

# Leadership and Management – from good to outstanding

---

Rob Earrey

Published 15 September 2015

To discuss this case study, please contact us via email [customersupport@camdenlearning.org.uk](mailto:customersupport@camdenlearning.org.uk)



## Key Points

- The actions we took to move leadership and management from good to outstanding
- 

## Purpose

### What were your reasons for doing this development work?

- Outstanding leadership to impact teaching and learning;
- Raise Leadership and Management grade from good to outstanding.

### Who were the identified target learners?

The whole school.

### What specific curriculum area did you intend to have impact on?

All

### How were you intending to improve pupil learning?

- Impact of SLT (esp English and Maths lead) on teaching and learning and pupil attainment.
- Knowledge, understanding and impact of governors

### What were your success criteria?

- Move Ofsted judgement for Leadership and Management from good to outstanding;
- Improve quality of teaching;
- Raise pupils' attainment and progress.

## Methodology

## **What did you do - what teaching approaches did you use?**

Nothing we did is revolutionary. Everything we did was designed to be simple and have maximise impact. We borrowed good practice from colleague Camden schools and made it work for us.

### **Timescale (this timescale does not take note of other changes which impacted L&M grade e.g. change of staff etc.):**

December 2009: Ofsted Leadership and management grade 2;

September 2010: Restructure leadership team; reformat HT report; lesson observation cycle altered;

September 2012: Reformat Governing Body Meetings and Minute structure; reformat HT report;

September 2014: Reformat PM process;

November 2014: Ofsted Leadership and Management grade 1;

January 2015: Governing Body reconstituted;

July 2015: Reformat HT Report to create SEDHR;

September 2015: Role of Assistant HT created.

### **Governors**

- Skills audit of governing body;
- Governor training programme following gaps analysis;
- Reformat governing body meetings (all governor meetings include a development activity);
- Reformat governing body minutes
- Subject link governors and visits;
- Class link governors and “tea” visits;
- The Fitzjohn’s Conversation – an annual event where all members of the community are invited to have a conversation based around three questions (the questions often being based around a live/current issue);

- Governors' Day in school – am in classes – pm training;
- Communication with parents via website, teas and newsletter

### **Senior Leadership Team**

- Reformat Senior Leadership team timetable and structure
- CPD focusing on needs analysis
- Ensure SLT had more time to develop teaching and learning – observing and modelling

### **Other**

- Reformat Headteacher's report (inspired by St Luke's Free School)
- Reformatted Performance Management Cycle so that it more closely linked to school improvement and was better "owned" by the staff – briefly the staff write their own PM in negotiation with me.

### **What specific teaching resources did you use?**

See below for proforma copies of various documents used – attachments.

### **What CPD experiences, materials, research and expertise have you drawn on?**

- Camden TDC governor training;
- 1:1 Coaching for Headteacher;
- School specific CPD for Leadership team – led by school staff and visitors.

## **Outcomes and Impact**

### **What has been the impact on pupil learning?**

Our attainment and progress remain high and have improved in areas of need;

We have maintained a broad and balanced curriculum.

## **Evidence of impact on pupil learning**

**Ofsted 2015:** Teaching and pupil's achievement are improving strongly.

## **What has been the impact on teaching?**

**Ofsted 2015:** Teaching and pupils' achievement are improving strongly.

- Observations and modelling of good practice within school has led to improved teaching;
- CDP of colleagues (using SLEs from colleague schools) has led to improved teaching.

## **Evidence of impact on teaching**

**Ofsted 2014:** Teaching and pupils' achievement are improving strongly.

## **What has been the impact on school organisation and leadership?**

Ofsted grade moved from good to outstanding.

## **Evidence of impact on school organisation and leadership**

**Ofsted 2014:**

Teaching and pupils' achievement are improving strongly

The reviewed curriculum has breadth and balance. Teachers carefully plan so that pupils learn and develop new skills. There are good opportunities for pupils to practise and extend their literacy and mathematical skills in a wide range of subjects. The numerous visits and visitors bring learning to life. Leaders use the National Curriculum levels to monitor progress and are considering a new assessment process.

There is a robust cycle of teacher appraisal. Teachers are set challenging targets based on the progress pupils make. This also includes teaching assistants. Targets are also linked to the Teachers' Standards, the school's priorities and individual needs, identified through a wide range of evidence. As a result, good performance is rewarded and previous underperformance has been tackled robustly.

**Ofsted 2014**

The headteacher and deputy headteacher are outstanding role models. Their pursuit of

excellence inspires pupils, staff, governors and parents and carers to do their very best for the school community. As a consequence, the quality of teaching and pupils' achievement are improving strongly, especially in reading and mathematics. Children in the early years make phenomenal progress.

Senior leaders have built up a strong and highly effective team of middle leaders. All are totally focused on securing further improvements through rigorous monitoring. This includes checking the quality of teaching and the progress pupils make. Any potential underachievement is identified and interventions are put in place to boost progress.

Leaders have an accurate picture of the school's effectiveness and know what they need to do next to sustain these rapid improvements. Planning is well focused on key priorities, including writing, although the impact of this work has yet to be sustained over time.

Central to the school's work is the leadership and management of the quality of teaching, which promotes good and sometimes excellent learning. Training and support for staff strengthen teaching and promote staff's confidence to try out new and different ideas. Middle leaders are pivotal in this process, providing coaching and modelling of outstanding practice.

There is a robust cycle of teacher appraisal. Teachers are set challenging targets based on the progress pupils make. This also includes teaching assistants. Targets are also linked to the Teachers' Standards, the school's priorities and individual needs, identified through a wide range of evidence. As a result, good performance is rewarded and previous underperformance has been tackled robustly.

## **Ofsted 2014**

### **Governors:**

Governors are exceptionally well informed. They receive comprehensive, accurate and candid reports from the headteacher. Governors also gather their own information through a formal timetable of activities, including visits to lessons and talking to pupils and parents and carers.

As a result, they ask probing and challenging questions of leaders and have deep insight into how well all groups of pupils achieve, including disadvantaged pupils. They know how well the pupil premium funding is used.

Governors know how effective teaching is and how good performance is rewarded.

Governors relish any training and advice. Most recently this has focused on safeguarding and on analysing pupil progress information. They have a wide variety of skills and are keen to make sure they are used to benefit the school. They have recently undertaken an audit of their skills and have actively sought to appoint new governors to fill potential gaps.

They make sure that all statutory arrangements are met, including for safeguarding. Procedures are robust to secure pupils' safety and well-being.

### **What is the crucial thing that made the difference?**

- Time for senior leaders to observe and support colleagues;
- Honest, accurate, detailed HT reports;
- The input of the governing body;
- Clear, open, honest communication of high expectations in all areas.

### **What would your next steps be?**

- HT report has been further adapted since the Ofsted – it now incorporates SIP, SEF and HT Report;
- Other subject leads to be given time to support development of subjects.

## **Sharing Practice**

### **If another individual or school was attempting to replicate this work, where should they start?**

- Skills analysis of governing body;
- Teaching and learning analysis.

### **What would be the essential elements to include?**

- Honest, clear, constructive communications
- Structures/timetables/systems