



# National School Improvement Conference

# 2022

Hosted by **MATA** x

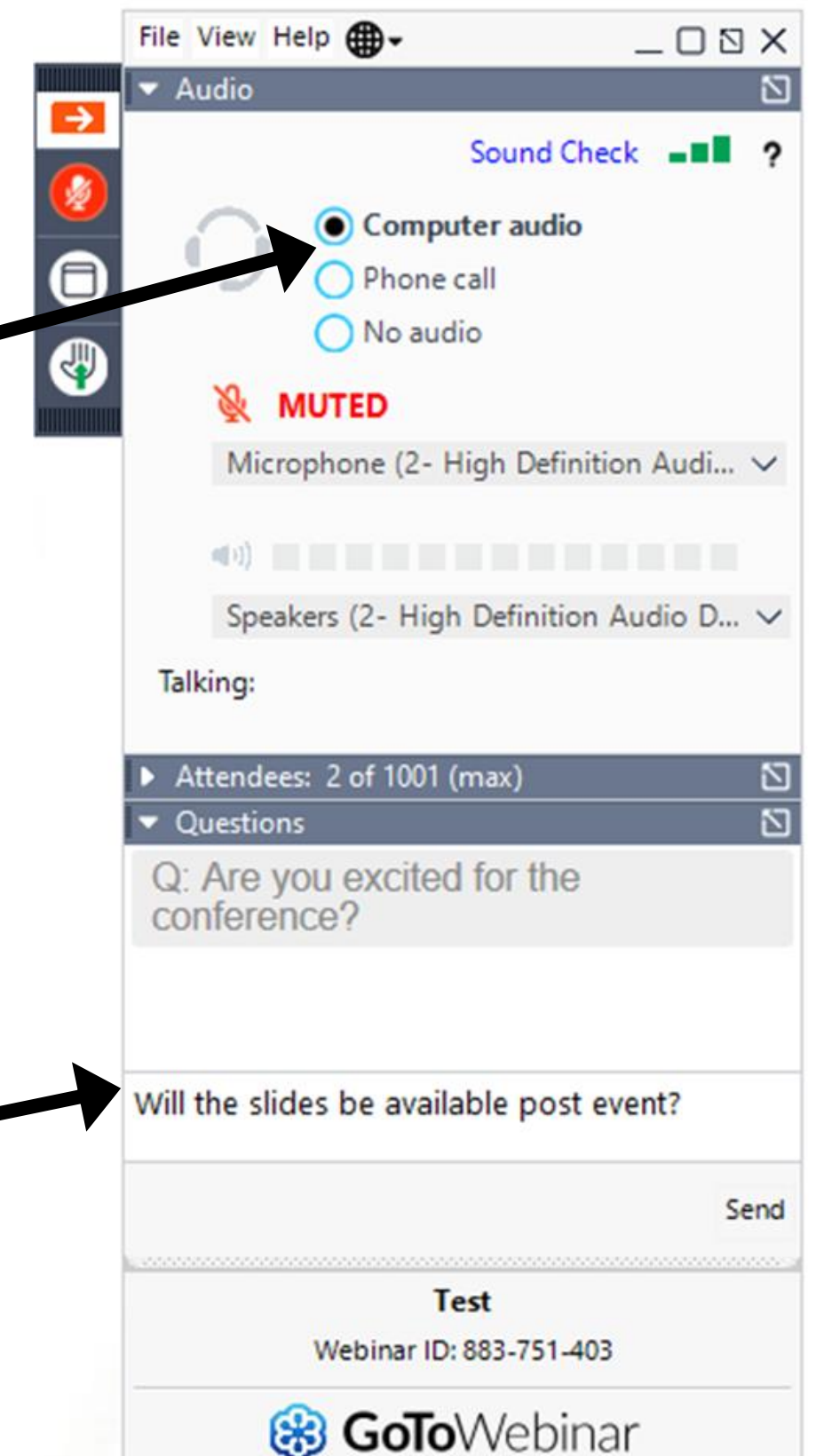
MULTI • ACADEMY • TRUST • ASSOCIATION



# Welcome the national school improvement conference

Make sure you are connected via Computer Audio for the conference. You can test your audio via the 'Sound Check' tab

If you have any questions or comments for Speakers across the day, please expand the Questions Section on the GoToWebinar panel. You will not be able to see each others questions.



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# Meet today's sponsor

2Simple is a trusted name in education, with over 20+ years' experience in providing schools and teachers with award winning resources. We can facilitate the supply and implementation of quality software for schools across your trust and support you with your shared vision and common approach to drive school improvement and pupil outcomes.

Our software covers a range of curriculum subjects, assessment and leadership tools and we will work with you to implement it at the right time and at the best value for your schools.



# Dean Gordon

Headteacher

Grinling Gibbons Primary



**Building a strong foundation  
– regardless of adversities**

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BUILDING A STRONG  
FOUNDATION,  
REGARDLESS OF  
ADVERSITIES.

My aim for this session  
is to share my journey  
which shows how I built  
a strong foundation,  
regardless of adversities.



Often it isn't the mountains  
ahead that wear you out, it's  
the little pebble in your shoe.

Muhammad Ali

quote fancy

**Every dawg has his day and every puss his 4 o'clock.**

**Explanation: Today for me, tomorrow for you.**

**Jackass seh di worl nuh level.**

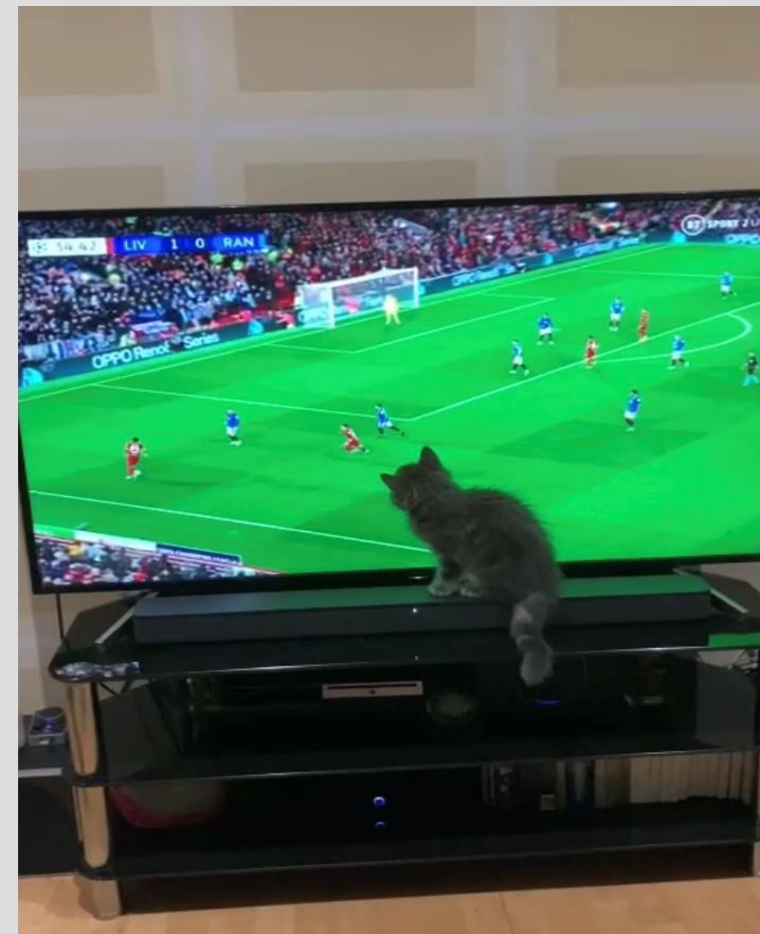
**Explanation: Life is not fair.**

**Two Jamaican proverbs used to drive lives in Jamaica. Teaching us that no matter what the challenges, that though it may be hard, put in the work. Persevere.**

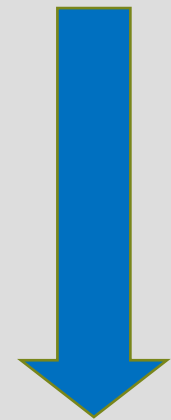
## Dean Gordon



- Migrated to the UK in 2002
- 1<sup>st</sup> senior leadership role in 2014 - Assistant Headteacher
- Head of School - 2016
- NPQH - 2018
- Headteacher - 2022
- Keynote speaker - Race and Race Equality
- Confident Executive Leader
- School Governor
- Member of Tackling Race Inequality Steering Group in Lewisham
- Coach and Mentor



**With that...**



**Five EHTs in six years.**

EHT 1 – 1 year

EHT 2 – 3 years

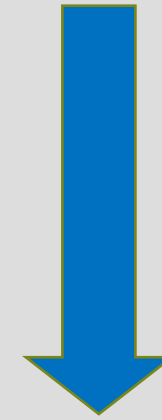
EHT 3 – 3 months

EHT 4 – 9 months

EHT 5 – 1 year and counting.

Still here 😊.

**Came this...**



- Constant change >> no clarity**
- Different visions >> them and us**
- Uncertainty >> lack of confidence**
- Inconsistency >> no common goal**



## With all these ...

- Five EHTs in six years.
- Constant change >> no clarity
  - Different visions >> them and us
  - Uncertainty >> lack of confidence

## What did I do?

- Kept my values >> consistently firm but fair
- Had my vision >> highest aspirations for pupils
- Focused on pupils, staff and families >> positive relationships with all stakeholders
- Open door policy >> built confidence and trust in ...

Building a strong foundation, regardless of adversities.

**Examples of some of our core principles which have given our pupils confidence in the face of adversity.**

- Oracy >> present your opinions with confidence**
- Assemblies >> achievement and showcase**
- Representation matters>> everyone is important**
- Curriculum >> used the local area >> diverse texts**
- Halo Code >> self belief**



**Lewisham  
Learning**



## Tackling race inequality in education Pledge

We will work to address the inequalities that result from historic, systemic racist policies and practices.

We pledge to take actions that will address access and opportunity for all pupils, by highlighting inequalities and increasing awareness.

### We commit to:

- ▶ Targeting ambitious outcomes for Black Caribbean heritage and Black and Minority Ethnic pupils
- ▶ Reducing exclusions of Black Caribbean heritage pupils of all ages
- ▶ Leaders and governors taking a whole school approach to embedding race equality
- ▶ Transparent reporting and sharing of borough-wide data trends
- ▶ Working together in new ways and sharing good practice to embed race equality in our school cultures and curriculum
- ▶ Actively developing high quality relationships with Black Caribbean heritage and Black and Minority Ethnic pupils and their parents
- ▶ Improving Black representation in school leadership and governing bodies

Signed

  
Chair of Governors

  
Head Teacher

  
Executive  
Head Teacher



Building a strong foundation, regardless of adversities.

## One of our more public successes



Building a strong foundation, regardless of adversities.

## One of our more recent public successes



### Inspection of Grinling Gibbons Primary School

Clyde Street, Deptford, London SE8 5LW

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Inspection dates: 21 and 22 September 2022

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

# Closing the Gaps

**How to best focus reading and maths interventions and identify the key skills that could trip students up the most**



**Sarah Beath**  
Trainer  
Renaissance



**Vicky Lloyd**  
Consultant  
Renaissance





# Closing the Gaps:

How to best focus reading and maths interventions and identify the key skills that could trip students up the most

Vicky Lloyd and Sarah Beath



## **Our mission**

“To accelerate learning for all children and adults of all ability levels and ethnic and social backgrounds, worldwide.”



**Who are Renaissance?**

**What are Focus Skills?**

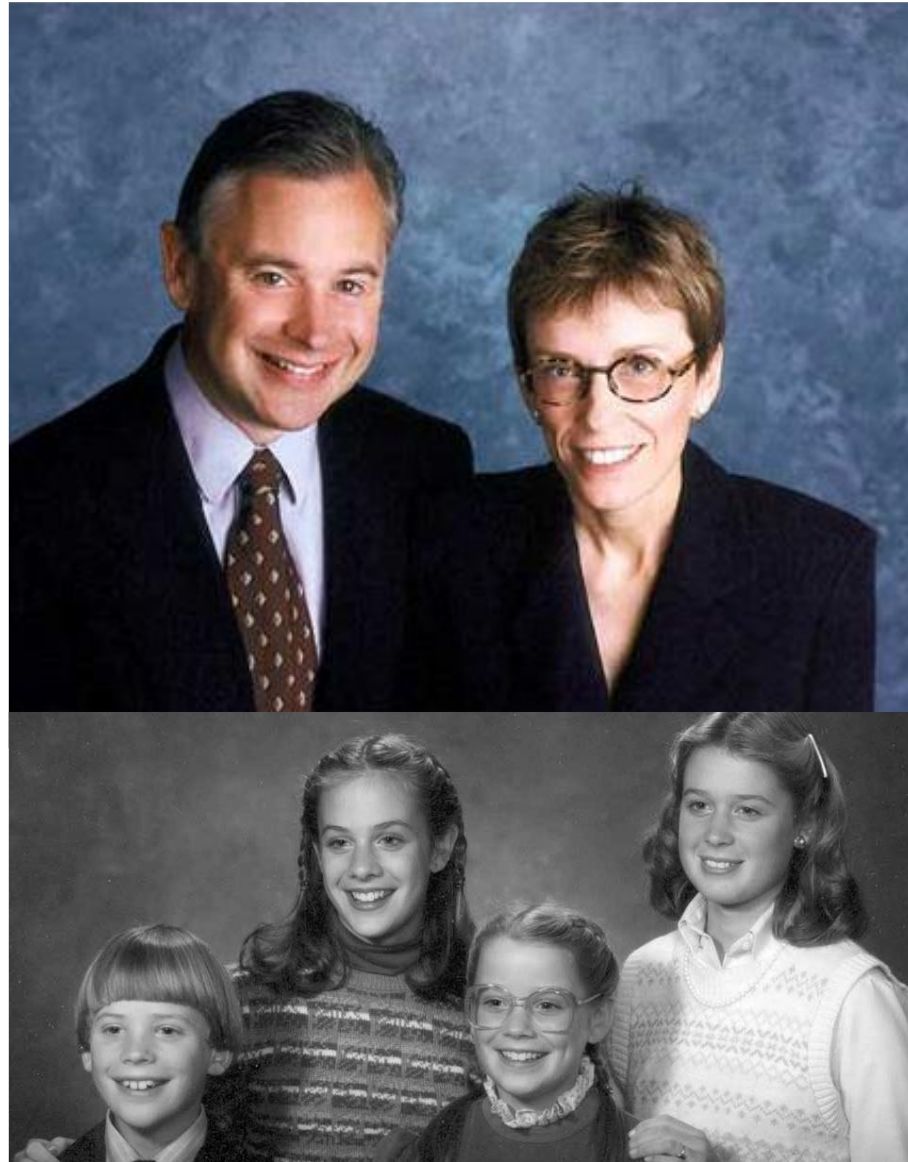
**How could you use Focus Skills?**



# Who are Renaissance?



# It all started with a mother



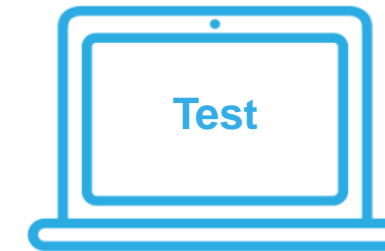
The Paul Family

## RENAISSANCE **Accelerated Reader**



- A database of over 40,000 quizzes to ensure comprehension of books read
- Helps create a culture of reading

## RENAISSANCE **Star Assessments**



- Computer-adaptive skill-based assessments linked to the requirements of the National Curriculum

# Who are Renaissance now?

RENAISSANCE  
**Accelerated Reader**

RENAISSANCE  
**Star Assessments**

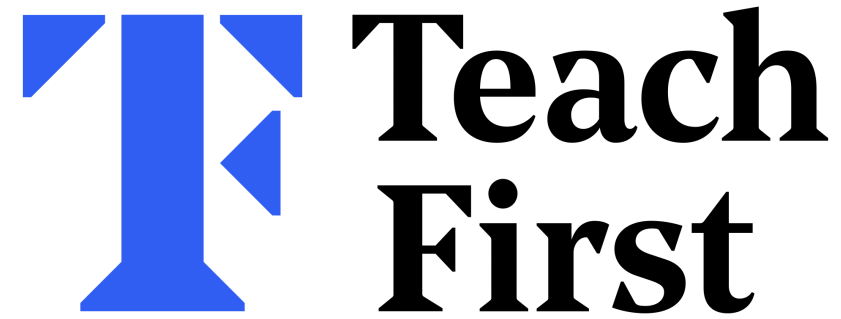


RENAISSANCE  
**myON**

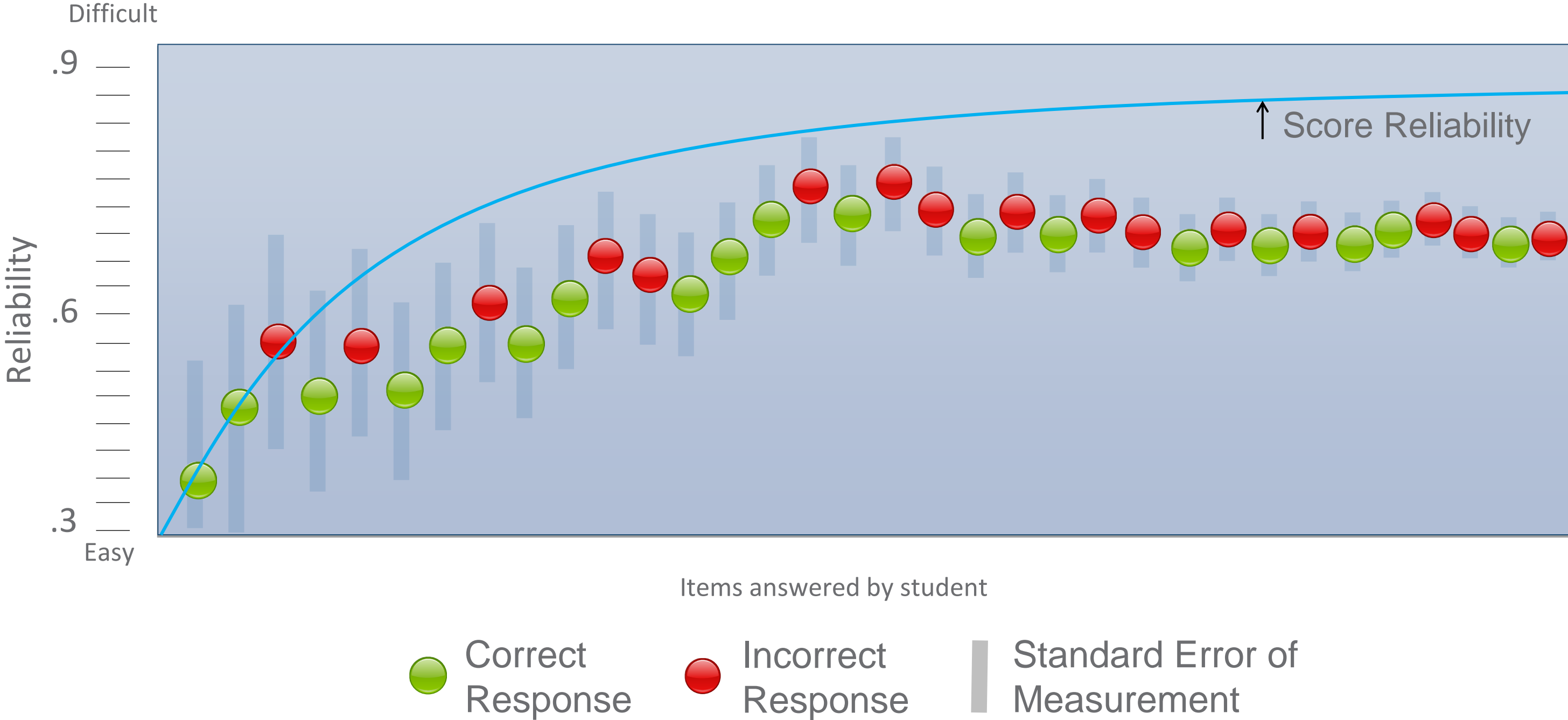


- 53,000 schools
- 18.5 million students
- 100 countries

# Star Assessments are also used in research to measure impact



# Computer-adaptive technology



# Development of a learning progression



## RESEARCH

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Built initial set of skills based on a survey of research literature, expert consultation, and analysis of national standards.



## DATA

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Calibrated items to determine skill difficulty and to empirically validate the order of skills.



## EXPERTS

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Consulted English and Maths specialists from the NFER. Experts in each subject spent 9 months sequencing the domain skills.

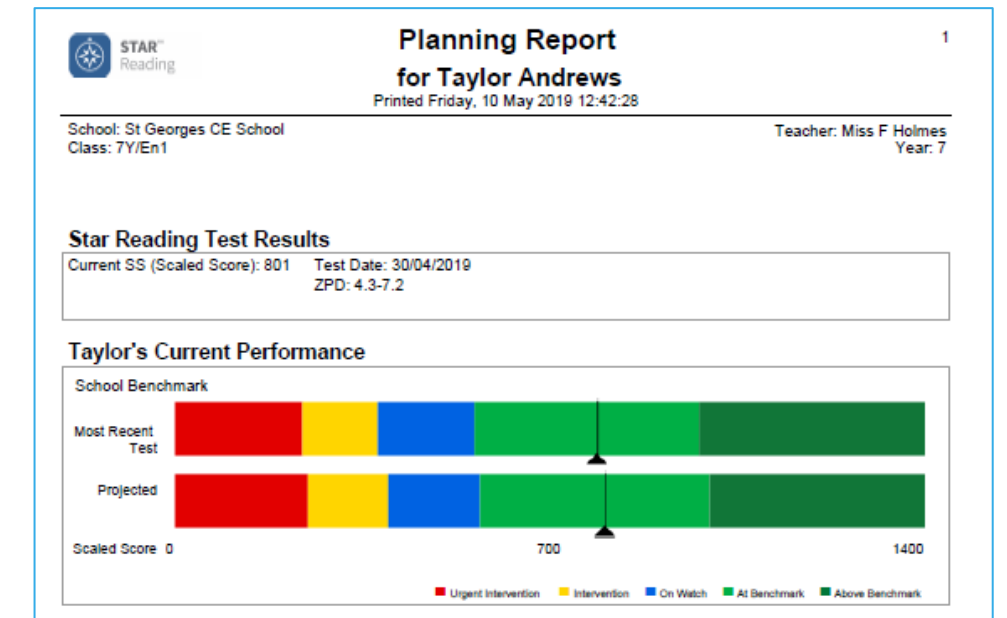


## VALIDATION

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Continue to consult experts and refresh data annually to ensure precision.

# Instructional Planning Report: Individual skills from the Learning Progression



Comprehension	
YR	<b>Discussion Skills</b> This score suggests Taylor is ready for instruction and practice with the following skills.
Y8	Make formal presentations and demonstrate ideas to others, beginning to alter style depending on purpose and audience
YR	<b>Understanding and Interpreting Texts</b> This score suggests Taylor is ready for instruction and practice with the following skills.
Y8	Analyse different versions or representations of a text (e.g. different performances of a play)
Y8	Compare how authors use text structure and organisational features to present meaning across different literary text types (e.g. how the organisation of chapters, scenes or stanzas contributes to the theme or plot)
Y8	Compare how authors use presentational and organisational features to present meaning across different non-fiction text types (e.g. compare the interplay between images and words in newspaper articles and instructional texts)
Y8	» Identify, discuss and describe conventions in and across an increasingly wide range of literary texts (e.g. parody and satire)
Y8	» Identify, discuss and describe conventions in and across an ever increasing range of non-fiction (e.g. the use of persuasive writing in advertisements and political writing)

i) suggest these skills from Renaissance Reading Learning Progression for the English learning, but not too difficult for her. Combine this information with your own knowledge of all judgment when designing a program. Use the Renaissance Reading Learning Curriculum to see how these skills fit within the larger context of the progression.

ready for instruction and practice with the following skills.  
 and demonstrate ideas to others, beginning to alter style depending on purpose and

ing Texts  
 ready for instruction and practice with the following skills.  
 r representations of a text (e.g. different performances of a play)  
 ext structure and organisational features to present meaning across different literary  
 inisation of chapters, scenes or stanzas contributes to the theme or plot)  
 resentational and organisational features to present meaning across different non-  
 are the interplay between images and words in newspaper articles and instructional  
 ie conventions in and across an increasingly wide range of literary texts (e.g. parody  
 ie conventions in and across an ever increasing range of non-fiction (e.g. the use of  
 sements and political writing)  
 ces, analysing and exploring the detail of different layers of meaning in literary texts  
 ) the intended meaning of a poem about the endless nature of time)  
 ces, analysing and exploring the detail of different layers of meaning in non-fiction  
 (aining the intended audience for a persuasive text from its vocabulary and references)  
 viewpoint, with explanation developed through close reference to the literary text (e.g.  
 does not think Erik is a good person, because he describes all the terrible things he's



# What are Focus skills?



# Foundational skills essential to learning

‘Understanding what a child needs and how to support them is key’ Dr. Gene Kerns, Chief Academic Officer, Renaissance

RENAISSANCE  
Teacher Workbook | July 2020

**Literacy Focus Skills™**  
based on the National Curriculum of England



Focus Skills: The key building blocks for understanding

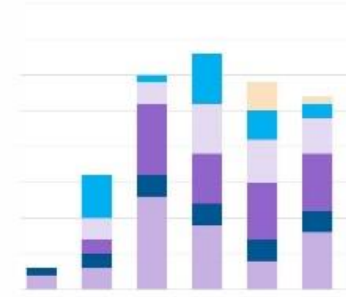
National curriculum domains and associated years

Domain	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
Phonic knowledge and skills												
Word recognition												
Fluency and accuracy												
Vocabulary												
Discussion skills												
Understanding and interpreting texts												
Engaging and responding to texts												

The Focus Skills are linked to the domains and headings associated with the year-level attainment targets as shown above (and colour coded as such throughout the document for easy reference).

RENAISSANCE  
Teacher Workbook | July 2020

**Maths Focus Skills™**  
based on the National Curriculum of England



Focus Skills: The key building blocks

National curriculum domains and associated years

Domain	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
Number - Number and Place Value												
Number - Arithmetic Operations												
Number - Fractions (including decimals and percentages)												
Ratio, proportion, and rates of change												
Algebra												
Measurement												
Geometry												
Probability												
Statistics												

The Focus Skills are linked to the domains and headings associated with the year-level attainment targets as shown above (and colour coded as such throughout the document for easy reference).

Focus Skills form part of the full Learning Progressions for reading and maths, which were built by experts at NFER and are available from Renaissance Star Reading and Renaissance Star Maths assessments.

1

2

3

5

6

4

10

7

8

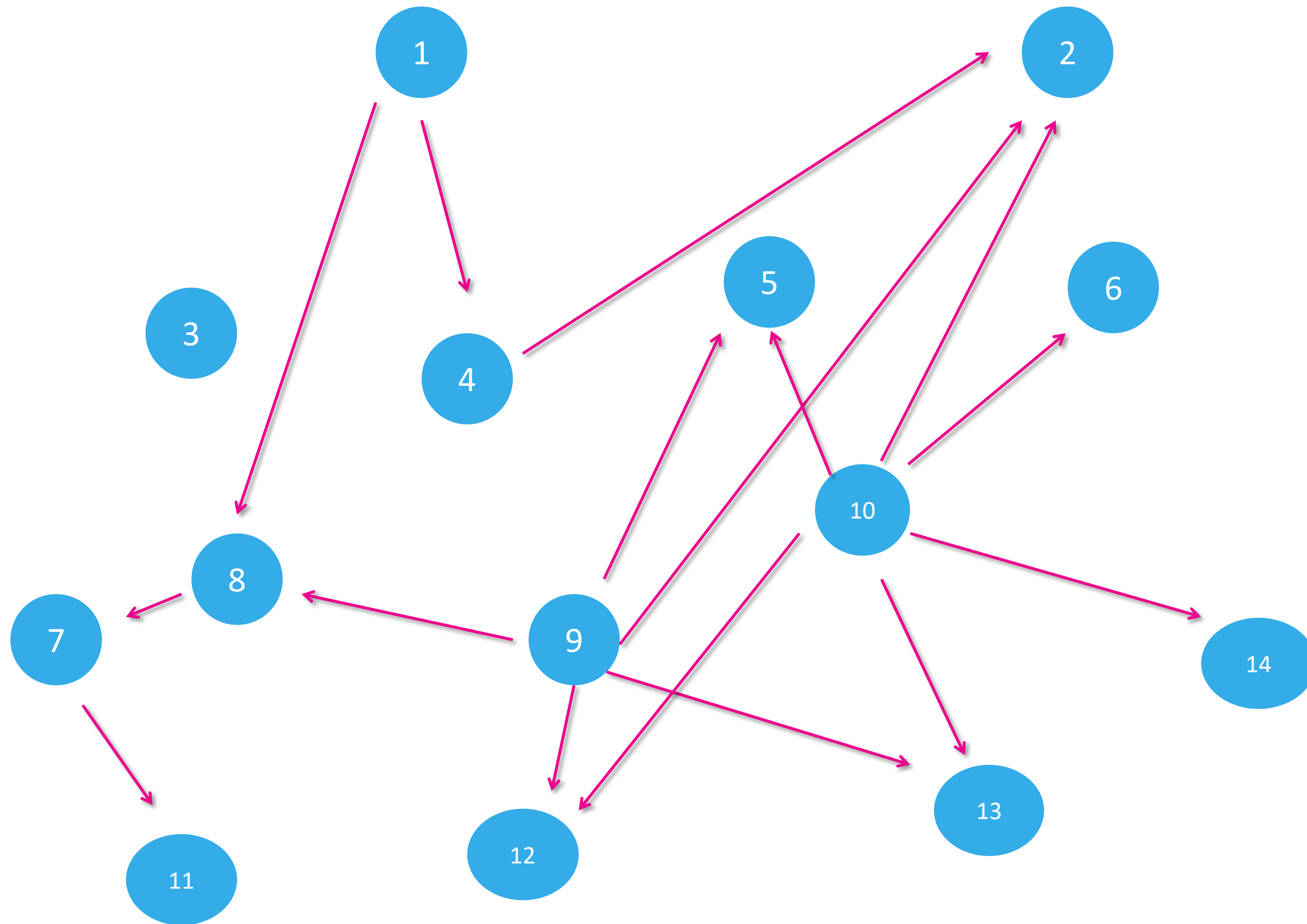
9

14

11

12

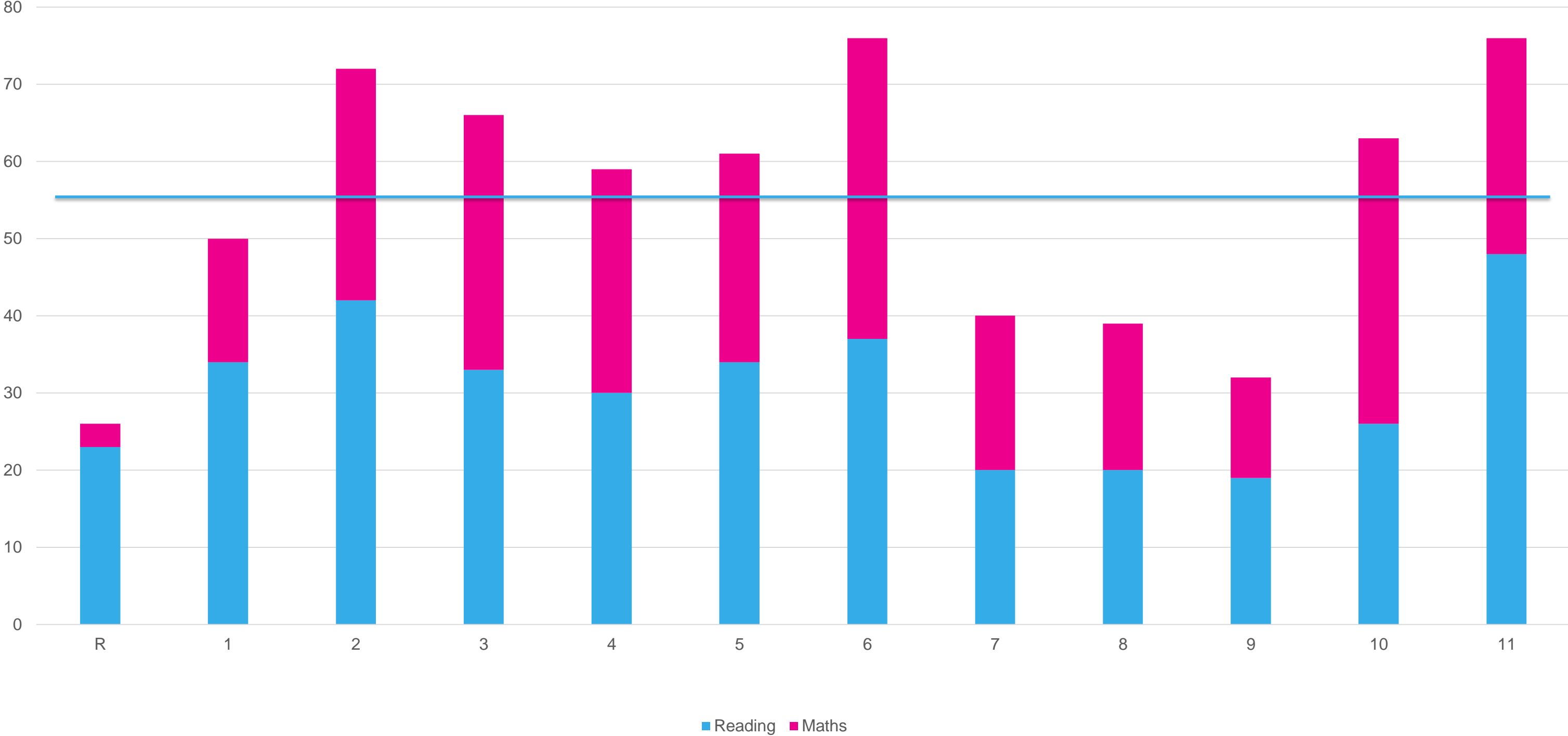
13



# Which year group has the most Focus Skills?



# Total Focus Skills by Year



# Focus Skills Booklet Headings

Yr.	Domain Group:	No.	Focus Skill	Description	Notes
Y5	<b>Numbers and Operations:</b> Number - Fractions (including decimals and percentages): Maths.KS2.Y5.NF.11	484	Write percentages in fraction or decimal form	Write percentages in fraction or decimal form	
Y5	<b>Measurement and Data:</b> Measurement: Maths.KS2.Y5.M.3	490	Find the perimeter: composite rectilinear shape	Calculate the perimeter of composite rectilinear shapes in centimetres and metres	
Y5	<b>Measurement and Data:</b> Measurement: Maths.KS2.Y5.M.2	499	Use approximations: metric / imperial units	Use approximate equivalences between metric units and common imperial units such as inches, pounds and pints	
Y5	<b>Statistics and Probability:</b> Statistics: Maths.KS2.Y5.S.2	522	Complete information in tables	Complete information in tables	

# How could you use Focus Skills within your setting?

- Knowledge organisers
- Progression documents
- Whole school approach to interventions
- Upskilling staff



# Any questions?





# Thank you!

**Closing the Gaps:**

How to best focus reading and maths interventions and identify the key skills that could trip students up the most

[renlearn.co.uk/renaissance-insights](https://renlearn.co.uk/renaissance-insights)

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# Jon Tait

Deputy CEO and Director  
School Improvement at Areté Learning Trust



**Putting the PROFESSIONAL  
back into Professional  
development**

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# Applying School Improvement at Scale



**Katie Hart**

Chief Experience Officer &  
Multi Academy Trust Lead  
2Simple



**Geoff Broadbent**

Director  
2Eskimos



# Applying School Improvement at Scale

- *How can we deliver the **capacity for oversight** and **guidance** within a structure that **everyone** in the MAT understands?*

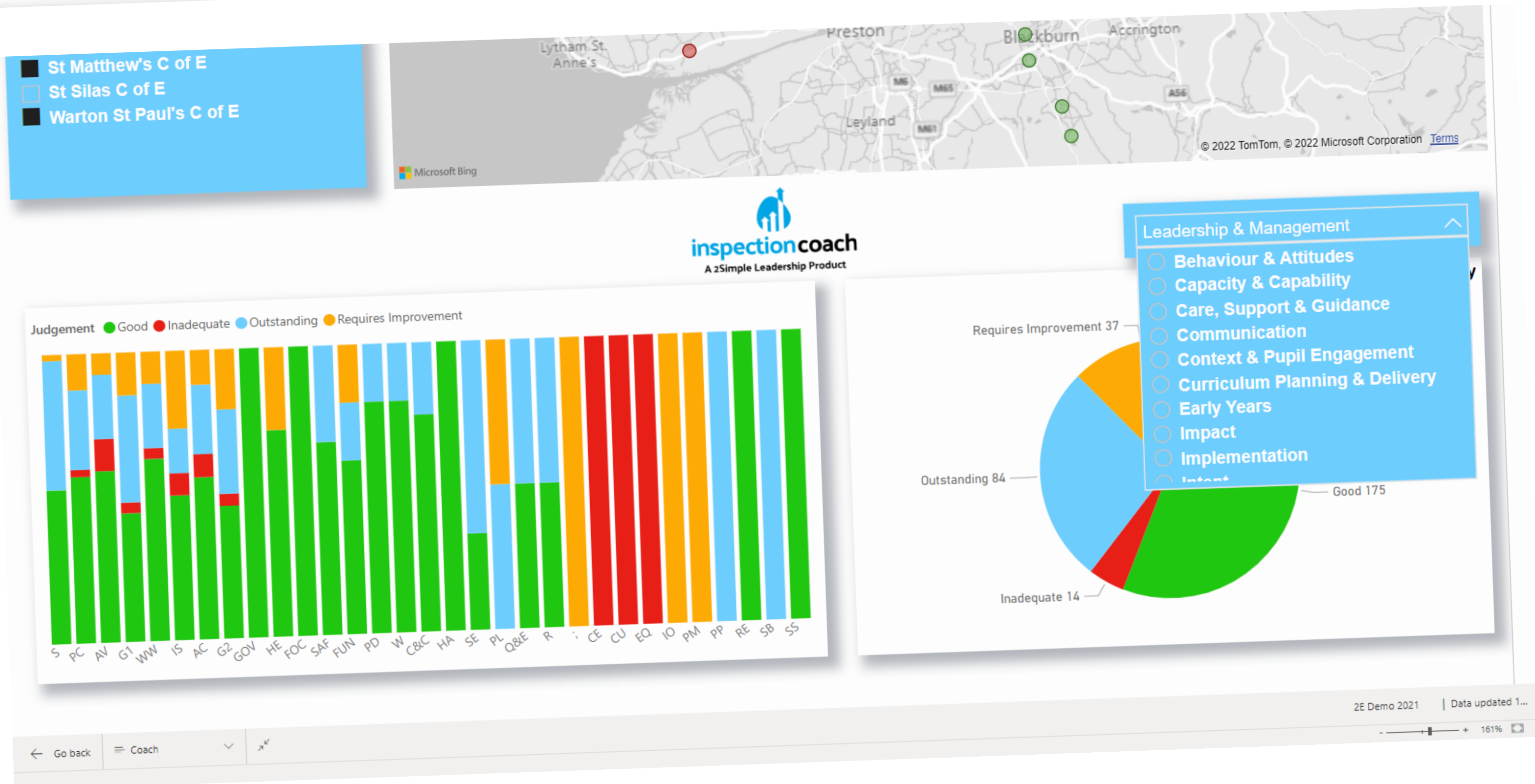


Wouldn't it be great if:

1. MAT Leadership could see “real time” school improvement intelligence across all their schools.
2. School Leaders had an easy to use but powerful professional tool to help them with Self Evaluation and School Improvement.
3. Everyone within the MAT shared the same vision and process of school improvement.



# View all schools' evaluations from across the MAT



“Real time” intelligence

Capacity to offer targeted guidance

# View individual school's judgements

The screenshot displays the 'inspection coach' software interface. At the top left, a blue legend lists several schools, with 'St Silas C of E' highlighted in black. The main area features a map of Blackburn with a green dot indicating a 'Good' judgement. Below the map, the 'inspection coach' logo is visible, along with a dropdown menu for 'Leadership & Management'. The 'Section Summary' panel shows three bar charts for 'HE', 'PD', and 'SAF', all with 100.00% 'Good' judgements. A pie chart shows the overall summary: 2 'Good' judgements and 1 'Requires Improvement' judgement.

**Legend:**

- (Blank)
- 2Simple Demo School
- Cidari Trust
- Gt Marsden St John's C of E
- St Barnabas
- St George's
- St Matthew's C of E
- St Silas C of E**
- Warton St Paul's C of E

**Map:** Good

**inspection coach**  
A 2Simple Leadership Product

**Leadership & Management**

**Section Summary**

Judgement ● Good ● Requires Improvement

Category	Good	Requires Improvement
HE	100.00%	0%
PD	100.00%	0%
SAF	100.00%	0%
<b>Total</b>	<b>2</b>	<b>1</b>

Oversight in moments



# School evaluates itself

**Inspection Coach** | Geoff | Organisation Admin, Organisation Staff

Education Inspection Framework (EIF) 2021

Export PDF | Export MS Word

## WELCOME

### Main Sections

Legend: Not Started (grey), In Progress (dark grey), Inadequate (red), Requires Improvement (orange), Good (blue), Outstanding (green)

#### Intent

- 1. Knowledge & Skills (K&S)
- 2. End points (EP)
- 3. Planning & Sequencing (P&S)
- 4. Local Context (LC)
- 5. Broad Curriculum (BC)
- 6. High Ambition (HA)

[Edit Summary Text](#)

#### Implementation

- 1. Expert Knowledge (EK)
- 2. Key Concepts (KC)
- 3. Understanding (UND)
- 4. Long Term Memory (LTM)
- 5. Curriculum Design (CD)
- 6. Assessment (A)
- 7. Remote Education (REM)

#### Personal Development

- 1. Developing Citizens (CIT)
- 2. British Values (BV)
- 3. Equality (EQ)
- 4. Inclusive Environment (IE)
- 5. Character (CHAR)
- 6. Resilience (RES)
- 7. Online Risks (OR)
- 8. Mobile Technology (MOB)
- 9. Physical Health (PHYS)
- 10. Relationships (REL)
- 11. Next Stage (NS)
- 12. Spiritual, Moral, Social and Cultural Development (SMSCD)

[Edit Summary Text](#)

#### Leadership & Management

- 1. High Expectations (HE)
- 2. Focus (FOC)
- 3. Professional Development (PD)

State of the art and easy to use

Everyone understands the process

## Live Demo

# Tracey O'Brien

School Improvement Advisor  
Self employed



# School self review and school improvement

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# **School improvement**

**A sensible approach to school self-review**

# Striving for excellence

Robust leadership which understands its strengths and weaknesses

**PLAN**

**DO**

**REVIEW**

# **School self- review - what do you call it?**

- . Monitoring**
- . Quality assurance**
- . Evaluation**
- . Self-review**

# Recognise this?

In November a range of staff carried out their own planned self-review activities.

The SLT member responsible for the outcomes of DAS students conducted learning walks, book looks and student voice across Year 11 before their mocks. The SLT member responsible for the quality of teaching was looking to ensure retrieval practice was strong across Year 11 teaching before their mocks and conducted learning walks, book looks and student voice. The SENDCo was trying to find out how well her Year 11 students were being supported by...yes, the same activities, and even the head of Year 11 was doing their own investigations.



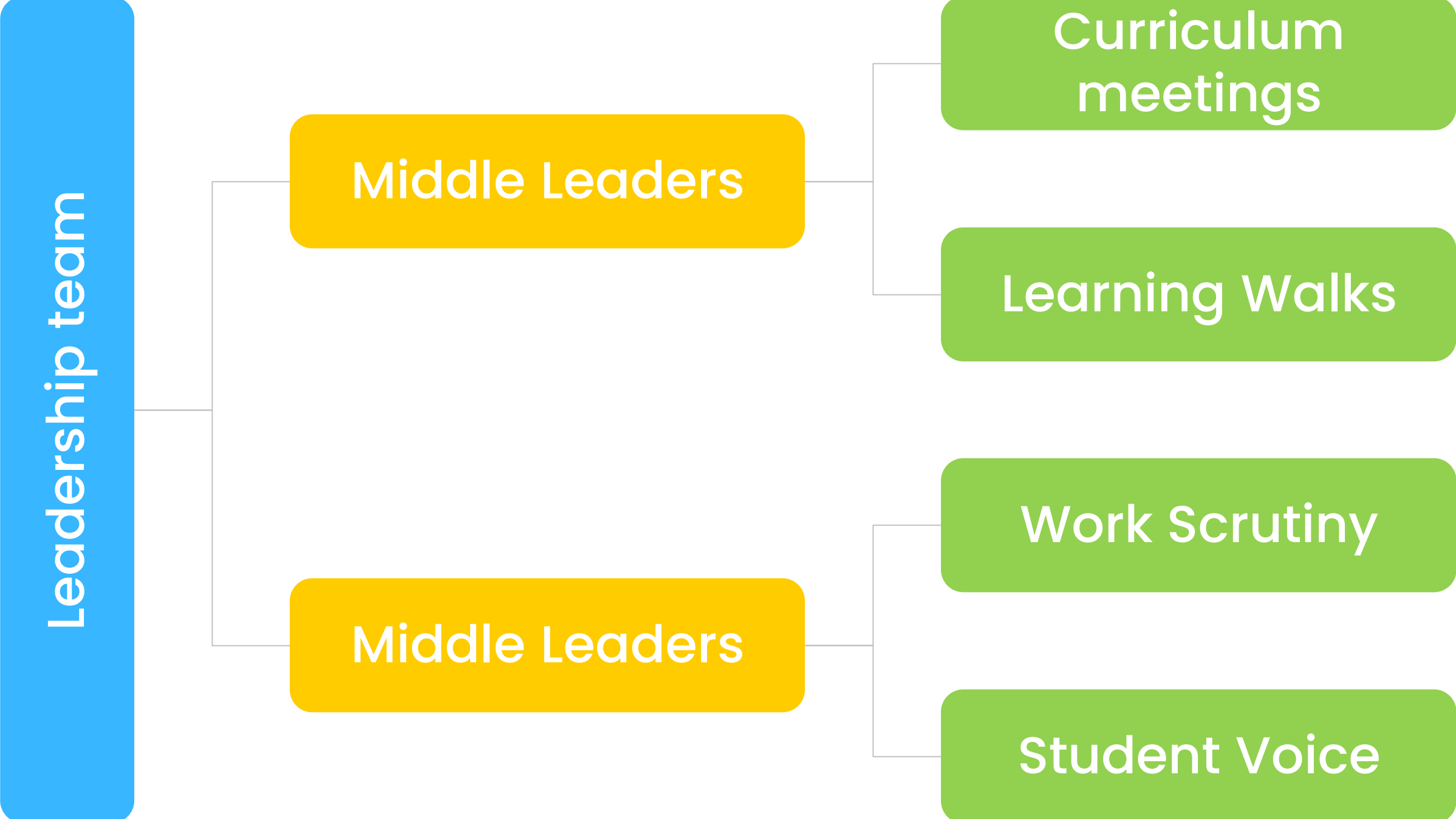
# **‘Why didn’t I know about this?’ *Headteacher***

Typically, the headteacher has ‘whole school self self-evaluation’ on their job description as they are required to produce an annual SEF for governors or Trust leaders and have something ready for an Ofsted call and visit.

But the school self self-evaluation form, in whatever format, is built from all the review activity that happens throughout the year and the headteacher cannot be the gatekeeper of everything. Usually, this role goes to a deputy head.

# **What's going on?**

**Find out all your review activities.**



# Questions to ask school leaders

- Are all these activities linked to your SDP?
- Are they desirable or essential?
- Who has an overall view of what's going on?
- Is there repetition?
- How are they affecting workload and wellbeing?
- Can you go without some of them?

# **Does review always have to sit with SLT?**

**'If you restrict your collective knowledge to only those in leadership positions, your decisions will always be less intelligent than they could have been had you tapped the collective knowledge of the entire school community.'**

**David Didau, in his book Intelligent Accountability (2020)**

**Creating this culture of personal accountability by holding others to account in a consistent and transparent way is one of the most significant elements in securing and sustaining outstanding performance.**

# **Taking a sensible approach**

- **Audit all self-review activities in your school**
- **Do they support looking for impact in your SDP**
- **Do a SWOT analysis or keep-lose-introduce and lose some**
- **Make a self-review schedule for the year**
- **Share with all stakeholders - ask for feedback**

Self-review and external inspection are both experienced and perceived in a similar way by those involved. However, by sharing the purpose of each activity leaders can engender trust in themselves and the process as they enable staff to understand the 'why' of what they are participating in. This in turn will lead to more authentic findings, not just answers given in a tick box process.

Taken from Chapman and Sammons



**PLAN**

**DO**

**REVIEW**

**Tracey O'Brien**



**@tob22**



**THANK  
YOU**