting a challenge



Some ideas that might be useful

- Calendar
- Teaching analysis grid and Department analysis
- Subject categorisation spread sheet (also used for Line Management agendas)
- Leadership development toolkit
- School Improvement Plan
- Teaching and Learning (on one side of A4)
- Assessment for Learning (ditto!)



Subject Categorisation

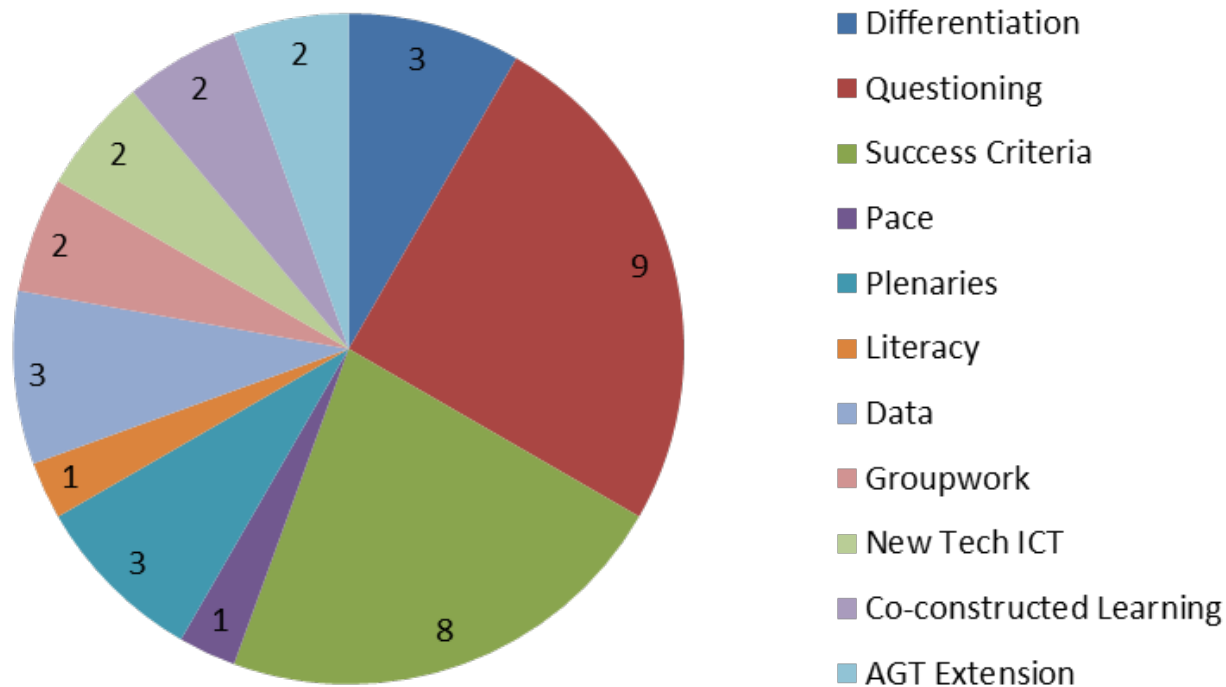
Subject Categorisation – 2015-2016 November 2015

| Subject | GCSE results Sept 15 | Predicti on accurac y | Dept. Review/self eval | Progress in Year 7 | Progress in Year 8 | Progress in Year 9 | Progress in Year 10 | Boy progress | Pupil evaluati ons | Parent evaluations | Inspector feedback | CPD | Overall |
|-----------------------|--------------------------------|--------------------------------|------------------------------|-----------------------|-----------------------|-----------------------|------------------------|-----------------|--------------------------|-----------------------|-----------------------|-----|---------|
| Science | Good (2) | | | | | | | | | | | | |
| Separate Sciences | Good (2) | | | | | | | | | | | | |
| Technology (Food) | Outstanding (1) | | | | | | | | | | | | |
| Technology (RM) | Outstanding (1) | | | | | | | | | | | | |
| History | Good (2) | | | | | | | | | | | | |
| Geography | Good (2) | | | | | | | | | | | | |
| RS | Good (1) | | | | | | | | | | | | |
| English Language | Requires Improvement (3) | | | | | | | | | | | | |
| English Literature | Requires Improvement (3) | | | | | | | | | | | | |
| French | Good (2) | | | | | | | | | | | | |
| Spanish | Requires Improvement (3) | | | | | | | | | | | | |
| German | Requires Improvement (3) | | | | | | | | | | | | |
| Art | Outstanding | | | | | | | | | | | | |

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Teacher skills audit – July 2014



November Analysis

2015

| Grade | Number of Teachers | Percentage |
|-------|--------------------------|------------|
| | | |
| 1 | 10 | 29.4 |
| 2 | 22 | 64.7 |
| 3 | 2 | 5.8 |
| 4 | | |
| Total | 34 | |

Percentage of Teachers that are Good / Outstanding = 94.1%



Teaching and Learning Department Analysis November 2015

| October Department Analysis | Grade |
|-----------------------------|-----------------------------------|
| English | 2 |
| Mathematics | 2 (with elements of Outstanding) |
| Science | 2 (with elements of Outstanding) |
| Resistant Materials | 2 |
| Food Technology | 1 |
| Humanities | 2 (with elements of Outstanding) |
| ICT / Business | 2 |
| MFL | 2 (with elements of Outstanding) |
| Physical Education | 1 |
| The ArtS | 1 |



Calendar – A quality assurance system

| September 2015 | Activities and Assessment Programme | Meetings | School Self Evaluation and Performance Management Term 1 Attainment and Standards |
|---|--|---|--|
| Tuesday 15 | International Day of Democracy 09.00 School Photographs for all Year Groups Voting for Year 11 School Council Reps 15.20 – 17.15 Year 11 Catering coursework catch up | 08.00 ESLT | Lesson observations begin – focus Boy Learners 2 x Year 10 books to FM at break time (CW) |
| Wednesday 16 | International Day for Preservation of the Ozone Layer Voting for Year 10 School Council Reps | 08.00 SLT - Strategic | Year 7 targets in place |
| Thursday 17 | Voting for Year 9 School Council Reps 18.30 Open Evening for Prospective Parents - Year 11 Prefects attending | 07.45 Progress Leaders | Open Evening evaluation |
| Friday 18 | Voting for Year 8 School Council Reps 09.15 Year 6 Open Morning with Year 8 guides | 07.45 Data War Room and Intervention | Open morning evaluation |
| Saturday 19 | | | |
| Sunday 20 | | | |
| Monday 21 Taking Care of our Environment (ZE) | BCOT attending Year 11 Assembly - TBC Voting for Year 7 School Council Reps Tutor Groups to discuss Student Council agendas this week | 08.00 SLT – Operations/ Curriculum 11.00 Support Staff 15.20 Curriculum Teams | GCSE (2015) Evaluation Form to ZE Line Managers discuss implications of Department Reviews/Evaluations and Department Action Plans for the year this week |
| Tuesday 22 | 15.20 – 17.15 Year 11 Catering coursework catch up P5 & P6 - Year 11 English Controlled Assessment | 08.00 ESLT – Assessment/ Liaison | SEN audit data to Individual Needs Department 2 x Year 9 books to FM at break time (MF) |
| Wednesday 23 | AM: HPV1 Vaccinations for Year 8 Girls | 08.00 SLT - Strategic | Updated year group ability profiles to all staff (PW) |
| Thursday 24 | 18.30 Year 11 Curriculum Information Evening | 07.45 Progress Leaders | Work Scrutiny CLs to Line Managers (Marking and Feedback) Evaluation of Year 11 Curriculum Information Evening |





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