The School Improvement Cycle - from Awful through Adequate to Great in 2 years

Schools are improving in England but the gap between the best and worst is not being narrowed. How can sponsor support adds capacity to bring rapid improvement for schools in difficulty?

"Be relentlessly optimistic about the possibility of changing the world and brutally realistic about the difficulty of getting it done" - Marty Linsky, Harvard Business Review

	AWFUL	ADEQUATE		GOOD		GREAT	
Leadership principles	**Review current state** Confront the brutal facts (Kotter) System overhaul. **Define your aspiration** Benchmark assiduously against history, best performers, similar contexts	**Stabilise school – introduce systems to deliver. Define the foundation for delivery (Michael Barber)** Re-culturing of values – clear values and expectations for all. Top down. Avoid over-complexity. Set map for delivery and establish delivery chain. **Build team** - Accountability - who responsible for what? Few things. Precision. Say no to peripherals. Internal inconsistency is the greatest barrier to underperforming schools – establish consistency. **Find best practice.** Widen. New approach to target setting – small number of well-designed targets. **Stockdale Paradox** – retain faith in the future but confront current reality		**Drive delivery and develop people-** Create reciprocal culture **Hedgehog concept:** School knows what it it passionate about, best at and what professionals will travel across the country to see? **Shared intelligence** – school to school support, intensive interaction, collaborative working and sources of support and challenge. **Precision using student data** in classroom to support learners. Dynamic balance between consistency and innovation		**Irreversible change – What is inside the black box for breakthrough results? Develop people** - fully-distributed leadership. Tight values - loose control. Good to great transformations are cumulative processes where leaders become **Synthesisers**: achieving, sustaining, sharing excellence (Michael Fullen). **Model Level 5 leadership** sets up success for others, is fanatically focused on results for children, ambitious about the organisation (not self) and attributes success to others	

Phase	School taken on	Yr1 Autumn Terms 1&2	Yr1 Spring Terms 3&4	Yr1 Summer Terms 5&6	Yr2 Autumn Terms 1&2	Yr2 Spring Terms 3&4	Yr2 Autumn Terms 5&6
Leadership	Identify weaknesses Improvement planning knee-jerk Lacking strategy for T&L Scattergun CPD Mixed ML/SL Governance requires auditing	High leadership presence around school. SEF - Strategy for T&L, CPD Establish excellent routines - drive delivery. Train ML & SL – correct roles, LM support and accountability. Governance restructured and remodelled for connectivity with SLs	High leadership presence in lessons Drive ML & SL effectiveness – correct roles, LM support and accountability. SLT/governors & best value – ensure taxpayers money well spent	**Leadership preoccupied with improving classroom instruction** and adopting processes which create more precise data-driven expert activity - Michael Fullen. Create the conditions for growth	**Connect peers with purpose–** leaders drive intra-school collaboration. Regional clusters work closely together.	**'Capacity building prevails'** – competency, resources (time, ideas, expertise, money) & motivation. Intra-school collaboration becomes culture. Regional clusters work closely together	**SLT breakdown 10 Outstanding Ofsted reports** for our context. Identify for breakthrough results. What has been achieved so far and next steps?
Teaching	**Add capacity in maths** Ensure that legacy of poor teaching/ supply are eradicated immediately Quick but long term wins	**Creating systems which work** Identify outstanding lead for CPD Formative assessment Book reviews Factor out poor teaching	**Embedding systems which work** Risk taking in the classroom. Create stronger learning environment where high challenge extends comfort zone without anxiety/fragility	**Focus on the books/notes/feedback** Build from the basics: risk-taking in the classroom. **CPD has impact on outcomes.** Assessment framework and fine use of in-class data which drives teaching.	Create great learning environment where high challenge extends comfort zone and **above expected progress becomes possible in each classroom**	**Through investment in teachers** and training, develop a **wider repertoire of practice.** Classrooms change from being performance-focused to becoming learner-oriented.	**'Learning is the work':** leaders identify the critical knowledge, transfer this knowledge through crisp instruction and verify **learning and success. Above expected progress becomes reality in each classroom**
Behaviour & Attendance	Exclusions high, attendance low. No calibration of effort understood by children and staff. Rewards not closely aligned to behaviour and effort. Conduct beh. audit – Reallocate roles.	**Create behaviour systems which allow teachers to teach and children to learn.** Implement fourfold behaviour system: 1-4 scoring, rewards package, restore same-day meetings, isolation. Introduce house system to drive team reward culture. Identify quick wins	**Drill down into groups for attendance.** Create a culture which likes, supports, challenges boys. Create reception which demonstrates new values	**Create aspiration** - Focus on A Level for the future – interview al Yr11s with parents/aspirations. Use of past students Saturday/Easter coaching	**Student voice begins to lead change in behaviour culture and relationships** Attendance 94%+	**Outstanding learners actively developed – students:** lead starters in the connection phase of learning , lead plenaries, observe lessons and give feedback operate as subject experts	**Student voice begins to lead change in teaching and learning culture** Attendance 96+
Achievement	**Below floor achievement** Poor maths/Eng progress MLs not accountable for outcomes Quality of data either poor or not owned by staff. Curriculum does not serve context well/ not appropriate for accountability measures	**Get English and maths right +** identify the 3 subject worst performance and drill down Heavy presence in lessons (Principal/SLT) Trial exams 1+2 (Oct, Dec) leads to focused intervention for key subjects. Data guru leads at class-level. PPM becomes clear focus Introduce class analysis profiles Ma/Eng Y11	**Introduce a finely tuned programme of literacy – the 10 things we all do in every classroom.** Predicted achievement now above floor. Significant progress in worst 3 subjects. New assessment framework drives progress. Introduce class analysis profiles for all Y11 gps. Review curriculum offer: options, P8	**Get English and maths right -** 14yrs old expectation of literacy. Reintroduce testing end of Yr9 to graduate into GCSE especially for competency in literacy and numeracy – this will yield rewards in 2 years time and begin the end of the Yr11 interventionist school.	**Get English and maths right** Achievement above floor Significant progress in worst 3 subjects. **Ofsted/review where we are**	**Ensure curriculum coverage is not the enemy of deep learning.** Developing an **outstanding post 16** curriculum for aspiration which leads to above expected student progress	**Rewrite KS3 curriculum SOW in** underachieving subjects and low GCSE take-up subjects. Aspiration built into SOW so that pupils already learning above the level of the average UK child
Capacity from the sponsor to deliver goals	Previous leaders/sponsor not delivered outcomes or 'feet on the ground' Absence of staff in key areas No external support from LA No outward-facing role from the school	**Net import of leadership, maths and other key teachers/leaders. Executive secondary leader** – working alongside Principal (finance, restructure, curriculum and operational teaching decision-making) **Professional training leader** (ML module 1)	**Net import of leadership, maths and other key teachers/leaders. D**evelop an outward-facing role from the school. **ML** module 2 begins for emerging leaders and partner primaries). Where necessary use impact of ML modules and LM to strengthen/ restructure teams.	Net import of leadership, maths and other key teachers/leaders / finance/HR, but school to school support explores relationships with other schools developing a local hub. **Principals** have collective responsiblity for all students.	More balanced pattern of school to school support. Secondary/Primary research in best practice for Maths hub work and Literacy Y4-8. **Leadership Forum** develops between primary/secondary	Exchange of key teachers/leaders/ finance/HR - working effectively. Teaching School develops practice around assessment & maths mastery. **'Capacity building prevails' – competency, resources (time, ideas, expertise, money)**	School is now a net exporter of talent, leadership and innovative best practice, both within WHF and to other schools regionally. Shared intelligence, intensive interaction, collaborative working and sources of support and challenge'.