Learn the rules, then break them

Jonathan Clucas, Headteacher,
Layton Primary School, Blackpool

Achieved outstanding October 2017

Learn the rules….then break them

Layton Primary School

Tighten to be good….loosen to move to outstanding

Jonathan Clucas
Head teacher
Layton Primary school

LAYTON PRIMARY SCHOOL

Layton Primary School
Growing Great Minds Together

Most deprived large seaside town in UK

32% children live in low income families.

One of the 20% most deprived districts in England.

Ofsted ranking 2011

‘Requires improvement’

Ranked in the bottom

42%

Ma
KEY STAGE 2
LEVELS 3–5
2015

Mathematics

Paper 1

Calculator **not** allowed

First name							
Middle name							
Last name							
Date of birth	Day			Month		Year	
School name							
DfE number							

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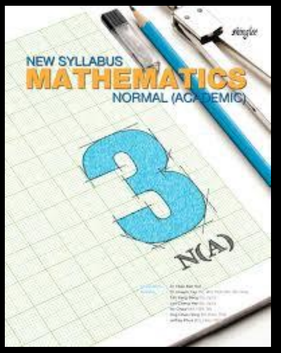


A visionless environment…….

Pupils Learning Together

Growing Great Minds Together

Vision: So far removed from where we currently were in 2012

What makes the biggest difference?

Whose research fits the vision….and what is the quality of that research?

How do we change culture?

What makes the biggest difference?

Learning and teaching

Decision making….who makes them and when…?

On which basis do you chose your research…?

Beware of those who profess to have the answers….avoid snake oil

Challenge Support Empower

Vision

A philosophy, not a statement

Start with why…….

Love questions far more than answers….a good question should never be wasted

When to move from… we need to…..to what do we want to achieve and why?

Live it, don’t laminate it….a philosophy for all?

Spread through each and every conversation…from the start

What you do not challenge, you accept…

The biggest difference?

What makes the biggest difference to standards in leadership?

Vision

Growth mindset…what does it mean in practice?

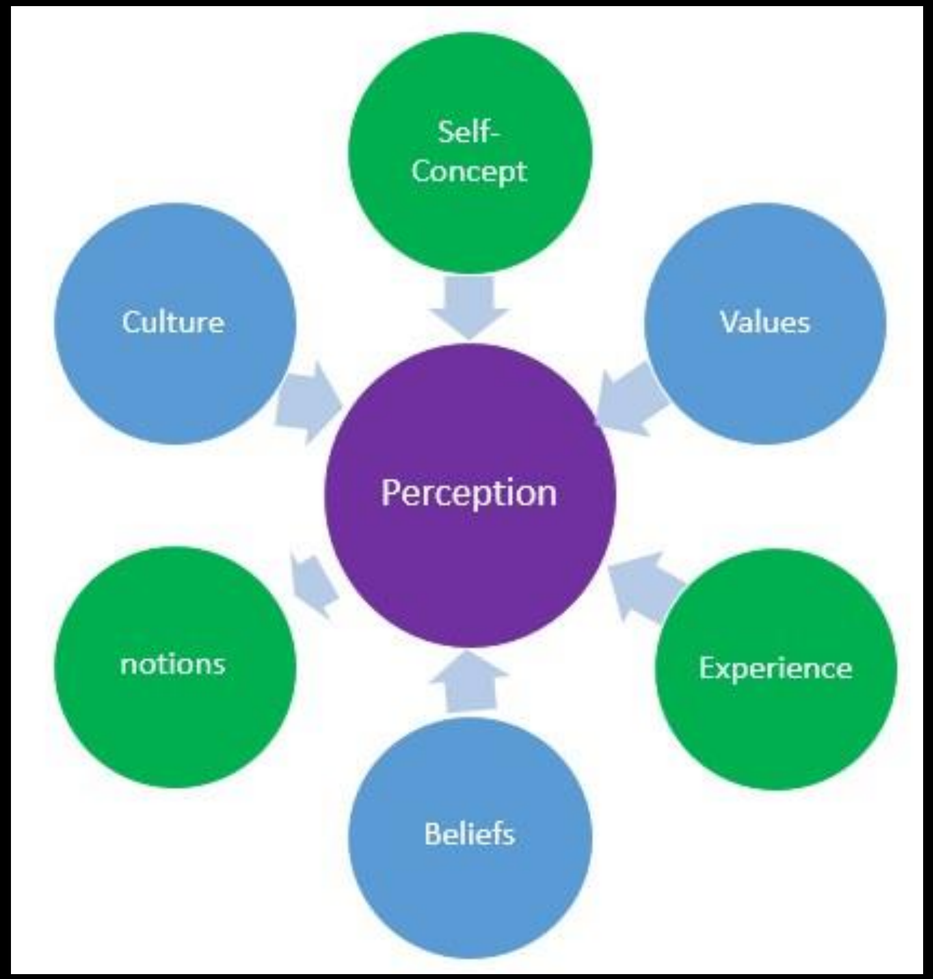
How do we increase capacity to spread the best expertise?

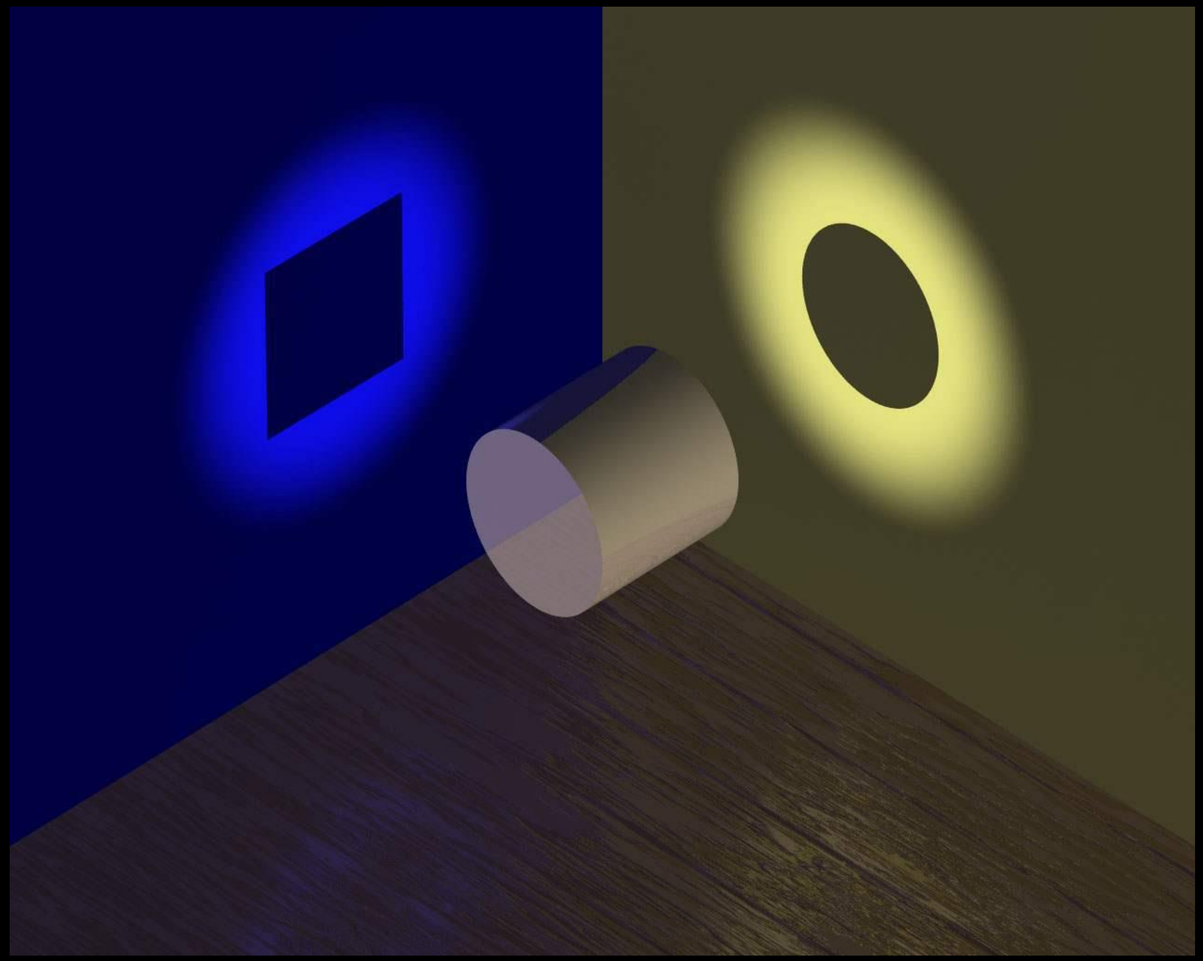
When do you calibrate bullets and cannonballs?

Less equals more…monitoring - judgemental or developmental

Three things to work on relentlessly….what is taught….how it's taught…models of excellence

but…..beware the perception gap…





Implement, tweak, repeat

Growth Mindset

How do you move from…compliance culture to….nobody has cracked it?

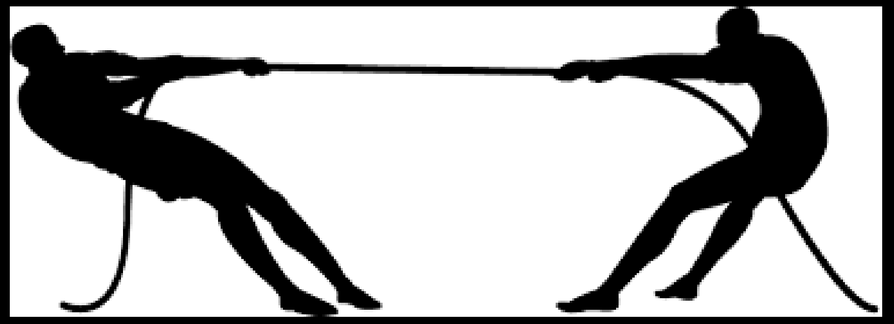
Leadership led or leadership facilitated?

Curriculum diktat or curriculum guidance?

Models of teaching or models of learning?

Direction and compliance or guidance and models of excellence?

Tighten



Loosen

Separating monitoring and evaluation

What are we looking for?
Why are we looking for it?
What do we wish to change?
How do we monitor that change?
What impact do we want?

What learning gains do we want to see?
How do we draw conclusions?
Which evidence shall we use?
How will we monitor the impact on teacher's growth?
How will we share conclusions?

Evaluate success and failure without blame…follow up with questions!

How you monitor will not change all that much…..how you evaluate will

You will still…….
Visit classrooms
Scrutinise work
Converse with pupils
Examine summative assessment
Hold pupils progress/evaluative meetings

However…
More developmental work
Collaborate with others
Develop shared analysis
Hold staff responsible for own development and mindset
Ensure visions are communicated
Keep asking questions
Develop teacher's decision making..

Vision for culture…CPD and learning for all…

Define your learning culture for all….

Slim down..
Encourage thinking above compliance
Provide feedback which provokes thought
Question more…

And the impact…..?

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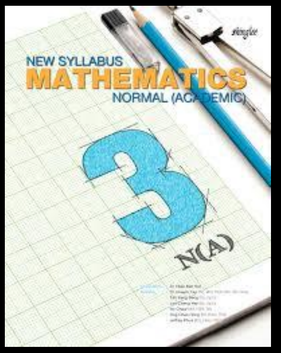


A visionless environment…….

Vision for learning…define it! Teaching will follow

18 iLeaders All Apple Teachers

Learning Is Not Confined
to Classrooms

It’s great to see how other schools, and key stages, are using coding in the classrooms! It’s so simple and extremely relevant to the 21st century. Need to get my year three to think about when/where we use coding in the real world!

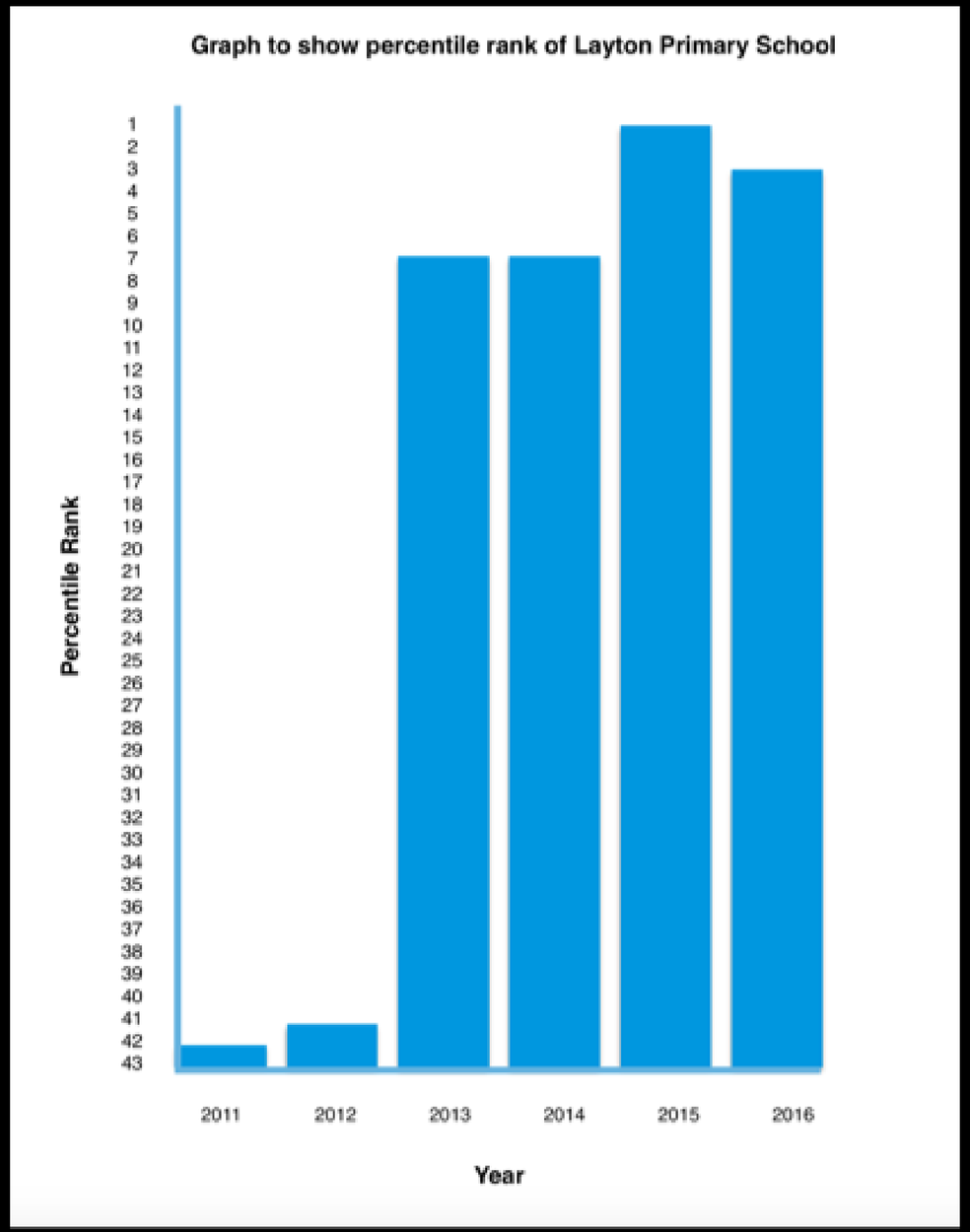
@AliceNutt1

This is right up the street of my class! Maths AND @GaragebandiOS in one! Fab idea that I’ll definitely be trying @AppleEDU

@OliviaDomics

I wish our local Apple Store was closer so I could attend these sessions! Maybe we could go in place of a staff meeting @SLT_Layton?

@MissJBunce



This is an outstanding school

- Layton lives up to its school motto, 'Growing great minds together' in everything it does.
- The exceptional leadership of the headteacher and the staff team has created a climate of high expectations, a love of learning and an insistence on the very best for every pupil.
- Governors are committed and knowledgeable. They support and challenge the headteacher effectively and make a valuable contribution to the ongoing development of the school.
- Outcomes for all pupils, at all levels, are exceptional. All groups of pupils make outstanding progress in reading, writing and mathematics to reach standards that are well above average by the time they leave key stage 2.
- At the core of its success is the resolute view that the highest quality of teaching and learning 'must run through the school like a piece of Blackpool rock'.
- The innovative approach to the professional development of staff has enabled them to grow quickly into highly-skilled practitioners who share a passion for learning.
- The precise tracking of pupils' progress in reading, writing and mathematics means that leaders and teachers have a detailed understanding of how well pupils are doing. This overview and understanding is less well developed for other subjects.
- The state-of-the-art and wide-ranging use of information and communication technology has a significant impact on pupils' successful learning and enjoyment.
- Teachers' ability to ask the right questions to support pupils to develop their thinking, and move them on in their learning, results in outstanding teaching and learning over time.
- Pupils' personal development, welfare and behaviour is outstanding. Pupils conduct themselves extremely well around school. Their attitudes to learning in lessons are very positive and many play an important part in supporting their own and others' learning.
- Leaders are diligent in carrying out their duties for safeguarding. As a result, pupils say that they feel safe in school. Their welfare needs are well met.
- The provision for early years is outstanding. High-quality leadership and teaching create a stimulating learning environment and ensure that children have the best possible start to school life.
- Some parents feel communication about their child's learning is not as strong as it could be.
- Although leaders prepare pupils to move to secondary school well, still more could be done.

don’t deviate from the path

you will lose if you

do your own thing

make sure you

chose the sensible option

It’s not always right to

Follow your heart

When OFSTED call…control what is controllable and read poetry!
The true joy is in the journey, not the destination…

The station…

By R J Hastings

https://pivotaleducation.com/learning-the-rules-and-then-breaking-them-taking-a-school-to-outstanding-with-jonathan-clucas-pp194/

Important of contact

In education, “what works?” is not the right question because everything works somewhere and nothing works everywhere.

So what’s interesting, what’s important in education is:
“Under what conditions does this work?”

Dylan William

Jonathan Clucas

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