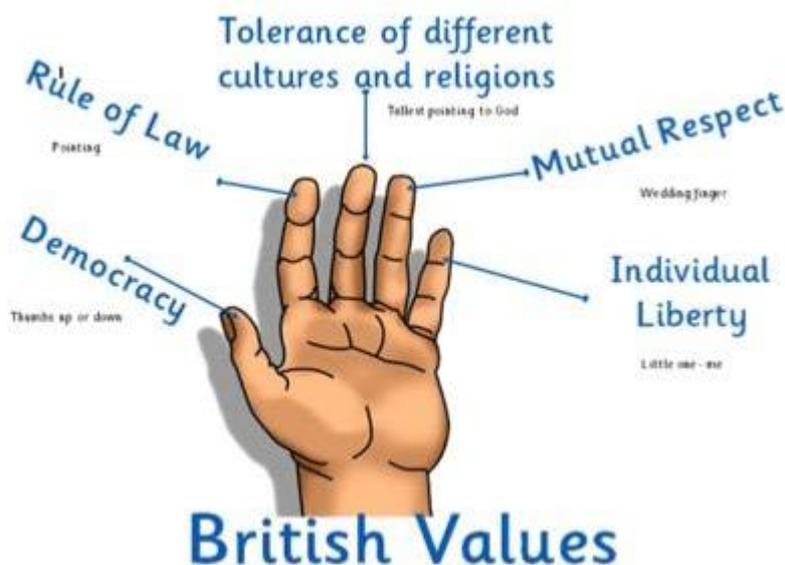


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Oddments and ideas

Updates

Oddments



Speed dating. At a staff meeting or INSET session, create two circles or rows. Every two to five minutes the outside row moves one place to the left and tells the inside row one thing, for example, a good idea which works for them about behaviour management, or how they are finding the introduction of the new SPaG policy. After a time, the two groups swap.

Market leaders. The idea that you focus as a school on being unusually good in one area, for example, SEN behaviour, or sport participation, and then help and support other local schools.

Moodle blog. Moodle is fairly accessible system to use. Create a blog which all staff are expected to contribute and re-contribute to asking questions which are genuinely open to debate. For example, How well is our lunchtime system working? What should we include in our new speaking and listening policy?

Give everyone a **doorstop** and make it clear that, for the majority of the time, their door should be open, and when it is, this is an invitation to other teachers to pop in and see what is going on. In a department or block it can be easy to pop out of a classroom for a few minutes every now and again to see how your colleagues are getting on.

Why not hold **an election to add a member of staff to the SLT?** (Confidences and 'cabinet responsibility' apply).

Why not expect your **middle leaders** to spend an hour on call each week (secondary/ large primary) and for each to take a **turn on lunch duty?** This is to offer both responsibility within their role and the chance to develop their experience as a leader.

A headteacher phrase? **'I might consult you but this is not a democracy'**.

Additionality can become the priority, where leaders are not focused on improvement strongly enough – i.e. doing more of the same, or adding to what is already there. (And often then adding to individual workloads).

System: A successful school in the South of England: 'All year groups have team leaders. These team leaders have attended Middle Leadership courses; they get the opportunity to exercise their middle leadership skills in this crucial role within the school. The year group leader facilitates best practice amongst their teaching staff, mentors trainees and places support staff according to year group need. This creates much flexibility within the year group, allowing teachers to play to their passions, team teach and carry out Lesson Study on a regular basis. No longer is only the class teacher's individual success measured and appraised, but more importantly, the whole year groups success as a collaborative team - that has to be a great thing!'

Are you training your teachers in **coaching techniques**? Try these off-the-wall ideas (videos):

<https://www.youtube.com/watch?v=vicuZS0ChYQ>

<https://www.youtube.com/watch?v=4VOubVB4CTU>

Observing lessons. The 'Ten for Teaching' which are observed to be 'Needs Developing', 'Strength', 'Significant Strength'.

These are:

1. Positive teaching approach
2. Positive learning behaviours in our students
3. Environment for learning
4. Clear Learning Aims
5. High challenge and low stress
6. Differentiation to meet the needs of individuals
7. Engagement of every child
8. Maximum use of time
9. Progress checks and feedback to all students
10. Regular assessment of the learning

Challenges leaders face when working **to improve the quality of teaching**:

- 'Old hands' do not readily buy in to CPD
- Curriculum specific CPD must correlate with whole school CPD in order to be effective
- Peer observation can be a powerful tool, but often the observee sees the job as 'done' once the lesson is over. It can be challenging to ensure that time is set aside for feedback / reflection / evaluation time.
- More senior members of staff do not see teaching as a priority over other responsibilities they carry.
- Too much 'innovation' can lead to a resistance to change.
- Too little 'innovation' can lead to an inability to change
- Coaching can be a powerful tool, but only if both parties value the process.
- Linking appraisal with professional development can create a conflict of issues.
- Sustainable improvements in improving the quality of teaching are not a quick fix.

Recommended book: Bounce: The myth of talent and the Power of Practice, Matthew Syed.

Associated short video: **Bounce** – How Champions are Made:

<https://www.youtube.com/watch?v=I1K6bOG8mj8>

‘Over time, through practice, we utterly transform the people we are.’

Lesson observation (2) I sometimes take the 'Big Write' approach with a cold and hot write if the teachers ask for it! Cold being an informal observation, giving pointers and areas for development, while the celebration of success is a huge area of focus for us.

Data dashboard announcement

<http://dashboard.ofsted.gov.uk/news.php>

School comparison tool link

<https://www.compare-school-performance.service.gov.uk/>

Coasting standards

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/448151/Draft_coasting_regulations_-_explanatory_statement.pdf

Don't create an 'Ofsted' pack – you should not create anything for Ofsted. Instead create a '**Governor Information Pack**'. An inspector will be far more impressed with this, than that you expect him/ her to look at a pile of documentation rather than visiting classrooms or talking to people.

The **seven golden threads** that run through the school's purpose, teaching and curriculum, such as curiosity, aspiration.

Shared learning activities across the whole school community, such as a picnic for the Queen's birthday. One teacher said 'When we have workshops, a few parents come along, but when we have a Shared learning activity, hundreds of parents and grandparents come along with their children.'

A **Dates and Deadlines** circular to staff at the start of the year.

The 'our kids' culture: 'That's good for our kids'; 'You can't expect that from our kids'; 'Our kids would never do that'.

Appoint a '**Raising Achievement Manager**', who could be a TA. Their role is to get the right pupils to the right place at the right time.

Setting high expectations is not a problem for staff: *lack of clarity* is.

Speed dating which mixes staff and pupils. For example, Higher ability pupils sit at desks, and staff move around in pairs or threes. The pupils tell the staff what they want or need from their teaching.

Are the changes you make **low admin, high impact**?

Official Statistics: Maintained schools and academies inspections and outcomes as at 31 March 2016
<https://www.gov.uk/government/statistics/maintained-schools-and-academies-inspections-and-outcomes-as-at-31-march-2016>

School inspection updates (usually quarterly) <https://www.gov.uk/government/publications/school-inspection-newsletter-2015-to-2016>

Primary floor standard: In 2016, a school will be above the floor standard if:

- at least 65% of pupils meet the expected standard in English reading, English writing and mathematics, or
- the school achieves sufficient progress scores in all of English reading and English writing and mathematics.

To be above the floor standard, the school needs to meet either the attainment element or all of the progress element. The attainment element is a combined measure. This means an individual pupil needs to meet the 'expected standard' in English reading, English writing and mathematics, in order to be counted towards the attainment element.

To meet the progress element a school needs to have sufficient progress scores in English reading, English writing, and mathematics. There is no measure of 'sufficient progress' for individual pupils. www.gov.uk/government/publications/primary-school-accountability

An updated guide to effective **pupil premium reviews** was issued on 5 May 2016 by the Teaching Schools Council (TSC) and National College for Teaching and Leadership at: tscouncil.org.uk/resources/guide-to-effective-pupil-premium-reviews.

PE and sport funding The 2016 budget signalled the continued investment in education to equip the next generation for the future, tackling childhood obesity and investing in school sport. The primary school PE and sport premium is to be doubled from £160 million per year to £320 million per year from September 2017 and will continue until at least 2020.

Regulation 2 amends the **School Governance Constitution Regulations 2012** as follows:

- a) by 1 September 2016, all maintained school governing bodies to apply for an enhanced criminal records certificate for any serving governor who does not have one; and
- b) from 1 April 2016, all maintained school governing bodies to apply for an enhanced criminal records certificate for any newly appointed governor within 21 days of appointment.

Regulation 3 makes the following amendment to the School Governance Federation Regulations 2012:

- a) by 1 September 2016, the number of parent governors on the governing bodies of federations to be two.

During the autumn 2016 census and from spring 2017 annually onwards, it will be a statutory requirement for a school to assess all of its pupils for whom English is not their first language against a **five-point scale of reading, writing and spoken language proficiency**. The five proficiency stages are: new to English | early acquisition | developing competence | competent | fluent

Reducing teacher workload: the reports of the three groups:

<https://www.gov.uk/government/publications/reducing-teachers-workload/reducing-teachers-workload>



If you would like to book an appointment or other task in the autumn term, then please get in touch as my diary can get very full.

- HTPM
- Self-evaluation (SE) review
- SIDP review
- Pre-Ofsted checks and 'mock inspection'
- Training, staff meeting input, etc.
- Leadership development
- School improvement
- School quality checks
- Etc.

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