The Education and Training Inspectorate -

Promoting Improvement

Enhancing Leadership to Promote Improvement in Primary Schools

1st February 2013
Stranmillis University College, Belfast
Attendees Conference Information

Note: Presentations will be placed on the Education & Training Inspectorate and the Regional Training Unit's websites after the conference, ETI www.etini.gov.uk RTU www.rtuni.org

RTU
Regional Training Unit

Enhancing Leadership to Promote Improvement in Primary Schools

09.30	Setting the Scene	John Reid (RTU)	Drama Theatre
09.50	Key Messages from the Chief Inspector's Report	Noelle Buick (ETI) Brian Currie (ETI)	
10.30	Tea/Coffee		TEL Rooms
11.00	Workshops 1		Seminar Rooms
12.00	Comfort Break		
12.10	Workshops 2		Seminar Rooms
13.10	Plenary	John Reid	Drama Theatre
13.30	Lunch		TEL Rooms

Setting The Scene

- **John Reid**
  - ☐ Deputy Director – Regional Training Unit

Enhancing Leadership to Promote Improvement in Primary Schools

Setting the Scene

John Reid - RTU

2013

P1

2020

A Generation of Children

2027

P1 – Yr14

Managing change is a complex challenge. As you secure the highest quality learning and teaching and achievements for today's pupils you are also redesigning the school for the pupils of tomorrow

- School leaders have been significant developers and contributors to the NI education reform agendas
- School leaders are continually promoting improvement within school and between schools
- School leaders are making a difference to the learning lives of all children
- School leaders are shaping and sharing practice throughout their school
- School leaders are building leadership capacity to maintain and sustain these developments

- International research and inspection evidence is stacking up in your favour

Enhancing Leadership
4 Propositions

- School leadership makes a difference

- School leadership development makes a difference

- Building school leadership capacity sustains that difference

- School leaders involvement in the professional leadership development of other professionals, builds school and system capacity

Promoting Principal Voice

- Build the improvements that are already evidenced over the last seven years (since 2006)

- Shape the redefinition of the schooling system over the next seven years (by 2020)

- By Schools for Schools

- Continue to build leadership capacity in your school and beyond your school

- Self improving school system (David Hargreaves)

Key Messages from the Chief Inspector's Report

- **Noelle Buick**
  - **Chief Inspector ETI**

- **Brian Currie**
  - **Managing Inspector for Primary Schools ETI**

Enhancing Leadership to Promote Improvement in Primary Schools

Noelle Buick, Chief Inspector
Brian Currie, Managing Inspector

Achieving value

Key findings

- The outcomes for children at the end of KS2 show an upward trend, yet standards attained by almost one in five children are not good enough.

- There is also too much variation in the quality of provision; leadership and management.

- Effective self-evaluation is the key to improvement and achieving value.

Learning skills

Key findings

- Continued development of literacy and numeracy skills remain a priority.

- There needs to be stronger links at key transition stages in order to provide more coherence in children's learning and development.

- The FS was identified as an area for improvement in around 25% of schools inspected.

Transforming communities

Key findings

- In some areas, schools are failing to break the cycle of underachievement that has persisted over a period of time, while in other disadvantaged areas, schools are successfully providing high-quality education.

- Greater collaboration is needed to share and develop the good practice across the sectors.

- Schools need to build on the good examples of well-developed PDMU programmes to promote children's understanding of, and respect for, other traditions.

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Chief Inspector's Report

Primary Phase

3 key aspects of:

- achievements and standards of children;
- the provision made for learning;
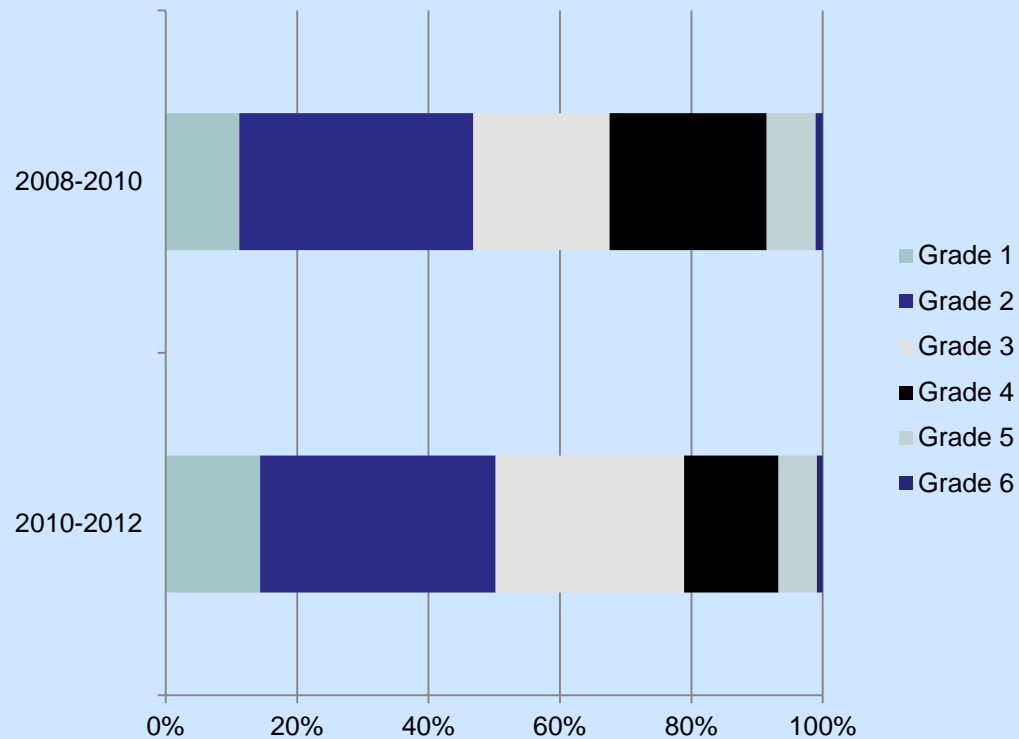- quality of leadership and management;

leading to an evaluation of the:

- overall effectiveness of schools.

The Quality of Leadership and Management

Figure 1

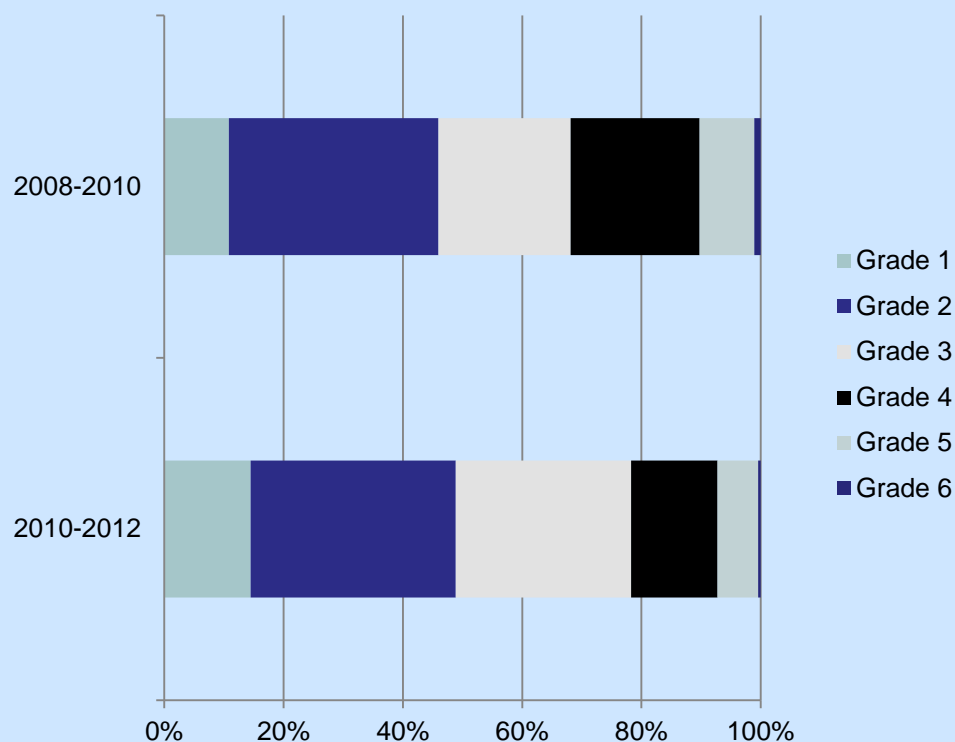# Leadership and Management

Going well

- relentless pursuit of high standards and achievements for all children;

- robust and rigorous processes for assessing and tracking all children's attainment and progress;

- clear vision for the future development of the school, bought into by all staff and stakeholders;

- vision being realised through an effective SDP, a working document;

- distributed leadership being practised to maximise and develop the expertise of staff, particularly at co-ordinator level.

How Effective Leadership and Management are in Raising Achievement and Supporting Learners

Figure 2

Leadership and Management

Going forward

- improve the quality of leadership and management in the 22% where it was evaluated as less than good;

- develop further the leadership and management; competence of co-ordinators in 28% where it is less than good;

- improve further the quality of self-evaluation, make it rigorous and inclusive and ensure it leads to measurable and discernible improvements in learning and teaching.

How Effective Leaders, at all Levels, are in Using Self-Evaluation to Effect Improvement in Learning and Teaching
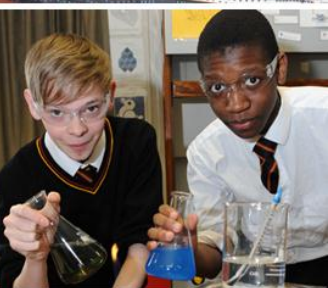
Figure 3
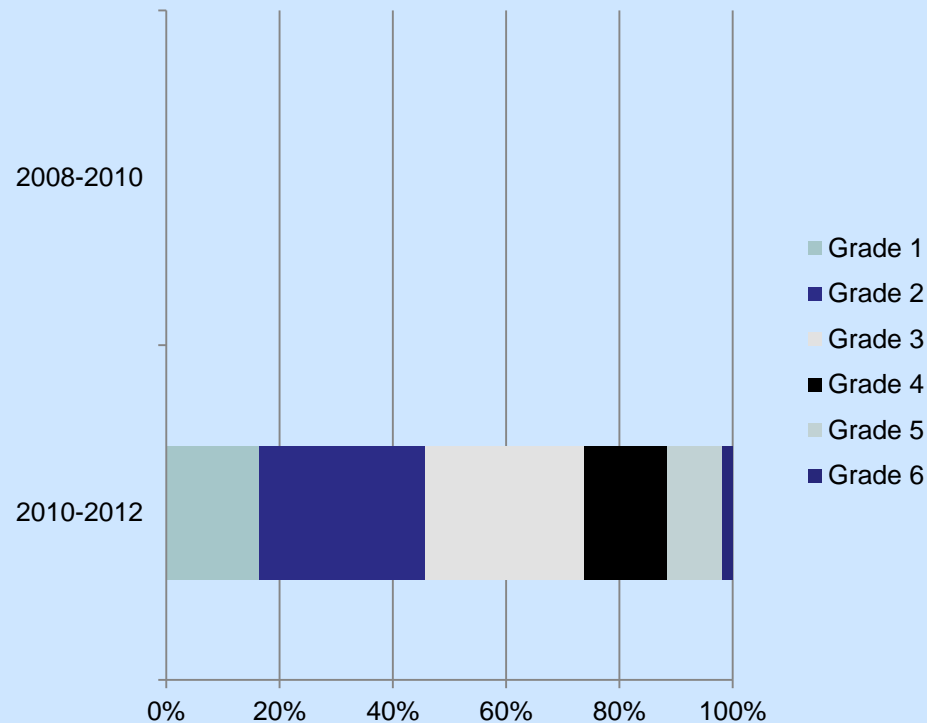
Achievements and Standards of the Children

- Key stage 2 assessments

- International studies

- Inspection findings

Key Stage 2 Assessment Outcomes 2002-2012

Figure 4

Key Stage Assessments[1] 2002/03 - 2011/12

		2002/03 % Achieving	2003/04[2] % Achieving	2004/05 % Achieving	2005/06 % Achieving	2006/07[3] % Achieving	2007/08[4] % Achieving	2008/09[5] % Achieving	2009/10 % Achieving	2010/11 % Achieving	2011/12[6] % Achieving (Provisional)
Key Stage One	*Level 2 or above*										
	English	94.7	Not available	94.9	94.9	94.5	94.0	94.5	94.3	94.1	94.0
	Mathematics	95.2		95.2	95.6	94.9	94.6	95.2	95.1	94.9	95.1
	Level 3 or above										
	English	38.1	Not available	37.9	40.2	38.7	40.3	41.7	41.4	43.0	40.6
	Mathematics	45.1		44.9	46.7	44.8	46.5	47.7	47.5	48.1	47.0
Key Stage Two	*Level 4 or above*										
	English	75.6	Not available	76.6	78.0	78.0	78.8	80.1	81.4	82.4	83.1
	Mathematics	78.2		79.0	80.0	79.5	80.6	81.3	82.5	82.9	83.9
	Level 5 or above										
	English	22.1	Not available	23.2	25.1	26.0	27.7	29.1	30.9	32.6	32.8
	Mathematics	39.8		40.1	41.7	39.8	41.1	41.9	41.8	43.8	43.3

NOTES:
1. Excludes Special and Independent schools.
2. Due to industrial action Key Stage results are not available for 2003/04.
3. Three schools did not submit Key Stage 1 and 2 results for 2006/07.
4. In 2007/08 2 schools did not submit Key Stage 1 results, 2 did not submit KS2 results and 1 did not submit KS3 results.
5. In 2008/09 1 primary school did not submit Key Stage results, 1 did not submit KS3 results and 1 school did not submit KS3 maths results.
6. Due to industrial action and some schools being exempt from submitting key stage levels of attainment, approximately 13% of schools did not submit Key Stage 1 and 2 results. To address non response bias, results were imputed for each non responding school.
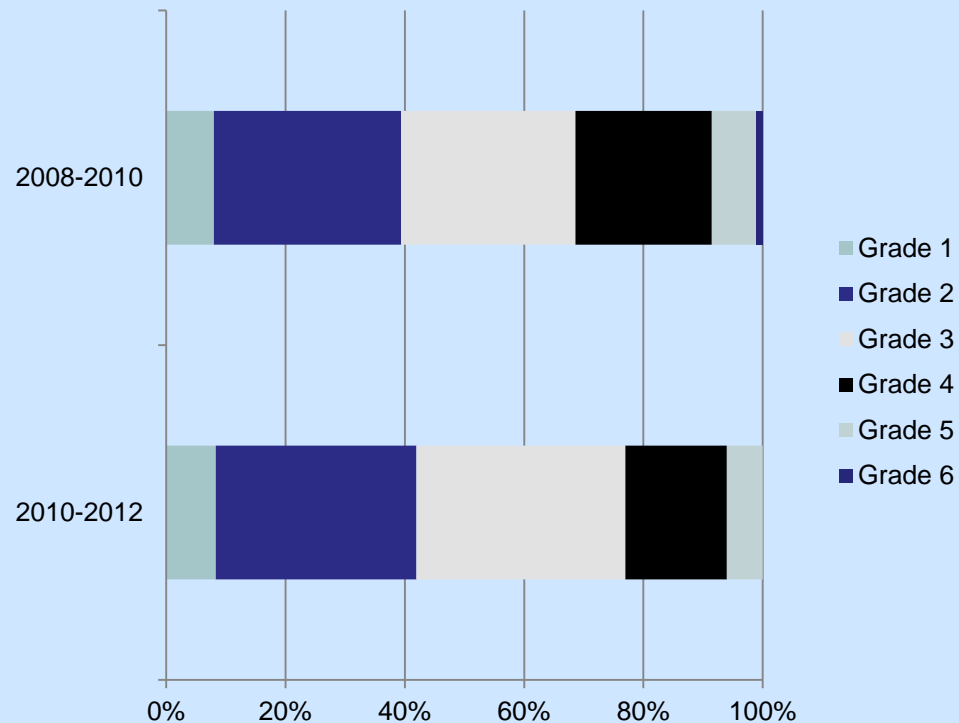
International Studies 2012

- Year 6 children in 45 to 50 countries

- Northern Ireland highest placed English speaking country

Inspection Findings – ACHIEVEMENTS AND STANDARDS

Figure 5

Achievements and Standards

Going well

- the congruence between key stage trends, international studies and inspection findings;

- improving trend in the children's acquisition of thinking skills and personal capabilities – now good or better in 84% of the schools inspected;

- evidence which may indicate a narrowing of the gap between schools serving higher and lower socially deprived communities;

- children with lower ability achieving as well as they could be expected in 80% of the schools inspected.

Achievements and Standards

Going forward

- still just under one child in five leaving primary school not achieving the expected level in literacy and numeracy;

- some 22% of schools inspected where achievements and standards of the children are less than good;

- identify and address low attainment and under-achievement where either or both exist;

The Provision made for Learning

Figure 6   **The Quality of Teaching**
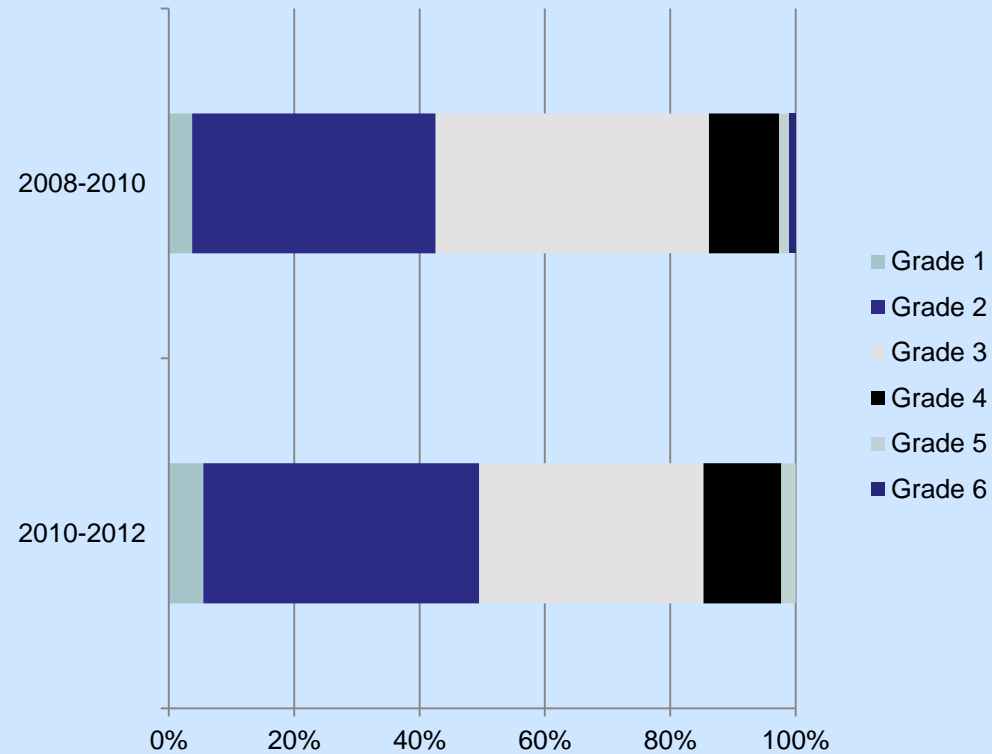
Quality of Teaching

- By school – 84% good or better in those inspected

- By lessons - 85% of literacy lessons good or better

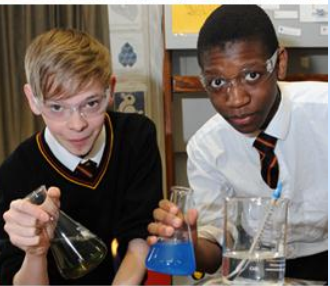 82% of maths lessons good or better

The Key Determinants of Very Good or Outstanding Teaching

- The quality and extent of the children's LEARNING

- ALL children irrespective of ability achieve as well as could be expected – addressing individual need for most able and least able

The Primary Experience

- Achieving and attaining

- Participating fully/actively involved in their learning

- Enjoying their learning

- Inclusive learning

- Shared learning

AND FINALLY........

- A good time to be in primary

- Building from a position of strength

- Benchmark your school against the best

- Avoid complacency

Workshops 1- (11.00am) & 2 - (12.10pm)

Workshop			
A	Birches Primary School, Craigavon		**Seminar Rm 1**
B	Bunscoil Phobal Feirste, Belfast		**Seminar Rm 2**
C	Dunmurry Primary School, Belfast		**Seminar Rm 8**
D	Oakwood Integrated Primary School, Belfast		**Seminar Rm 3**
E	St Columbkille's Primary School, Carrickmore & St Teresa's Primary School, Loughmacrory		**Seminar Rm 9**
F	Waringstown Primary School, Craigavon		**Seminar Rm 4**

Tea/Coffee 11.00am – 11.30am

- ## TEL Rooms 1 & 2
  - RTU Conference Team will direct

Workshops 1- (11.00am) & 2 - (12.10pm)

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Plenary

- John Reid (Chairperson)
- Noelle Buick
- Brian Currie

Workshop A

Birches Primary School, Craigavon

What level of recording of assessment in the Foundation Stage is required for individual children to map their developmental progress?

Workshop B

Bunscoil Phobal Feirste, Belfast

*Added value – Assessment from CCEA. What is ETI opinion of new assessment from CCEA.

Workshop F

Waringstown Primary School, Craigavon

Is there any connection between the 22% of leadership which is less than satisfactory and the 20/22% of children who are not achieving?

Next Steps

- Thank you

- Series of Conferences

- Conference Rational & Purpose

"This conference will explore how schools can make effective and sustainable improvement to drive up standards and pupil achievement and to build a sustainable and high performance culture within your school.

The conference will focus on the characteristics and qualities of school leadership and management which have been shown through research and inspection evidence to be the most effective in raising standards and pupil achievement in schools."

- Following Up

- Evaluations

- Administration/Travel

LUNCH & Finish

- TEL Rooms 1 & 2