### 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 (6<sup>th</sup> 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



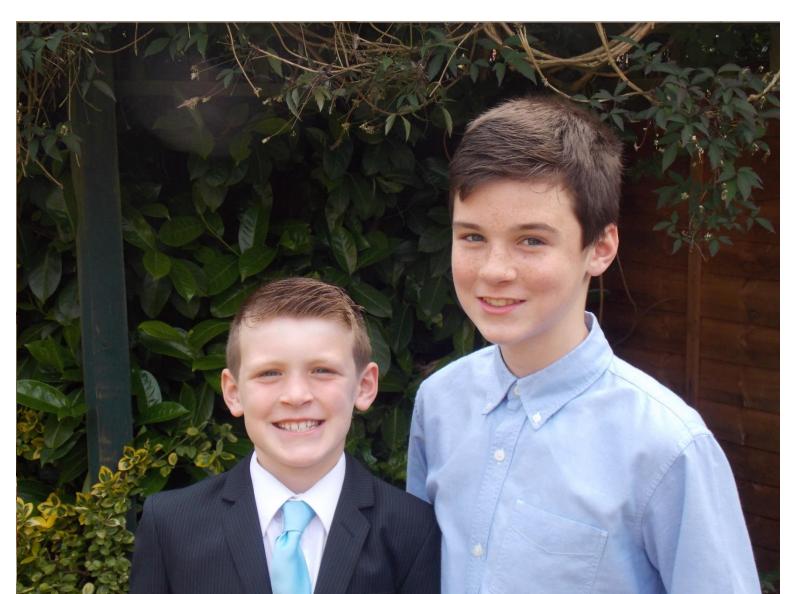
**Effort** 

Unity





# Sam & Ben



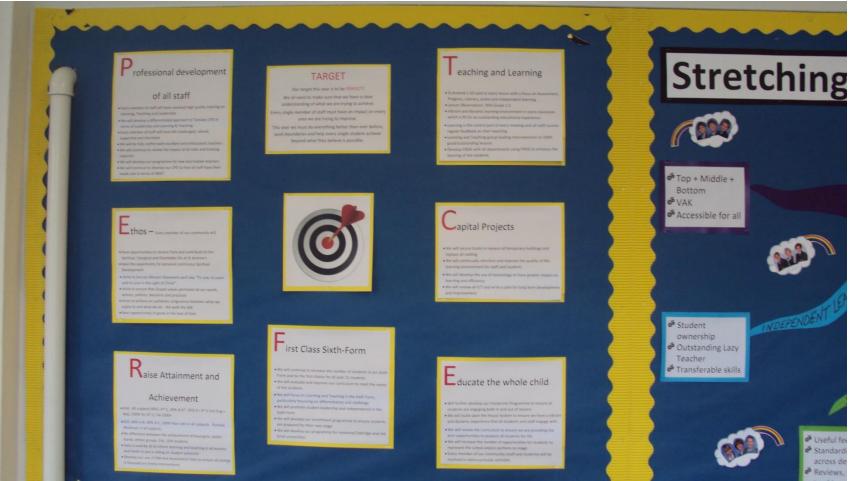


"Ask any parent if they want a satisfactory education for their child and they will say 'No – an excellent one!"



#### **KEEP IT SIMPLE!**



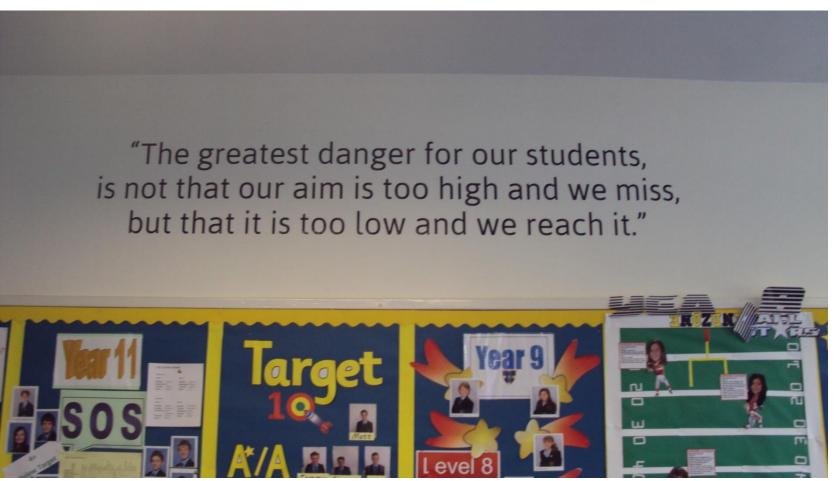


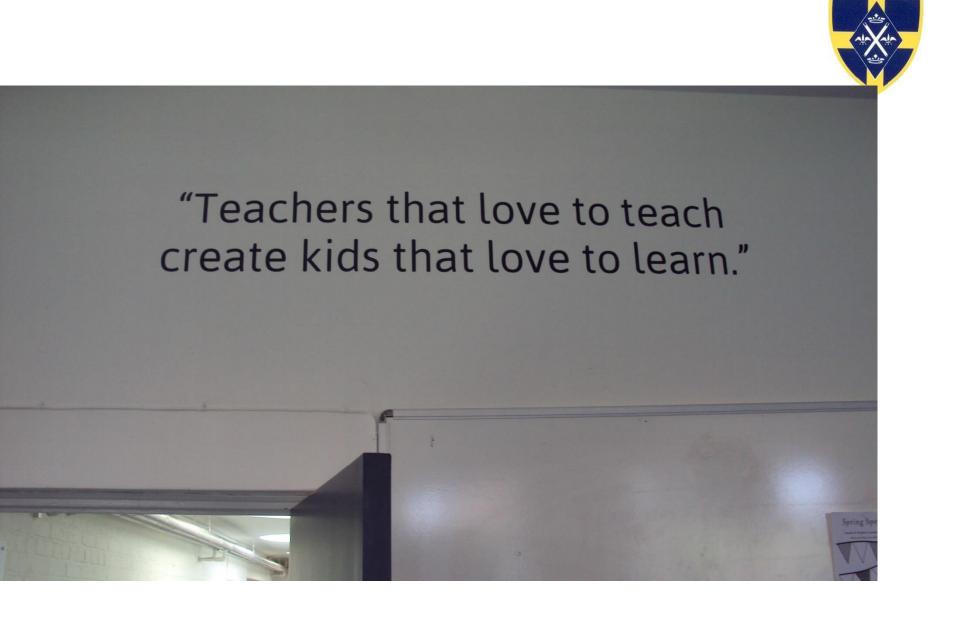


"When obstacles arise, you change your direction to reach your goals, you do not change your decision to get there."











"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





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





# 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! TIR3

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?



#### 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



# 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?

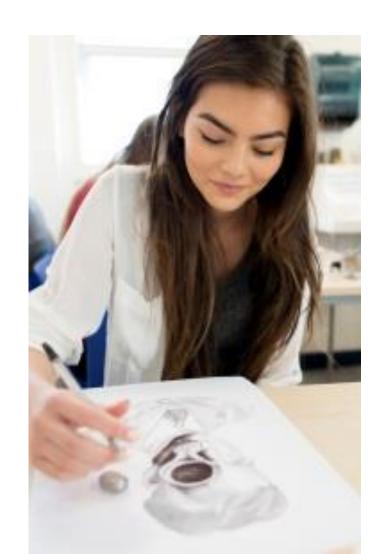
#### Most schools get it totally wrong!

(Self Esteem, Holistic, Better teacher)

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









## No Marking Policy! Not Exactly! **Green Sheets** Feedback Impact of following Ofsted



### Tracking **Excel Spreadsheets** Interventions meetings Venn Diagrams (In the bin!) What is the impact?



#### **Leadership Team**

Authenticity to lead and hold people to account.





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?



#### **Revision Sessions**

Are they the answer?
20 v 120
Must get the balance right.

#### 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 Getting Better Never Stops

#### SEN - Banned



Do they need a scribe in lessons?

They will live up or down to your expectations!



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





#### (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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