

The Journey From Good to Outstanding

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Purpose of the session

- Theory – what makes an outstanding provision
- Context of St Michael's Church of England Primary School
- 'Headteacher Top Ten' – the key elements that made the biggest difference
- What staff, pupils and governors think made the biggest difference
- Questions and the opportunity to reflect on own school's development



Activity

We are all on the same route of ensuring we are providing outstanding provision for our children and young people.

In your table groups:

- Reflect on the elements of your provision that are outstanding and why then share with colleagues
- Discuss with colleagues the elements that are your next areas of focus on the route to outstanding
- Feedback.



What's the Theory?



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Ofsted Grade

- **leaders and governors have created a culture that enables pupils and staff to excel.**
- **setting high expectations**
- **relationships between staff and pupils are exemplary**
- **consistently improving outcomes for all pupils,**
- **governors systematically challenge senior leaders**
- **deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff**
- **use high quality professional development to encourage, challenge and support teachers' improvement**
- **teaching is highly effective**
- **staff reflect on and debate the way they teach**
- **climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils**
- **curriculum inspires pupils to learn**
- **spiritual, moral, social and cultural**
- **promote equality of opportunity and diversity exceptionally well, for pupils and staff**
- **safeguarding is effective**
- **leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted.**



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Ofsted Grade

culture

excel

consistent

exemplary

systematically

reflect

debate

deep

accurate

challenging

high expectations

relationships



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NCTL

- All pupils can succeed
- Schools determine life chances
- Background should not limit outcomes
- Successful schools do the right things consistently well
- Almost all teachers are good or better
- Teaching focuses on clear learning objectives, effective instruction for all, steps needed to make progress, feedback and assessment
- Leadership is key to raising standards
- School leaders who readily model quality teaching
- Effective support for teachers from other expert practitioners
- Quality of curriculum



Effectiveness

1. Leading recovery, instilling belief, raising expectations, improving teaching and learning, raising standards.
2. Promoting vision, distributing leadership, ensuring consistency, building confidence, capacity and capability.
3. Empowering leadership, planning succession, promoting innovation, sustaining excellence, growing leaders, training teachers.
4. Leading and brokering school improvement partnerships, developing the system.

4. Renewal and Replication
– sustaining excellence and system improvement

3. Refinement – good to outstanding

2. Reinforcement – securing good

1. Rescue – tackling underperformance

Time



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The *(long)* journey to OUTSTANDING

All of the team at St. Michael's C of E
Primary School
Bishop Middleham

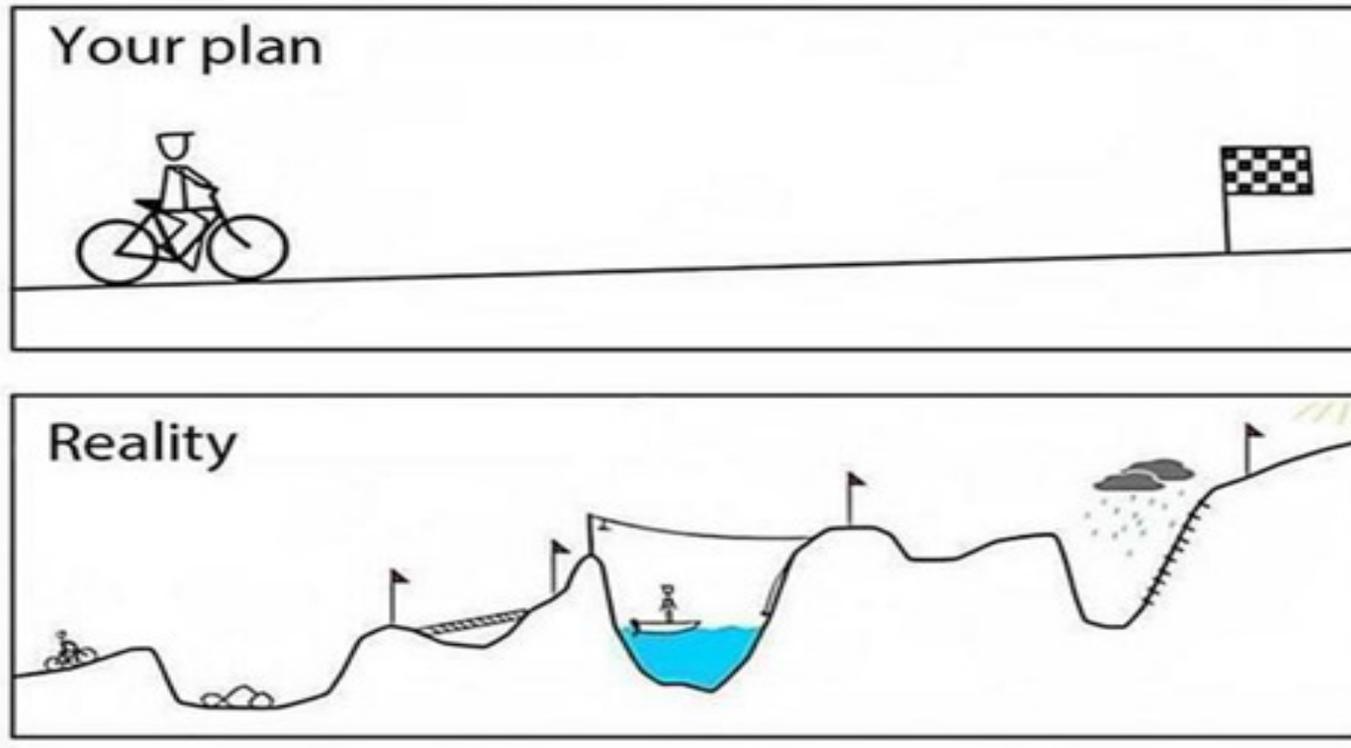


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Our journey getting there



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"Outstanding people have one thing in common: an absolute sense of mission."

Zig Ziglar



“If you hire people just because they can do a job, they’ll work for your money. But if you hire people who believe what you believe, they’ll work for you with blood, sweat and tears.”

Simon Sinek



Right people – right jobs

- We recruit people who want to learn and grow.
- Resource pipeline and succession planning.
- Our teachers are happy with people in class reviewing and actively seek feedback.



Leadership
is not wielding
authority – it is
empowering
people.

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-Becky Brodin



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Developing leaders (roles / accountability)



- We grow subject leads where they take responsibility for their subject.
- We train staff to give them the skills to lead, monitor and move their subjects forward e.g. observations, book monitoring, analysing data.
- Peer mentoring and peer observations are common place.
- Personalised support for individual staff to move their subject forward.



“ A GOAL
WITHOUT
A PLAN
IS JUST
A WISH ”

AS

Finances

- Robust controls / planning.
- Maximise LCVAP funding.
- Maximise other funding sources;
 - Onsite third party nursery to running our own nursery.
 - Teacher Training
 - Wrap around care / After school clubs

Take your time to align financial planning to your long term strategy.



Leadership

is about making others better
as a result of your presence and
making sure that impact lasts in
—— your absence. ——

— Sheryl Sandberg
COO of Facebook



**Train people well enough so
they can leave, treat them well
enough so they don't want to.**

Sir Richard Branson



Teaching and learning

- Invest in CPD - We are happy to invest heavily in these people whilst they are with us
- Thorough planning and **consistency** across the school
- Research strategies and implement them
- Calculated risk
- Whole school buy in to raise standards in teaching and learning and understand what makes outstanding teaching
- Reflect, amend and develop



**COMING TOGETHER
IS A BEGINNING.**

**KEEPING TOGETHER
IS PROGRESS.**

**WORKING TOGETHER IS
SUCCESS.**

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Governance

- Constructive challenge
- Skills based (finance / operational management)
- Coaching / learning from governors experiences
- Seek multiple opinions
- Scenario Planning

If you are the expert in all areas then you have the wrong team around you.





What's next for us?

- There is no utopia we are heading for, we are constantly striving for improving what we do.
- As we look at financial scenarios and the impact of a £50k drop in the lump sum and, given our learning and development culture we now have capacity to help other people / schools.





One day,
you will just be
a memory
to some people.
Do your best
to be a good
one.



Culture

- We wanted to have a culture of learning and development, most importantly if you are not developing your own staff how can you expect the children to develop.
- What do you want your culture to be?

What do you want your legacy to be?



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