A leader’s journey from Special Measures to Outstanding: Building a distributive leadership culture and taking control of your inspection

Trudi Bartle, Craven Primary Academy, Hull
Achieved Outstanding September 2016
A Leader’s journey from special measures to outstanding – building a distributive leadership culture

Craven Primary Academy – Hull
Context

- The journey
- Ofsted December 2012 – Special measures
- Became an academy in November 2013 with Delta academies trust
- Ofsted September 2016 – Outstanding
- 220 on roll
- 52% PP
- 0.42 deprivation index (double the national average)
- Higher than national mobility
- Budget restraints
The start of the journey – special measures

- Outcomes
- Staffing
- Budgets – supply
- Staff morale
- Mrs D
- Quality of teaching and learning
- NQT mentoring
- Parent concerns
- Curriculum
- Displays
- The building and offices
- EYFS
Curriculum - drivers, enterprise, possibilities, physical and emotional well being

Visibility

Modelling

Responsibility

Accountability

Open door policy

Stabilise
Repair

- Modelling
- Utilising strengths of others – peer coaching
- Personalised CPD
- One Outstanding teacher
- Spotlight teaching
- Curriculum
Improve

Personalised CPD – Joint training

Leadership impact tours

Leadership training/development

Curriculum

Building capacity – supporting others

Thinking outside of the box – Interventions

Single plan

External validation

Teachers standards

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<th>Career stage point</th>
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Key to grading of Standards
- Red: Standard not achieved
- Amber: Standard being developed, but not yet evidenced
- Green: Standard met
5. In the next steps, the team plans to focus on the following strategies:

- Increase in children achieving the good level of development: 2014-2015 30% on entry, 65% exit (2015-2016) 22% on entry 61% at SDL (99%) Autumn 2016 data 28% baseline on track with a target of 65% in July 2017

- Leadership of the early years is strong. Children are hungry to learn. The teaching of phonics is extremely well planned. Children learn in a highly stimulating, safe environment.” (Oftsted September 2016)

6. EPS:

- Increase in children achieving the good level of development: 2014-2015 30% on entry, 65% exit (2015-2016) 22% on entry 61% at SDL (99%) Autumn 2016 data 28% baseline on track with a target of 65% in July 2017

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7. Ofsted:

- Increase in children achieving the good level of development: 2014-2015 30% on entry, 65% exit (2015-2016) 22% on entry 61% at SDL (99%) Autumn 2016 data 28% baseline on track with a target of 65% in July 2017

- Leadership of the early years is strong. Children are hungry to learn. The teaching of phonics is extremely well planned. Children learn in a highly stimulating, safe environment.” (Oftsted September 2016)

8. Judgement:

- Increase in children achieving the good level of development: 2014-2015 30% on entry, 65% exit (2015-2016) 22% on entry 61% at SDL (99%) Autumn 2016 data 28% baseline on track with a target of 65% in July 2017

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Clarity
Excel

- The holistic child
  - Skills
- The RAG
  - Gaps in learning
- Curriculum
- Sustainability
- Leader led – confidence
- Child led
The inspection!!!!

- Preparation
- WEBSITE!!!
- Documentation
- Building a relationship
- Honesty
- Confidence
- Transparency
Moving to Outstanding 2018: Best practice from recently Outstanding Headteachers

When: Friday 15\textsuperscript{th} June 2018
Where: Friends House, Euston Road, London, NW1 2BJ

Full details at: 
https://ukheadsup.com/events/m2o2018/