



eti

The Education and Training Inspectorate -

Promoting Improvement

Enhancing Leadership to Promote Improvement in Post Primary Schools

8th March 2013

St. Mary's 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

Enhancing Leadership to Promote Improvement in Post Primary Schools

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

Setting The Scene

- John Reid
 - Deputy Director – Regional Training Unit

Enhancing Leadership to Promote Improvement in Post 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**

- **John Anderson**

- **Managing Inspector for
Post Primary Schools ETI**



Enhancing Leadership to Promote Improvement in Post-primary Schools

Noelle Buick
Chief Inspector
8th March 2013

Achieving value

Key findings

- It is important for school leaders and governors to evaluate the extent to which the school is effective, viable, provides value and meets the expectations of its stakeholders.
- There is a clear need to improve the effectiveness of school leaders at all levels in the well-targeted deployment of resources to provide high-quality education and to raise expectations, aspirations and standards for all pupils.
- Effective self-evaluation is key to improvement.



Learning skills

Key findings

- There is an appropriate focus on learning and skills development at KS3, but at KS4, there needs to be greater continuity and progression.
- When the curriculum at KS4 and post-16 is broad and balanced, pupils have access to a wide range of general and applied programmes and impartial careers guidance.
- Given the significant investment in ICT over recent years, it is disappointing to note the poor outcomes and experiences for many pupils.



Transforming communities

Key findings

- Schools need to engage parents and carers in the common purpose of improving attendance, aspirations and attainment.
- In some schools and in particular, within the controlled sector, schools are failing to break the cycle of persistent underachievement and low educational outcomes.
- Greater collaboration is needed in order to improve access to suitable and high-quality courses for all pupils.





Enhancing Leadership to Promote Improvement in Post-primary Schools

John Anderson
Managing Inspector
8th March 2013



Chief Inspector's Report, 2010 - 2012

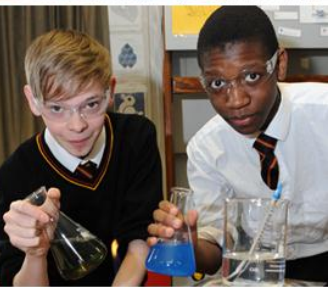


In the **post-primary** phase

3 key aspects of:



- achievement and standards of the pupils
- the provision made for learning
- quality of leadership and management



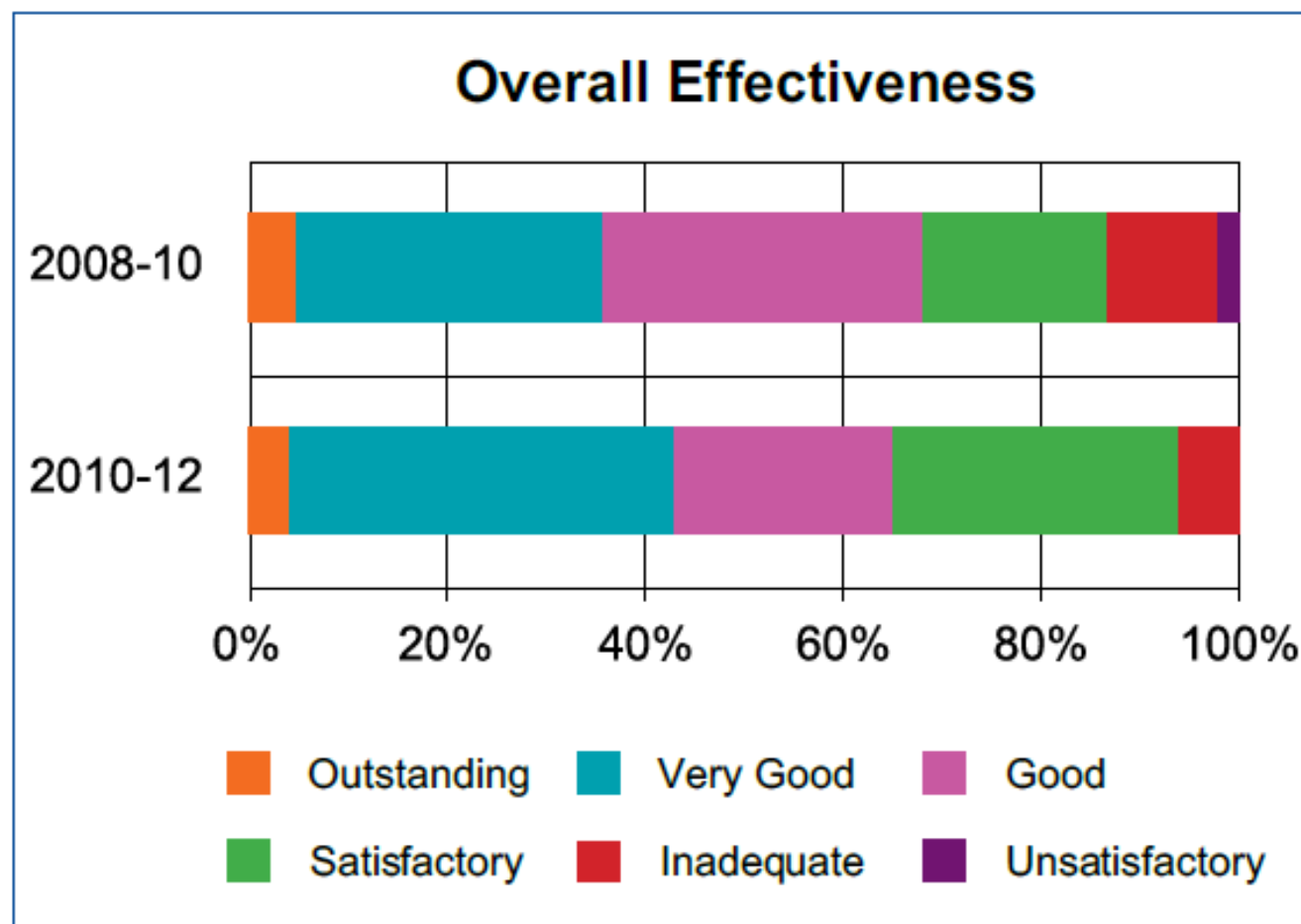
leading to an evaluation of the:

- **overall effectiveness of the school**





Overall effectiveness of post-primary schools





Overall effectiveness compared with 2008-10

Going well....

- Two out of three post-primary schools were evaluated as good or better
- The proportion evaluated as very good or better increased by almost 10%
- The proportion evaluated as less than satisfactory halved

Going forward...

- One in three schools inspected was less than effective
- Nearly one in ten was less than satisfactory
- 12 post-primary schools are in formal intervention

Achievement and standards

Going well....

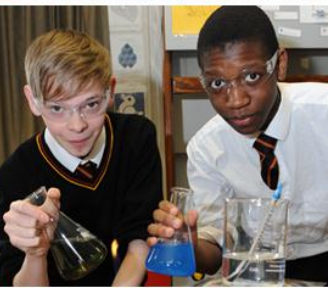
- Achievements and standards were evaluated as good or better in 68% of schools inspected
 - up from 64%
- The attainments of school leavers gaining any five GCSEs A*-C (and equivalents) increased steadily from 70% to 73.2%.



Achievements and standards

Going forward...

- Only 59% of pupils attain at least five GCSEs A*-C (and equivalents) when English and mathematics are included
- Fewer than one in three pupils entitled to FSM reach this standard
- 9% fewer boys (FSME) reach this standard than girls
 - Boys: 27% Girls: 36%
- 2.2% of pupils (520) leave without GCSE qualifications
 - Down from 2.9%
- In non-selective schools: 19% gap between those evaluated as good or better, serving areas of low and high deprivation
 - 57% in low deprivation areas and 38% in high deprivation



Quality of provision

Going well....

- Pastoral care was evaluated as good or better in most (88%) of the schools inspected
- 76% of lessons evaluated as effective
- Two out of five evaluated as very good or better
 - reflects on learning taking place
 - enquires of pupils what is needed to help and
 - adjusts teaching accordingly
- CEIAG has improved from a low base (37%), to good or better in 68% of schools inspected
- leading to better informed curricular choices
 - Why?



Quality of provision

Going forward....

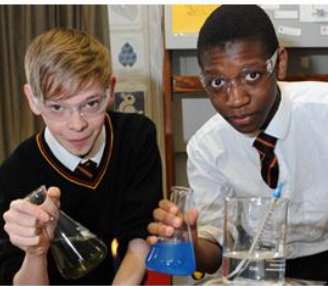
- Inconsistency in the quality of teaching
- one in four lessons seen was less than effective
 - ineffective use of assessment
 - to inform planning and to address individual needs
- Quality of the use of ICT (and its co-ordination)
- less than effective in half of schools inspected
 - Improved from ineffective in three out of four
- Learning for Life and Work requiring improvement in almost half of schools inspected
- Worrying decline in the uptake of languages



Leadership and management

Going well...

- Principals with a strategic vision for improving outcomes, agreed and 'bought into' by all of the staff,
- supported by appropriate actions in a SDP; a *working document* contributed to by all.
- Distributed leadership to maximise and develop the expertise of the staff,
- building capacity for self-evaluation leading to improvement across the school.
- A relentless pursuit of high standards and achievements for all children through highly effective learning and teaching.
- A robust, rigorous, well-embedded procedure for identifying the needs of all of the pupils and tracking their progress.



Leadership and management

Going forward...

- Greater emphasis on effective monitoring and evaluation of the quality of provision; actions to promote improvement were not good enough in nearly 50% of schools inspected.
- Improve leadership and management in 39% of schools inspected
 - Percentage less than effective increased from 30%
- In one in three schools, the effectiveness of middle managers needs to improve
- The need to improve leadership in half of mathematics departments.
- Effective SE for improvement:
 - distinguish between *enabling actions* and *outcomes*
 - ensuring that the planned actions address and will make the difference intended
 - use measures which help identify that the actions are making a difference



To move forward collegially

- Engage in many enabling actions
 - Change the exam board and buy new resources
 - Appoint more co-ordinators; rewrite the scheme
 - More classroom assistants; increase withdrawal support
 - Run extra revision classes and homework clubs

OR

- Share and develop adaptable teaching and learning approaches which overcome barriers, enable progress for individuals and groups and raise standards
- **Share what *effective* looks like** and
Work Smarter!





Continuous improvement of inspection

- taking account of education reform
- keeping accountability *in balance* with ETI's long-standing improvement agenda
- working more collaboratively with schools
- keeping the School Development Plan central
- ensuring we work with the whole school, whilst sampling provision and practice
- keeping any administrative requirement on the school in proportion
- continuous improvement of reporting and writing.

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

Workshop		
A	St. Joseph's College, Derry	Geography Lab 1
B	Saintfield High School	Religious Studies 4
C	De La Salle High School, Downpatrick De La Salle College, Belfast	Religious Studies 3
D	St. Killian's College	Religious Studies 2
E	Sacred Heart Grammar School, Newry	Religious Studies 1
F	Down High School	Geography Lab 2

Tea/Coffee 11.00am – 11.30am

- RTU Conference Team will direct

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Plenary

- John Reid (Chairperson)
- Noelle Buick
- John Anderson

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.

- Following Up
- Evaluations
- Administration/Travel

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.”

LUNCH & Finish

- Dining Room