

School improvement at pace

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Introduction

- 12 years Principal/Headteacher.
- Schools that need significant improvement in the most disadvantaged areas (Blackpool/Grimsby/Oldham).
- Future Leaders, 2009.
- Leadership Matters Ambassador.
- Small / large MATs and local authority experience.
- Chair of Governors, Trustee, MAT member.
- Facilitated and coached for Ambition Institute.



School improvement at pace...

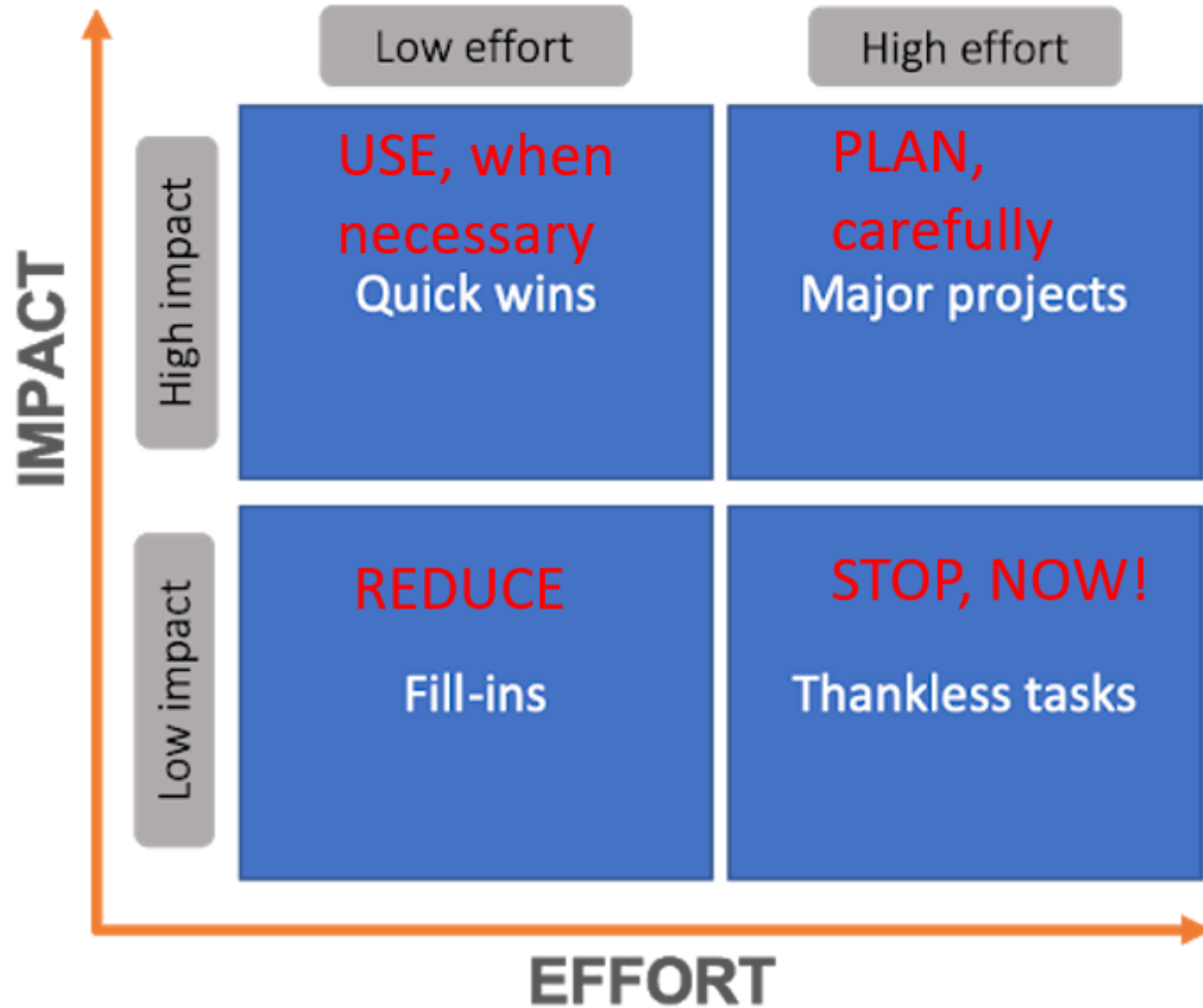
1. Listen and look.
2. Clarity of vision and values.
3. Identify the potential and the drains quickly.
4. Build discretionary effort.
5. Remove distractors.
6. Behaviour first.
7. Celebrate short term successes.
8. Re-brand.
9. Build and utilise a network.
10. Resilience/hold the line.



1. Listen and look.

- Ask first.
- Urgent vs important.
- Stop!
- Decide on immediacy and level of intervention required.





Four-stage improvement model

Stage of school improvement journey	Key leadership qualities
Phase 1: Stabilise <ul style="list-style-type: none">• School requires significant improvement• No clear underpinning for the future	<ul style="list-style-type: none">• Calm and reassuring leadership• Focusing on urgent priorities• Ensuring team members have the right jobs• High visibility
Phase 2: Repair <ul style="list-style-type: none">• Establishing more control• Reactive decision-making• Make the school feel more like a regular school	<ul style="list-style-type: none">• Embedding early improvements• Building a medium term plan• Retaining visibility, but increasing focus on quality assurance
Phase 3: Improve <ul style="list-style-type: none">• More proactive leadership• Embedding strategies• Improving outcomes	<ul style="list-style-type: none">• Monitoring and tracking performance is key• Shifting from management to leadership• Increasing benefits from collaboration
Phase 4: Sustain <ul style="list-style-type: none">• Confidence in performance• Increase innovation in delivery	<ul style="list-style-type: none">• Securing excellence• Looking to lead collaboration• Increasing focus on 3-5 year planning



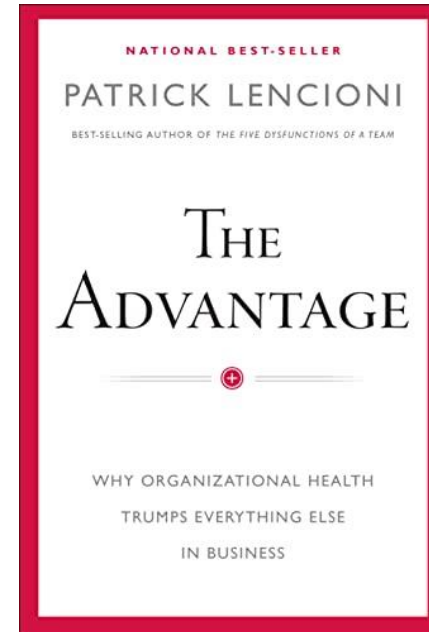
2. Clarity of vision and values.

- Collective exercise involving *all* staff, pupils, families, stakeholders.
- What is important to them?
- History of the school/academy?



6 critical questions

1. Why do we exist?
2. How do we behave?
3. What do we do?
4. How will we succeed?
5. What is most important, right now?
6. Who must do what?





We create
opportunities
and develop
the confidence
to *excel* –
together

Celebrating Students

We guide our children in embracing every opportunity to ignite their curiosity, giving them the tools to engage in and enjoy learning to achieve excellence.

Our children are proud of their achievements and those of their peers. They will show pride in all they do, and want to play a defining role in our community - both as active citizens and role models.

Valuing Staff

Our staff are pivotal in broadening our children's understanding, encouraging a wider perception of the world.

We trust our staff and value their views; new thinking is advocated and wellbeing is prioritised in a healthy environment that is committed to ensuring clarity, professional development and career progression.

Championing Partnerships

Working in partnership with our families, we will empower our children so they play a significant role in our community and beyond.

We will maximise opportunities, in collaboration with families and partner organisations, so that all of our children are supported to realise their true potential.

OUR VALUES

Valuing Staff

Celebrating Students

Championing Partnerships

OUR VALUES

AIMS

Colleagues consistently report high levels of support for wellbeing and professional growth.

Students perform better than national average in all indicators and consistently report they are safe and happy at school.

Oversubscribed for Y7 and YR 12 entry Sept and parents consistently report their child does well at school.

AIMS

Quality of Education

Behaviour and Attitudes

Personal Development

Leadership and Management

Ensure the work given enables all students to achieve the aims and ambition of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge

Provide effective support to enable teachers to present information clearly, promote appropriate discussion, check pupils' understanding systematically, identify misunderstandings and adapt teaching as necessary.

Ensure all students produce work of high quality
Ensure that all students are able to read to an age-appropriate level and fluency

Provide effective support of colleagues in developing positive student attitudes and ensuring that students follow appropriate routines.
Ensure that there is demonstrable improvement in the behaviour and attendance of some students.

Ensure that pupils have access to a wide, rich set of quality experiences, to develop their talents and interests, resulting in a strong take-up by students, where the most disadvantaged consistently benefit.

Leaders focus on enabling and developing teachers to use assessment appropriately to check pupils' understanding to inform teaching, and to help pupils embed key concepts, use knowledge fluently and develop their understanding

3. Identify potential and drains.

- Visits and meetings before taking up post.
- Associate/acting roles for promising individuals.
- Re-structure.



4. Build discretionary effort.



Factors that effect discretionary effort...

- In 2004 the corporate leadership council, referenced again by Andy Buck in 'Leadership Matters' in 2018, carried out a survey of organisations of all types from across the world looking at what builds engagement of employees.
- It asked thousands of participants how much effect each of 8 key actions that organisations undertake had on their motivation.

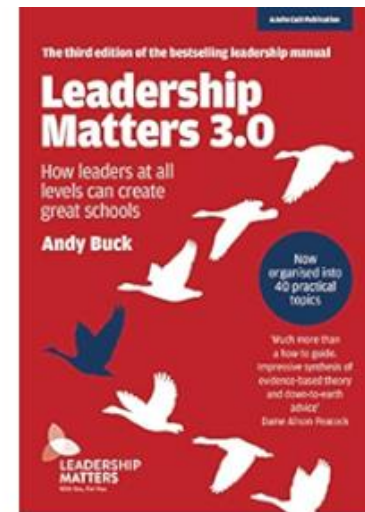
Factors that affect discretionary effort...

1. Bonus pay.
2. In work benefits.
3. Personal development and training.
4. I am a good fit for my job.
5. Senior team characteristics.
6. Induction.
7. Organisational culture.
8. Line manager characteristics.

Factors that affect discretionary effort...

1. Bonus pay. (2%)
2. In work benefits. (10%)
3. Personal development and training. (12%)
4. I am a good fit for my job. (17%)
5. Senior team characteristics. (17%)
6. Induction. (20%)
7. Organisational culture. (21%)
8. Line manager characteristics. (25%)

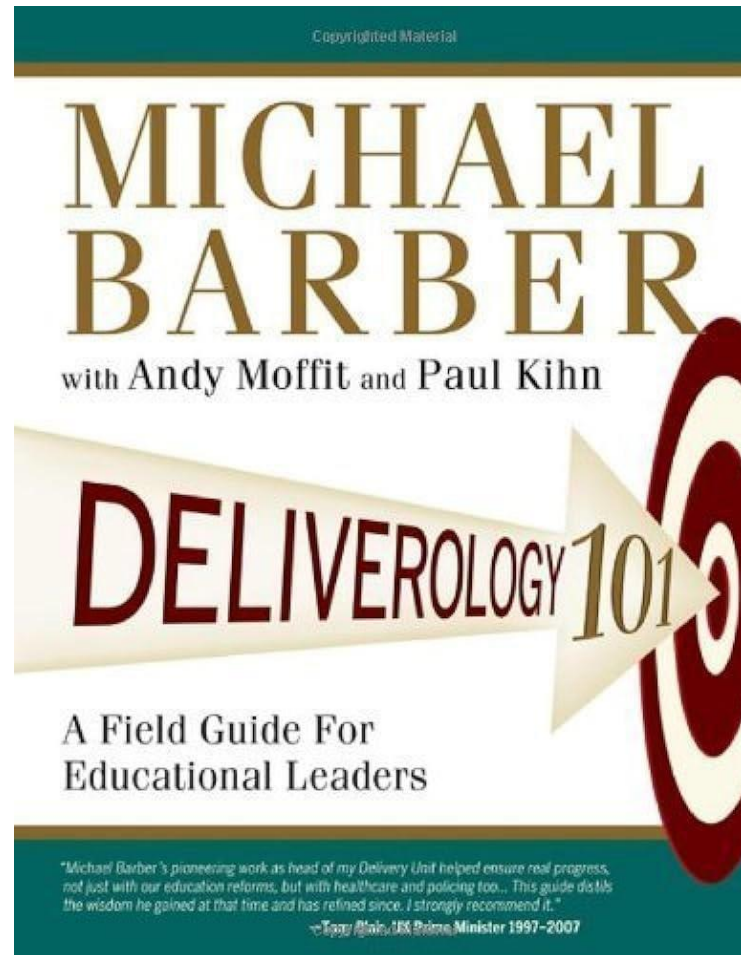
- Role clarity.
- Personal interest, care and forgiveness.
- Ability to inspire, plan and communicate.
- Shared values, purpose and teamwork.
- Support, including manageable workload.
- Appropriate balance of challenge and autonomy.
- **Openness.**
- **Lead by example.**
- **Show appreciation.**
- Play to people's strengths
- Career progression
- Great training and development



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5. Remove 'distractors'.



6. Behaviour first!

- Nothing else can happen before this.
- Clear and simple policy.
- Induction and re-induction.
- Staff surveys.
- *“If you warn for X, you’ll be warning them forever”* - Tom Bennett.
- Systems rule.



7. Celebrate short term successes – and shout about them!

- Results.
- Attendance.
- Behaviour.
- First choice applications.
- Staff survey feedback.



Improvements made last term...

1. Handed out hundreds of **'golden tickets'** for excellent work.
2. Held the first **celebration assemblies**.
3. Sent out our **families' newsletters** to keep home informed.
4. Started **15 new extra-curricular clubs** on top of the 7 that were already running.
5. Opened the **new library**.
6. Added thousands of pounds of **new books and resources** to the library.
7. Provided paid **work opportunities for Sixth Form students** for the first time.
8. Provided nearly 60 different **educational trips and visits** including to London, Houses of Parliament, Amazon and more.
9. Countless **sporting and PE activities**, clubs, fixtures and tournaments.
10. Started the **'debate mate'** project.
11. Set up a new **eco and environment committee**.
12. Run **mock examinations for Year 11** students to ensure everyone is as ready as possible.
13. Provided before school, after school and weekend **revision sessions**.
14. Raised nearly £5000 where students ran a **'pop-up' restaurant** with a professional chef.
15. Launched Duke of Edinburgh Award with more than fifty students now signed up.
16. Started work with the Football Association for a brand-new Astro-turf pitch.
17. Introduced the new attendance tracker so everyone knows what their attendance is and how they can keep it great.
18. Opened applications for **student council leaders**.
19. Ran three **'drop down' days** for Year 11 students to help them with coursework.
20. Special assemblies on **sexual harassment and equality**.
21. Appointed lots of **new teachers** who start after Easter or in September to make sure you have the best teaching and learning.
22. Hosted special **A-Level PE conference** for our students and those from five other schools/colleges.
23. Ran **professional dance workshop** with the National Youth Dance company.
24. Offered a funded six-week **rock climbing course** with Rock City Climb in Hull.
25. **Careers week** with a number of talks and guest speakers in assemblies throughout the week.
26. Launched plans **work experience with Year 10** which will take place later this academic year.
27. Held another **sixth form open evening** involving lots of universities and local education providers and special groups able to advise and support students.
28. Commenced new **'start of day routines'** to make sure you have everything you need to learn throughout the day.
29. **Visualisers purchased for every classroom** to help your teachers be able to model and show excellent examples of work and give feedback.
30. **Mini whiteboards purchased for every classroom** to help your teachers check your understanding of learning in lessons.



8. Re-brand.



9. Build and utilise a network.

- Study tours.
- Reviews.
- Visits.
- Coaching.



10. Resilience.



10. Resilience.

[Sir Michael Wilshaw, Her Majesty's Chief Inspector, Ofsted - YouTube](#)



