Leading teaching
Improving the quality of teaching

Case study: Primary
Leading teaching
Improving the quality of teaching

Background

This case study focuses on a large community primary school with over 700 pupils on roll.

The school’s pupil population is largely White British with a small number from minority ethnic backgrounds. The proportion of pupils with special needs is well above average, with some displaying behavioural, emotional and social difficulties (BESD).

The school’s most recent Ofsted inspection judged the school to be outstanding overall. The inspectors commented, however, that the school needed to make greater use of target-setting to maximise pupils’ progress in writing. This was consistent with the school’s own self-evaluation and set the scene for a school-wide approach focused on these key elements. Leading these improvements would use and stretch the leadership traits of the middle leader, Roz, who was selected to drive the initiative forward.

This case study demonstrates:
- the role of a middle leader in improving the quality of teaching
- strategies she used for implementing a successful school-wide initiative
- the challenges and issues she faced and how these were overcome
- key personal and professional learning that the initiative stimulated

Roz, joined the school as a newly qualified teacher (NQT). She was fortunate in that the school placed a high premium on the professional development of its staff, particularly as far as developing leadership capability was concerned. This ethos was embodied in a leadership shadowing programme.

The headteacher, John, outlined its principles:

*When we appoint teachers we’re looking at opportunities to develop them as leaders... We can make bespoke projects for people and give them opportunities to extend their leadership.*

Roz shadowed the head of English, Mary, also a deputy head, over a period of two years and during this time took over more and more responsibility for the leadership of English to the point where Mary was ready to step down. Roz then applied for the role and was subsequently appointed subject leader for English three years after her arrival. Shadowing an experienced leader, being coached in leadership skills, observing lessons and being allocated increasing amounts of responsibility had provided her with the confidence to face the challenge of addressing the areas for improvement Ofsted inspectors had highlighted.
Analysis of need

The school has a history of closely tracking pupil progress with a member of staff acting as a dedicated assessment manager. This work has been assisted through the use of an online pupil tracking package which has enabled a more sophisticated analysis of progress. This complemented other quantitative data available to the school in terms of the RAISEonline analysis.

The headteacher outlined the extensive data analysis activity, which was initiated by the senior leadership team (SLT) but extended to all teaching staff:

Roz, my deputy head, my assessment manager and I would look through the data first of all as one part of our school improvement cycle and identify any gaps or dips. As a school we pull it all together by cross-referencing through constant monitoring of data. This includes the SEN team, teachers at year and unit level\(^1\) as well as by the assessment manager, the subject leader and individual teachers. On top of this data analysis you’ve got classroom observation and you’ve got pupil progress data monitoring.

As is shown in the Key Stage 1 (KS1) RAISEonline report (Exhibit 1), writing stood out as being consistently worse than other subjects. At KS2, the school’s own data showed a similar trend that English and maths were above average but that progress was slower in writing.

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\(^1\) ‘Unit’ is a term used in the school. It relates to two-year teams under the leadership of a unit leader, so for example Years 3 and 4 form one unit.
Exhibit 1: RAISEonline report extract: KS1 average point scores 2007 to 2009

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<td>16.00</td>
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<td>15.20</td>
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<td>Difference</td>
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<td>Significance</td>
<td></td>
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<tr>
<td><strong>Reading</strong></td>
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<tr>
<td>Cohort</td>
<td>90</td>
<td>86</td>
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<tr>
<td>School</td>
<td>16.70</td>
<td>16.50</td>
<td>15.70</td>
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<tr>
<td>National</td>
<td>15.60</td>
<td>15.70</td>
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<td>Difference</td>
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<tr>
<td>Significance</td>
<td>Sig+</td>
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<tr>
<td><strong>Writing</strong></td>
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</tr>
<tr>
<td>Significance</td>
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</table>
Roz summarised the situation:

*So reading was flying high, maths was flying high. Writing was doing well but we could continue to make improvements there.*

Roz used the school’s monitoring information to provide a whole-school view of the quality of teaching in English. Fundamental to this monitoring activity was lesson observation. These lesson observations were carried out by the English team. All members of the teaching staff were observed teaching writing, with a particular focus on guided group work.

Additionally, work scrutiny and a close analysis of pupils’ writing development books were undertaken. The English team then met to discuss the outcomes from observations and other data and to draw together key strengths and weaknesses at year, team, unit, key-stage and whole-school levels.

Roz concluded:

*There was good practice in pockets, teachers were setting clear targets and teaching towards these targets. Groups of pupils were being regularly reviewed and assessed. All of this was having a positive impact on progress. In other areas, however, progress appeared to be slower and it was clear that improvements could be made.*

Exhibit 2 is an example of a work scrutiny report, conducted by Roz before the initiative got under way. This indicated the direction in which the school needed to travel to improve the quality of teaching writing.

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2 Using writing development books, pupils are encouraged to select specific examples of their work to display their development in writing.
### Exhibit 2: Example of work scrutiny report for literacy

<table>
<thead>
<tr>
<th>Work scrutiny (literacy)</th>
<th>Evidence/good practice</th>
</tr>
</thead>
</table>
| Speaking and listening  | - subject knowledge secure  
- role-play/drama activities clearly develop and enhance writing but limited evidence seen of explicit teaching of speaking and listening skills |
| Marking                 | - very positive and thorough marking – certain pupils would benefit from even more specific guidance/support, eg example of adjective in front of noun  
- spelling errors picked up and practised |
| Range of work           | - very good range and balance of text-level work and skills development  
- clear differentiation evident  
- evidence of good cross-curricular links  
- exciting and stimulating opportunities provided for writing for different purposes  
- very good range of approaches used to motivate and engage pupils which clearly meet different learning styles  
- good use of ICT  
- good progress is evident across all ability groups  
- no obvious gender difference  
- good evidence of redrafting and gives clear guidance for pupils  
- very good evidence of peer- and self-assessment; AfL used very effectively in all areas to influence pupils’ future work  
- success criteria shared with pupils: very good practice  
- good evidence of target-setting but consider best system to review and incorporate new ones |
| Progress                | - high expectations evident, books well presented and organised  
- books clearly named and labelled by subject  
- demanding work rate evident  
- good standard of attainment across all ability groups |

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Summary

Areas for discussion/development

Thank you X. Your pupils are clearly making progress. You are providing a very good range of exciting writing opportunities to develop your pupils as effective writers. You are now in a good position to enhance writing further by:

- expecting pupils to make independent corrections/improvements
- considering a regular system of reviewing targets, how to incorporate new ones and always ensuring targets set are high value (discuss across year group)
- consider non-fiction instructional work- look at extending expectations and progress/using full instructional text (discuss across year group)
- establish consistent spelling testing across Unit (discuss with Y)

Roz’s analysis of teachers’ use of targets indicated in some instances:

- a notable lack of subject knowledge in some of her colleagues, indicating confusion over the meaning and significance of some targets
- poor subject knowledge leading to inappropriate or undemanding writing tasks
- targets that were too broad, or conversely too limited so that they didn’t satisfy individual pupils’ learning needs
- less than adequate understanding by pupils of their targets

In addition Roz identified a pocket of resistance with the teachers in one year group who were reluctant to expend any extra time on pupil assessment and target-setting.

The head, John, indicated the problem and what he expected of his staff in terms of solutions:

I call it trading the truth, so the data shows the issue and we’re all part of it so what are we going to do about it?

Critically, the school had established a no-blame culture. Monitoring was part and parcel of everyday professional life. In this context teachers didn’t feel threatened but felt that they were part of an organisation that constantly aimed to improve standards. It would be Roz who would be expected to shape the complete course of action.

John noted:

I have the expectation that the problem and its solution will be firmly with the middle leaders.
I expect her to define the outcomes, scope the project and to define the success criteria, which I will include in the school improvement plan.

He paid credit to Roz’s core values, which put pupils first and shaped the strategy so that pupils would achieve even higher standards. Even though Roz was in the frontline in terms of leading the project, staff appreciated that she had the full endorsement and support of the headteacher.

Similarly, the project, as Roz appreciated, “permeates through the range of school systems.” Significantly for the success of the project, its key outcomes were incorporated into teachers’ performance management targets and into the school improvement plan, which was reported to governors by the SLT.

Monitoring the progress of the project drew on the school’s established pupil progress tracking systems, target moderation, lesson observation and work scrutiny.
Strategies for improvement

It became clear to Roz that the leadership approaches she would need to adopt would have to be extensive and varied to address the breadth of challenges with which she was faced.

The English team itself, led by Roz, became an invaluable resource as it contained a breadth of experience including the expertise of Mary, the deputy head, and two other members with teaching proficiency across key stages 1 and 2. The team had dedicated development team times for them to work on teacher and pupil performance data and to turn these into action plans for improvement. They acted as sounding boards and critical friends for each other.

The inclusion of the deputy head on the team secured a conduit for communication to and from the SLT and a means of securing support.

Strand 1: Improving target-setting

The strategy to improve the target-setting process started with a whole-staff meeting where colleagues could share ideas and practice. The English team used this as an opportunity of assessing the status quo to aid action-planning for the project.

Roz had already worked with her colleagues on an initiative focusing on assessing pupil progress (APP). Teachers therefore had a clear understanding of how careful formative assessment informed individual target-setting.

The next step was to help teachers use their assessment evidence more effectively in converting it into individual, high-value writing targets for pupils. High-value targets for Roz were defined as those that would impact most significantly on progress in a particular strand of writing, for example sentence structure or punctuation.

Such targets (see Exhibit 3) identified for individual pupils marked a way forward for those colleagues who focused unproductively on the minutiae of writing, for example, letter formation.

Exhibit 3: Example of pupil target-setting card

<table>
<thead>
<tr>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 5 pupil</td>
</tr>
</tbody>
</table>

1. Develop use of sentence variation to contribute to the effectiveness of writing.

2. Continue to demonstrate effective development of material across whole texts, in a range of writing (eg closings refer back to openings, clear links that guide the reader etc).

3. Demonstrate use of a range of punctuation within sentences accurately (eg brackets, dashes, colons, semi-colons), across a range of text types.
Strand 2: Guided writing strategy

Running parallel with the target-setting strategy was a focus on guided writing driven by pupils’ individual targets. The twin strands of the initiative were, therefore, intimately intertwined. The focus on guided writing was designed to sharpen the teacher’s role in closely targeting teaching on pupils’ next steps in writing, helping the pupils to work with increasing independence.

Roz, in a presentation to staff, highlighted the connections between assessment and securing progress through guided writing opportunities.

*Exhibit 4: Slide used in presentation to staff*
Leadership and the subject expert

Roz appreciated that subject knowledge was an issue with a number of colleagues and perceptively noted a typical reaction when teachers were asked to embrace a new initiative:

The difficulty is when teachers are asked to do something new then they feel they ought to know how to do it. They are reluctant to say that they are having difficulty or they are stuck.

Roz saw it as her role to clarify misunderstandings and uncertainties as the subject expert. She has previously taken part in the Every Child a Writer project, which had significantly increased her subject knowledge.

Supporting staff, however, required not only subject expertise but leadership understanding on an personal level and an appreciation of the motivations and sensitivities of her colleagues.

She noted:

When you start any initiative and ask for whole-school change it’s only in the actual doing of it that you come across the real needs of teachers.

For certain teachers Roz wanted to avoid the ‘Oh no, not us again getting the criticism’ syndrome. She therefore initiated a differentiated approach ranging from whole-staff briefings to individual and group support depending on the context.

Roz commented:

I reckon the culture of the place you’re in dictates your approach and the nature of the work dictates ways of working and which staff you’re trying to reach.

We started from the most important thing that we needed to do, which was to give the message about whole-school target-setting. Everyone needed to hear that message. I’d ask myself, ‘Can they do it?’ If they can then we hold a staff [in-service training (Inset) day] and they go away and do it.

Then as you begin to monitor and gather evidence you begin to build a picture of different people requiring different support and what you then have to do is [create] the best match to the situation and the individual.

So at that point I was able to say this person needs to understand the progression through the targets so I’ll work with them one-to-one. So you’re saying I’ve got the subject knowledge that’s going to help them access that knowledge. I am confident that whatever way they need it, I’ll be able to work it out with them so I’ll meet with them one-to-one.

Or it could happen that in a year team there seems to be one person who is having difficulty. What we can do there, though, as we’ve got strength in that team, is we can pair them up or get them working in threes and they can work together to develop their understanding.

It’s not so formal as to say, ‘well use this strategy or that strategy’. It’s very much about being responsive to individual needs and what the outcomes are.

Roz had already noted that the project was defined by the principles of distributed leadership so that she would often work collaboratively with colleagues so that they could pass on key messages and develop others.

Claire, a KS1 unit leader commented on this process whereby she would acquire the appropriate knowledge, skills and understanding from Roz so that she could work confidently with her colleagues:

I checked with Roz. When I was sure I was doing the right thing then I could support my colleagues. When it came to supporting the NQTs in my unit, I was actually sitting down and doing that with them, but that’s part of how we work anyway. Anything new that comes in or if somebody doesn’t know something then we work quite collaboratively anyway. [There is] lots of collaboration and sharing and comparing pupils’ work so you get that consistency.
Flexible and responsive leadership

Roz felt there were no hard and fast rules for sustaining impetus in the project. This was raised when the issue of individual or team responsibility was discussed. Roz was aware that there were a lot of things that she held as her personal responsibility as a subject leader and these would be outlined in her formal role description. She also appreciated, however, that there were times when she could and should use the expertise and energy of her subject team. She wanted to make sure that she fully utilised this resource and organised monitoring and development activities with them.

She pointed out that a leader needs to be flexible and in tune with the progress of the project. She needed to make sure she secured its impetus so if there were issues to resolve, she could not leave them until the next team meeting. She took it on herself to offer immediate support. “It’s a case of offering the best match to the situation,” she explained.

In terms of individualised support, Roz identified that she needed to have a close appreciation of the needs of individual teachers. Her repertoire ranged from individual coaching and mentoring support to getting staff to work in pairs or small groups for mutual observation of each other’s work. All the time, she would scrutinise and evaluate progress through the school’s established procedures. She would step in if additional support was needed.

Critical to the initiative was an understanding by pupils of their targets. They were encouraged to have a degree of autonomy in shaping their own progress. A key strategy was the modelling effective target-setting practice by the English team. Through these means, other teachers began to appreciate the significance of teacher pupil dialogue. The routine was to focus pupils on the current activity, clarify prior assessments and ensure a full understanding of their individual targets.

A typical dialogue with a pupil, quoted by Roz, was:

*Ok, this is what we are focusing on today. Have we done this already in our work? Let’s go to your individual targets and you tell me which targets you’ve met in your writing.*

Monitoring such conversations via feedback from members of her team allowed Roz to gain a fine-grained view of teachers’ subject knowledge. By these means she was able to highlight who needed extra support and what the nature of that support should be.

Her leadership encompassed strategic direction, guiding and empowering distributed leaders, as well as a hands-on approach with individuals through explanation, demonstration, coaching and mentoring.

Leadership challenges

Reflecting on her experiences, Roz commented on the growth of her emotional intelligence and her ability to be receptive to different needs and reactions.

She noted that she had come to recognise the need to treat each member of staff as an individual and to understand their needs, goals, fears and personalities. She felt that this needed to be taken into account when deciding on the best approach to working with individuals in order to maximise the effectiveness of outcomes.

She appreciated, for example, that one colleague in particular was sensitive to her lack of subject knowledge and that this was radically affecting her confidence. Roz also appreciated that the teacher needed to work through the technical detail for herself so that she could internalise it. Simply talking it through would not work in this case. The teacher, with Roz’s support, created a flowchart that showed text structure and organisation from Level 1 through to Level 3. Having undertaken this exercise targets became more meaningful to her, enabling the teacher to apply her knowledge in the classroom.
In similar vein, Roz appreciated that a year team was struggling with target-setting and showing signs of resistance to the school strategy. This team had established a very strong group ethos and allegiance to the year leader. The year leader had produced what he felt was a helpful guide on target-setting which would help the team with the initiative. Roz felt, however, that the guide was not helpful and was unnecessarily reductive, by putting whole groups of pupils on one target level, for example. The guide ran seriously counter to the initiative, which was designed to focus on individual strands of writing for specific pupils.

This produced a major challenge for Roz. She had to deal with a considerable number of teachers who had significant influence in the school. Their resistance could potentially derail the initiative. She realised that giving the year leader responsible for the guide a rap on the knuckles would be inappropriate and counterproductive. Instead, she credited his initiative by pointing out to him that producing the guide was very useful but that it didn’t work for the pupils in the school. Next she had to turn her attention to the team itself.

Roz used the deputy in her English team as a sounding board to check her perceptions of the team’s objections. Both Roz and Mary appreciated that time pressures were at the forefront of this team’s thinking.

Roz commented on the approach:

*This team was resistant to change because they felt it was more work for them, so my approach was to convince them that it was worthwhile and worth the extra effort. The task was also to change their practice without making them feel they were not doing a good job. I had to make sure that the team was in a receptive state of mind.*

Roz’s approach with this team was to work with it as a group. She started with the team’s current practice, looking at the materials used to set targets alongside individual pupils’ work and demonstrating why this was not effective. She worked with the team to develop an understanding of progression through the different writing strands. The team used APP and pupils’ work to assess progress in writing jointly and then set targets.

The team then worked independently to set some targets, which Roz subsequently moderated and provided feedback for. Following this feedback, team members felt sufficiently confident to set their own targets.

Roz noted:

*This was a gradual process of support, with scaffolding and monitoring slowly being removed until the point when I was confident in their subject knowledge and independent assessment and target-setting practices.*

With greater understanding and confidence in their professional judgements, staff resistance had been reduced. Through her strategy Roz had also confirmed her reputation as a subject expert which meant that her monitoring was both expected and carried authority. Rather than an imposition or a criticism, her actions had become a source of help and support for members of this team.

Roz managed to establish a key principle of the initiative, which was that target-setting and guided writing were highly motivating experiences for pupils. Claire commented:

*Children love targets because they love knowing what they need to do next. Teachers when they introduce a piece of writing make the connection with the task and targets and ask pupils to make the connection. [The pupils] can describe exactly which targets they are using and prove to a partner how they have moved on in their targets.*
Key learning

Roz, reflecting on the initiative, emphasised the positive ethos that had been established in the school. Teachers agreed that they were “willing to have a go” as part of a school-wide commitment to continuous improvement.

Other key learning focused on interpersonal, developmental and education growth.

Interpersonally, Roz had honed her abilities to deal with reluctant and resistant individuals. She emphasised that her passion, purpose and desire to support had carried her through. When faced with a wall of resistance she stayed calm and relied on reasoned analysis, placing the emphasis on the issue and not the people. She had appreciated teachers’ motivation, and that, “at root, they wanted to be better teachers.”

Developmentally, she had appreciated the motivations and concerns of her colleagues. She had not fallen into the trap of thinking that truculence and resistance was an early warning sign for conflict. Rather she had supported her colleagues to vocalise their uncertainties so that she could work with them and they could move forward.

Educationally and pedagogically, she had increased her awareness of how it works in the classroom from evidence and by shaping and sharpening the dialogue between teacher and pupil.

Roz had also established an ethos of openness where monitoring was seen in a positive light, as a means to improve practice. As an indication of the way the school was moving, the following monitoring report (Exhibit 5) marks a distinct improvement from the previous work scrutiny (Exhibit 2), which originated before the initiative began. This report was for a different colleague but still charts the improving awareness of teachers.
<table>
<thead>
<tr>
<th>Aspect</th>
<th>Evidence</th>
</tr>
</thead>
</table>
| Speaking and listening | - subject knowledge very secure  
- very good cross-curricular links used to develop writing in other areas  
- excellent use of ICT to support literacy  
- very good evidence of teaching of explicit speaking and listening skills |
| Marking Range of work | - very effective and positive marking gives clear direction and guidance to the pupil and is linked to the learning objective – you skilfully differentiate for most able by asking KH to look for opportunities to find...  
- good evidence of pupil spelling errors picked up, collected and practised as well as pupil self-correction in pencil  
- very good evidence of redrafting and pupils’ response to it |
| Progress Assessment & targets Presentation & organisation | - exciting and stimulating opportunities provided for writing for different purposes  
- very good range and use of appropriate genres to support writing development  
- differentiation evident  
- very good cross-curricular work seen, with plenty of opportunities for extended writing  
- very good progress is evident  
- no obvious gender difference  
- AfL used very effectively in all areas to influence pupils’ future work  
- success criteria shared with pupils- very good practice  
- evidence of appropriate high-value targets being used to improve attainment  
- APP highlighted effectively and appropriate targets set |
| Attainment            | - high expectations evident – work presented very well  
- books – clearly named and labelled by subject  
- evidence of secure progress in handwriting  
- very demanding work rate evident  
- very good standard of attainment |
Summary
Areas for discussion/development
Thank you, X. It was a pleasure to look at your books. You are providing your pupils with excellent direction and guidance through your marking. There are plenty of exciting and purposeful writing opportunities and they are clearly making very good progress. Your choice of appropriate high value targets for your pupils is positively impacting on their progress and attainment. Well done!

Points for discussion across year group;
- More able spellers
- Frequent errors – how to apply these independently

Impact
The impact of the initiative can be assessed both formally with quantitative data as well as with qualitative data.

Claire commented:

_We now don’t have children who feel they can’t write. Children having their target card each day has had a massive impact and knowing that they’re making progress towards those targets has had a huge impact on their writing. For us [as teachers], being very focused about the next steps for their learning [has]... been... the biggest change in our practice._

Qualitatively, the headteacher pointed to the fact that the children were motivated, understood what was being asked of them and felt confident in their progress. He commented that their books showed work that demonstrated progress and that the teachers were more confident. An informal request by Roz in a staff meeting, for example, as to whether anyone needed help with either target-setting or guided writing indicated that all staff appeared comfortable in their understanding. Moderation of targets and lesson observations also indicated that there was a greater appreciation of processes, mixing accurate and focused targets tied to appropriate activities and effective outcomes.

As an example, the following comment appeared on Roz’s target moderation sheet:

_Well done, X. Thorough, accurate assessment of pupils’ writing and a range of well-matched, high-value targets set. There is also evidence that targets are being applied/assessed regularly._

In quantitative terms, the RAISEonline data showed that writing had exceeded the national value.
### Exhibit 5: RAISEonline report extract: KS1 average point scores 2009 to 2011

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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Reflecting on Roz’s leadership

Teachers in the school paid testament to Roz’s enthusiasm, commitment and an insight into her leadership styles which had led to the success of the initiative. One teacher commented:

*She grabs you with the data and says, “Look, this is how it is,” (she’s very black and white), “this is what the data is telling us. This is what we need to do to improve and I’m going to help you to get there. I’ve started thinking about this but I’m not doing it on my own; we’re all going together and I’m doing it with you.”*

Another teacher paid tribute to her fervour:

*She is very very passionate about her subject. You can tell that she loves to read and enjoys writing. She has excellent subject knowledge. We know that’s she’s very skilled at literacy and supporting others in improving their literacy teaching.*

Roz reflected on her own leadership motivations:

- knowing what you want
- having a clear view of outcomes
- not being in a hurry to get there

In the case of the latter point, she appreciated that in a large school change is not going to be immediate and any initiative will take time to embed itself. Leaders should not be disappointed if they don’t see immediate improvements. She also appreciated that the methods to achieve this embedded status would require “a lot of work along the way” in monitoring progress, feeding back to colleagues and having remediation strategies ready to keep everyone on track.

Her experience also relied on the principles of distributed leadership whereby:

*It’s not just you who has to do everything and be responsible for everything but you can share the workload. As trust increases you can increase that sharing.*

The headteacher was able to enunciate what he felt were Roz’s key leadership traits. They can be divided into moral purpose, interpersonal and professional skills:

In terms of **purpose**:

- Pupils come first.
- She has a role as a champion of standards and delivers continuous improvement.
- She holds high expectations based on outcomes.

**Interpersonal** traits:

Roz:

- is confident and grows in self-awareness
- has self-belief
- develops personal drive
- grows in resilience and personal maturity
- possesses the steel to tell it how it is and make difficult decisions
- learns how to inspire others
Professional skills:

Roz:
- uses data and analytical skills to highlight areas for improvement
- sets high expectations for others and holds them to account
- has outstanding subject knowledge and uses this to develop others
- shows excellent pedagogic skills
- is an excellent facilitator
- can coach and mentor
- displays good presentation skills
- stays focused
- is succinct

Next steps

A teacher commented that pupils were now making excellent progress in writing as well as in reading and maths.

The headteacher commented what for him was a significant approach and important ingredients for success:

For me that’s about supporting the middle leader and getting consistency, it’s about eradicating that in-school variation. So it’s got to be sustainable and the staff have to feel part of it and have that sense of ownership, that sense of development and believe it works otherwise when you stop monitoring they’ll stop doing it.
The National College exists to develop and support great leaders of schools and children’s centres – whatever their context or phase.

- Enabling leaders to work together to lead improvement
- Helping to identify and develop the next generation of leaders
- Improving the quality of leadership so that every child has the best opportunity to succeed

Membership of the National College gives access to unrivalled development and networking opportunities, professional support and leadership resources.

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We are always looking for ways to minimise our environmental impact. We only print where necessary, which is why you will find most of our materials online. When we do print we use environmentally friendly paper.