

St Andrew's Catholic School

Alan Mitchell



Looking at things differently to
improve and sustain improvement.

Jan 2010... Where we were at



- Inconsistency in the standard of teaching
 - There is significant in-school variation
 - Inconsistency at all levels
 - In previous years results Achievement is very low at GCSE and mixed at A Level
- (CVA bottom 5%, All groups of students underachieved)
- Surplus places
 - Satisfactory (6th form in Special Measures) in last Ofsted and results have dropped significantly since then

2016...



A few ideas of the things that we have done to bring about change.

NIL SATIS NISI OPTIMUM



Nokia 3310 – 1998 -
2006



- Nokia 3230 2006 - 2014



Sony Xperia (3rd hand)
2014 - 2015



Samsung 2012 - 2013



Sony Xperia (2nd hand) 2013 - 2014



2014-2015



2015-

This summer new phone!!



Which according to my Wife and Son can do everything!!

School Improvement



The challenge is not to try to make it look good through innovation and creativity but to focus on the core of what is really important and to develop and embed a model that not only has impact but is sustainable day in day out week in week out across the whole school. No matter how good you get, always look to do it better. No Excuses

Marathon runner not a Sprinter!

Expectations

Belief



Effort

Unity



Sam & Ben





“Ask any parent if they want a satisfactory education for their child and they will say ‘No – an excellent one!’”

Achievement

Learning & Teaching

KEEP IT SIMPLE!



Professional development of all staff

- Every member of staff will have received high quality training on Learning, Teaching and Leadership
- We will develop a differentiated approach to Tuesday CPD in terms of Leadership and Learning & Teaching
- Every member of staff will have felt challenged, valued, supported and developed
- We will be fully staffed with excellent and enthusiastic teachers
- We will continue to review the impact of all roles and training required
- We will develop our programme for new and trainee teachers
- We will continue to develop our CPD so that all staff have their needs met in terms of PDS?

Ethos – Every member of our community will

- Have opportunities to receive from and contribute to the spiritual, moral and Charitable life at St Andrew's
- Have the opportunity for personal continuous Spiritual Development
- Strive to live our Mission Statement each day "To Live, to Learn and to Live in the Light of Christ"
- Strive to ensure that Gospel values permeate all our words, actions, policies, decisions, and practices
- Strive to achieve an authentic congruence between what we aspire to and what we do. We walk the talk
- Have opportunities to grow in the love of God

Raise Attainment and Achievement

- KS4 - All subjects 80%+ A*-C, 40% A/A*, 85% 5+ A*-C (inc Eng + Math), 100% 5+ A*-C, 100% Pass rate in all subjects. Positive Results in all subjects
- No difference between the achievement of boys/girls, ability bands, ethnic groups, EAL, SEN students
- Data is used by all to inform learning and teaching in all lessons and never to put a ceiling on student potential
- Develop our use of SM and Assessment Data to ensure all targets are focused on timely interventions

TARGET

Our target this year is to be **PERFECT**
We all need to make sure that we have a clear understanding of what we are trying to achieve.
Every single member of staff must have an impact on every area we are trying to improve.
This year we must do everything better than ever before, push boundaries and help every single student achieve beyond what they believe is possible.



First Class Sixth-Form

- We will continue to increase the number of students in our Sixth Form and be the first choice for all year 12 students
- We will evaluate and improve our curriculum to meet the needs of the students
- We will focus on Learning and Teaching in the Sixth Form, particularly focusing on differentiation and challenge
- We will promote student leadership and independence in the Sixth Form
- We will develop our enrichment programme to ensure students are prepared for their next stage
- We will develop our programme for medicine/Oxford and red brick universities

Teaching and Learning

- To Andrew's 32 used in every lesson with a focus on Assessment, Progress, Literacy, active and independent learning
- Lesson Observations: 80% Grade 3-2
- Vibrant and dynamic learning environment in every classroom which is fit for an outstanding educational experience
- Learning is the central part of every meeting and all staff receive regular feedback on their teaching
- Learning and Teaching group leading improvements to 100% good/ outstanding lessons
- Devoted PDS with all departments using PDS to enhance the learning of the students

Capital Projects

- We will secure funds to replace all temporary buildings and replace all roofing
- We will continually refurbish and improve the quality of the learning environment for staff and students
- We will develop the use of technology to have greater impact on learning and efficiency
- We will review all ICT and write a plan for long term development and improvement

Educate the whole child

- Will further develop our Footprints Programme to ensure all students are engaging both in and out of lessons
- We will build upon the House System to ensure we have a vibrant and dynamic experience that all students and staff engage with
- We will review the curriculum to ensure we are providing the best opportunities to prepare all students for life
- We will increase the number of opportunities for students to represent the school and/or perform on stage
- Every member of our community (staff and students) will be involved in extra-curricular activities

Stretching



- Top + Middle + Bottom
- VAK
- Accessible for all



- Student ownership
- Outstanding Lazy Teacher
- Transferable skills



- Useful feedback
- Standard across departments
- Reviews



“When obstacles arise,
you change your direction to reach your goals,
you do not change your decision to get there.”

Professional development
of all staff

TARGET
Our target this year is to be PERFECT
We all need to make sure that we have a clear
understanding of what we are trying to achieve.
Every member of staff must have an impact on every
child we are trying to improve.
This year we must be working better than ever before
and we must be happy with the results we achieve.
We must all be happy with the results we achieve.

Teaching and Learning
We must ensure that every child has a positive
experience of learning and that they are
able to achieve their full potential.
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experience of learning and that they are
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able to achieve their full potential.

Stretching Independent Minds

Top + Middle +
Bottom
YAK

QUESTIONING

Blooms
Taxonomy
Enquiry based
learning
Differentiated learning



"The greatest danger for our students,
is not that our aim is too high and we miss,
but that it is too low and we reach it."





“Teachers that love to teach
create kids that love to learn.”





"Every child deserves a champion,
a teacher who will never give up on them,
who understands the power of connection
and insists that they become
the best they can possibly be."



St Andrew's
CATHOLIC SCHOOL

Policies



Staff handbook – 20 pages(14 are about Learning and Teaching)

Philosophy – 30 minutes to brain storm. 30 minutes to write. 1 page maximum. Keep it simple. Make it work.
No policy will ever make up for a teacher who cant teach

“Start small; think big.”
Perkins





We had to make a clear
differentiation between the
classroom and the playground!

Systems and Structures

All for one and one for all!!!



All staff involved in the plan

Individually

As a group

Consistency was the message.

St Andrew's 10



- Big Picture
- High Expectations and Consistency
- High Challenge and Low Stress
- Variety of Learning Activities
- Speak to every child by Name
- Positive Behaviour Management
- Optimal use of Time
- All students receive Feedback
- Every students makes progress
- Review of learning



First 5 lessons

Forget what it says on the Scheme of work.

Inspire, set expectations, ensure students are successful and make them believe.



Interleaving!

Everywhere
but it is the key with the
lowest ability

Getting Better Never Stops



Exams and Assessments

Engage the parents

Getting Better Never Stops

Learning and Teaching CPD



- 2hrs every Tuesday after school
- Planned Cycle (reviewed)
 - Input – - Learning Group - Dept Time – Trial ideas – Show and tell – Dept time – Learning Buddies – Review the impact – Learning walk focus – Differentiated – Observation focus



Teaching GCSE or A Level for the first time.

10 Years Experience in 1 month!

Getting Better Never Stops



“You can have the best curriculum, the best infrastructure but you must have the best staff.” Mc Kinsey

Staff
Development

Learning &
Teaching



Staffing

Brave but calculated!

In the long run better staff,
cheaper staff, better deal for
the students

Look after your staff



Model for CPD

Learning and Teaching
Leadership Development
Embed
Impact
Value for money!
TLR 3

Getting Better Never Stops

Visit every lesson every day!!



“We have not got the time. We are too busy sitting in our offices filling in bits of paper.”

- What is the learning like?
- Where is it not good enough?
- Who needs positive feedback?
- What do you do with the info?

Proactive – Identify the potential problems don't wait until you are asked to help. By then it is too late!



Who has to impact on L & T

Everyone!

We rank everyone in order of pay and
evaluate their impact on L & T

Most money has to equal most impact
(Whether you are a teacher or not!)

SLT must model excellence



Are they (all) authentic leaders of Learning?

Are they outstanding?

Are they in a position to observe and support?

Who do they teach – What are their results like?

One weak link totally undermines the whole authenticity of Learning in the school

What do you do if someone is not outstanding?

Should the Head teach?



Observation

Less than 1% of teaching

Default is 1 grade lower than observation

How do you regain the ground of outstanding?

Can you be an outstanding teacher if your results are only good?

What is outstanding?

**“The success of
something is
measured by its results
not attributes.”
Drucker**





How good is L & T?

Observations - Internal and External

Learning walk grades – Half termly

KS3 Progress value

GCSE Progress Value

A Level Progress Value

Mean of all = Teacher Value

Can you be outstanding if your results are not outstanding

**“Feedback is the breakfast
of champions.”
Goleman**



Communication

Learning &
Teaching

What happens if there is no significant improvement or if results are poor?



Support – Competency

You have to be willing to have difficult conversations and make difficult decisions

You cant pay people what they are worth but you can be fair!

No policy will make up for a teacher who can't teach.

Middle Leaders – Make it simple



- Weekly Learning walks – Line management meetings are not sitting in an office talking
- Handbook - Tasks the must do every day/week/month/term - basics
- Cycle where they come to meeting to discuss Learning
- Departmental review
- Dept meetings focus is always learning and teaching



What happens if students are misbehaving?



What is it about my lesson that is not good enough?



Everyone has to own their groups and their learning environment.

We help them to become problem solvers

80 : 20 Rule is the key



What is the impact of having a room to send students who are misbehaving?

If you want great L and T don't have one!!



What does intervention look like when some students are not making progress or are going to miss a C grade?

Most schools get it totally wrong!

(Self Esteem, Holistic, Better teacher)

(Not – More of what they don't like, 1 to 1 sessions and then back with the same teacher)

Feel good Friday!!





No Marking Policy!

Not Exactly!

Green Sheets

Feedback

Impact of following Ofsted

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Tracking

Excel Spreadsheets

Interventions meetings

Venn Diagrams (In the bin!)

What is the impact?

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Leadership Team

Authenticity to lead
and hold people to
account.

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Continual cycle or reviewing the impact.



SLT every week 50% of the time focussed on learning walks, what we have seen etc etc

Whose Agenda/Meeting?

What is our role?



Leadership Team

Do they have the
information/skills to do
their job properly?

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Revision Sessions

Are they the answer?

20 v 120

Must get the balance right.

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SEN – Banned



Park your excuses at the gate (pick them up on the way home and leave them there!)

Our job is not to help students with learning difficulties!

What does the label do? What is the real reason they don't achieve?

Every child can get a C
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SEN – Banned



Do they need a scribe in lessons?

They will live up or down to your expectations!

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How do you use TAs so
that they are value for
money?

Getting Better Never Stops



Improving

(marathon runner not a sprinter!)

- Efficiency
- Impact
- Sustainability
- Embed
- Proactive
- Invest in the Teacher!
- Long Term
- Big Picture
- Consistency
- Desire
- Authentic SLT/Leaders

It is all about doing things differently, not about doing different things!

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