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Oddments

The Sutton Trust DIY Evaluation Guide which **indicates whether or not an intervention is effective** <https://educationendowmentfoundation.org.uk/resources/diy-guide/getting-started/>

The new leadership curriculum. From September 2017, as well as NPQML, NPQSL and NPQH there will be a new national qualification, NPQEL, the National Professional Qualification for Executive Leaders. This is also for CEOs. Some of the content in the new curriculum, which is not included in the current (modular) curriculum, includes (examples from each of the four levels):

Knowledge-rich and sequential curriculums
The work of the Independent Teacher
Workload Review Groups
The causes of business failure
International teaching strategies and pedagogical approaches
SEN Information Report
Tools to assess and manage the impact of new policies or initiatives
School-to-school support systems
School communications plans
Tools for gathering and analysing the perspectives, priorities and motivations of stakeholders
Communications, including the use of media
Act as a credible public advocate for the school
The machinery of central and local government
Models of partnership working
Joint commissioning of services
Opportunities to support other schools
Preparing schools to successfully expand
Budgeting, forecasting and project plans

Financial appraisal tools, techniques and concepts
Effective risk management tools
Effective practice in managing a single central record
The Prevent Duty for schools
Economies of scale and efficiencies
Indicators of effective and ineffective use of resources
Sources of funding
The requirements of the financial accountability framework
A range of performance management techniques
Factors that drive changing professional development needs
Employment law, practice and processes
Statutory requirements for setting teachers' pay
Workforce and capability planning tools
Effective succession planning, talent management and induction
Deploying staff strategically

At the time of writing, organisations who have bid to be **Providers** successfully have been informed, but each has been asked for further information by the DfE, and so there is not yet any published list.

[Schools financial efficiency: metric tool](#), DfE. A tool to provide schools in England with an indication of their efficiency compared with similar schools.

The knowledge-rich curriculum

The current National Curriculum is intended to be a knowledge-rich curriculum. Government ministers Nick Gibb and Michael Gove have been influenced in their thinking by the Michaela School philosophy, for example, in [this speech by Nick Gibb](#) from April this year (around half way down):

[Michaela School website](#)

Guardian article: [‘No Excuses’: inside Britain’s strictest school](#)

Greater depth

A number of schools were, in 2016, surprised to find that in some year groups, or even in KS2 SATs, that no pupils had achieved greater depth/ high attainment level/ mastery in one or more subjects. This was because:

- The school focus had been on interventions for those pupils needing additional support to reach the expected standard;
- More able pupils being taught what they **should** be learning, rather than what they **could** learn and achieve;
- A lack of teacher knowledge in how to provide more able pupils with appropriate work within the year group curriculum, rather than that of the year above;
- External moderation is widely variable, and neighbouring schools receive different messages. (It is recommended that, as part of your school moderation, you work across county borders/ out of MAT with at least one other school).

Schools are addressing this by:

- Training TAs to support more able groups;
- Employing recent graduates on a temporary basis to work with groups as a TA or instructor;
- Using the ‘challenge’ system, where pupils are seated in mixed-ability groups and each pupil chooses their own level of challenge to work on (usually there are three levels, with an additional open-ended level for higher ability);
- Setting individual goals and objectives for the more able;
- Using time, groupings and planning imaginatively¹;
- Ensuring every year group plays its part in ensuring pupils are ready for their next stage of education².

¹A Y4 pupil said ‘We have to all sit on the carpet to be told about the topic for the lesson. I often already understand how to do what we are being told, so why do I need to sit there whilst others learn what I already know? I’d like to sit at the back of the classroom and use the time to learn what

I don't know, like more about the countries of the world.'

²Schools should focus on the oldest pupils in the school. In a primary school, the Y6 teacher should insist that each and every year group works towards the highest standards by preparing pupils for Y6. They should expect, for example, that by the end of EYFS as many children as possible are forming letters in a good cursive script and are joining, or ready to join.

What to prepare for in the future: [The next five years: 10 challenges for school leaders, Robert Hill, IoE](#) and [The school leadership challenge 2022, The Future Leaders Trust, Teaching Leaders, Teach First](#)

[The standard for teachers' professional development, DfE](#)

[Teacher voice omnibus](#) (published 11th July) A summary of responses to questions asked in the teacher voice omnibus survey.

[The reality of budget cuts in schools – survey, Guardian](#)



75%

find their workload unmanageable



81%

say their school has been hit by cuts



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*Get in touch to book
an appointment in the autumn term*

- ❖ Head teacher performance management
- ❖ Safeguarding/ governance reviews
- ❖ Self-evaluation/ SIDP review
- ❖ Pre-Ofsted checks/ 'mock inspection'
- ❖ Training, staff meeting input, etc.
- ❖ Leadership development
- ❖ School improvement