

OLEVI's highly effective and powerful programmes have acquired much acclaim from teachers, schools and Ofsted over the years – a claim we are rightly proud of. Never complacent, however, we continue to evaluate the impact of our programmes ensuring they continue to deliver on their objectives and achieve our aims.

The evidence collated so far reinforces just how effective our programmes are. They not only make an impact on the quality of teaching and learning of those attending the programmes, but have a lasting effect on the whole school and beyond. We share our findings with you below.

Our network of Designated Olevi Centres helps us extend the reach of our highly successful Teaching and Learning programmes nationwide. We are currently working with these centres to create second generation programmes which will be accredited and quality assured by Olevi.

Ashton-on-Mersey School – one of the first schools to embrace the Olevi programmes – has been facilitating our programmes for over five years. They share with us their own experience of the Olevi programmes and their impact.

Further afield, our international development continues. We were delighted to welcome twelve delegates from Nigeria in February, Richard Lockyer

visited our colleagues and friends in Western Quebec, Canada and Northern Ireland and Mark Suckling continues to build our relations with the Ministry of Defence (MOD) in Germany and Cyprus.

Back on the home front the Olevi team has been very busy developing our new Olevi website. Due to launch later this term the website will become the backbone of our communications and we are very excited about the new opportunities this facility will bring.

Enjoy the challenges and rewards of the new term.



George Berwick



Richard Lockyer

OLEVI PROGRAMMES – A DRIVING FORCE FOR CHANGE

Olevi is committed to taking professional development in education to a higher level. We review the impact our highly powerful and effective Improving Teacher Programme (ITP) and Outstanding Teacher Programme (OTP) are having on the quality of teaching and learning within our schools.

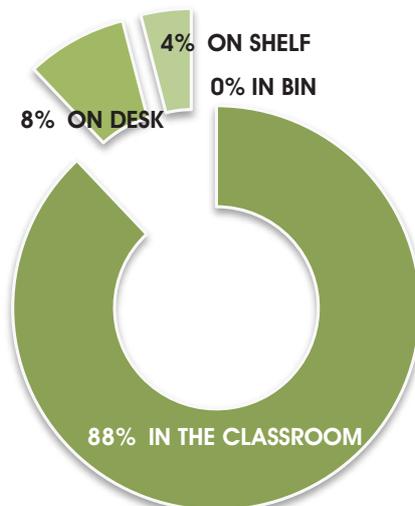
The review highlights their significant impact on the educational landscape.

Olevi's ITP and OTP have made measurable improvements in the quality of teaching - with consequent improvements in learning outcomes for pupils – and helped raise schools to levels of outstanding achievement.

Olevi programmes are particularly effective because they not only support teachers, support staff and leaders in their professional development, but they provide mechanisms and a framework which empowers them to ensure improvement becomes ongoing and is organically sustainable. This in turn creates a cultural change which benefits the whole school, staff and pupils alike.

WOULD YOU RECOMMEND THE PROGRAMME?
100% SAY "YES"

HAVE YOU USED THE PROGRAMME?



88% SAID THE PROGRAMME HAD CHANGED CLASSROOM PRACTICE FOR THE BETTER

YOUR FEEDBACK

WHAT YOU SAID



"It has completely transformed my life, both in and out of the school and that of my students" ITP Delegate

"This programme has made me think more than any other I have ever been on. Thank you" OTP Delegate

DELEGATES WHO HAVE SEEN AN IMPACT ON PUPILS' LEARNING

YES 80%

15% SOME

5% NO

HAS IMPACT OF PROGRAMME BEEN RECOGNISED BY OFSTED

Of the schools that have had an Ofsted since attending the programme

70% SAY YES

DELEGATES WHO HAVE SEEN A CHANGE IN THEIR TEACHING GRADES

YES, CHANGE 66%

2% NO CHANGE

14% NOT KNOWN

18% TOO SOON

Olevi's Outstanding Leaders' Programme

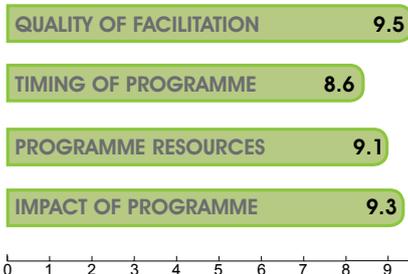
Our Outstanding Leaders' Programme (OLP) continues to develop and grow. The first cohort of five London schools are now mid-way through their programme and the feedback has been very encouraging.

As with any new and developing programme, the quality and detail of feedback is a valuable source of data. We are very grateful for the input from the delegates so far. Your feedback helps us ensure the programme delivers on its aims.

We are delighted that five additional schools in Birmingham have joined the programme. We look forward to working together with these schools, providing professional development in leadership management at the highest level.

FEEDBACK ON THE OLP PROGRAMME

MIDPOINT EVALUATION COHORT 1 out of 10



WHAT YOU SAID



"Time to think and reflect on where are we now. Particularly in terms of knowledge, moral purpose, social and organisation"

OLP Delegate

"Made me rationalise my current practice as a senior leader and gave me time to translate identified areas for development into possible changes in practice"

OLP Delegate

WHAT WENT WELL

- Time to reflect, think and challenge perceptions and issues
- Effective modelling of conceptual frames, tools and resources
- Sharing best practice

DESIGNATED OLEVI CENTRES IN THE UK



Designated Olevi Centres are a group of schools that have worked and grown with Olevi over the years and share our aims and ethos. They can facilitate the full range of Olevi programmes and they provide accreditation and quality assurance within their regions.

1. Ravens Wood School, Bromley
2. Ashton-on-Mersey School, Cheshire
3. Earls High School, Birmingham
4. Lampton School, Hounslow
5. Third Wave, Milton Keynes

Changing the culture of teaching

Ashton-on-Mersey School has been delivering Olevi programmes for over five years. Nick Parry, Assistant Principal of Teaching & Learning, tells us how OLEV programmes **WILL** change the culture of teaching and learning at your school

"The above statement is based on the fact that, for Ashton-on-Mersey School, more so than any other strategy or initiative that we implement, the Olevi programmes are responsible for securing the Ofsted grade 1 for 'quality of teaching'.

The focus may initially appear to be on supporting and developing targeted individual teachers, but what is abundantly clear is that the programmes' ethos creates a climate whereby teaching and learning becomes open, reflective and shared across the school.

Schools may consider that the lesson observations, ward rounds and 'in-school practice' are discrete elements of the programmes and any whole school benefit is simply an opportune by-product. However, it is these components which drive our school's expectations of teaching and learning for all staff and pupils.

After four Ofsted inspections since the process began, Ashton-on-Mersey has always been 'outstanding' overall, of which we are very proud. It was only at the fourth, and most recent, visit that we were awarded the coveted grade 1 for quality of teaching. Currently 97% of our lessons are good or better, with 42% deemed outstanding. No accident that this coincides with the firm establishment and embedding of the Olevi principles.

Peer observations and weekly learning walks for all staff are common-place. A buddy system and coaching structure is established. WWW/EBI is a regular feature of evaluations. Staff and pupils are comfortable and actually enjoy the presence of colleagues and visitors in their lessons, recognising the value and benefits for all. Systems for improving the quality of teaching and learning are transparent, supportive and collaborative.

Ashton-on-Mersey School was one of the first to become involved with Olevi's programmes following the London Challenge. The last five years has seen us develop into a Designated Olevi Centre, providing ITP, OTP (including Coaching), OFP, Power of Coaching Training and QA.

We are very proud of this partnership and the status we have accomplished. We are even prouder of the high quality teaching and learning that exists as a result!"

**Nick Parry, Assistant Principal,
Teaching & Learning, Ashton-on-Mersey School**

THE DIFFERENCE OLEV PROGRAMMES HAVE MADE

97%
OF OUR LESSONS ARE
GOOD OR BETTER WITH

42%
DEEMED
OUTSTANDING

Teaching Schools: a vision becomes reality

The development of teaching schools provides a framework for continual, sustainable school improvement, raising the quality of teaching and improving the learning outcomes of all our children

This Spring the National College for Teaching & Learning published *Teaching schools: first among equals?* The paper, by Prof. Peter Matthews and Prof. Sir George Berwick, explores the development and growth of the teaching schools' concept and how it has evolved to become a major plank of national policy for improving teaching (DfE, 2011b:12).

It was in 2001 that Sir George first articulated the concept of 'teaching schools' – similar to teaching hospitals – where the best practice, skills and knowledge that already exist within a school could be shared and used to improve the quality of teaching, and consequently improve the learning outcomes of pupils.

Sir George, then Headteacher of Ravens Wood School, Bromley, set out to explore how best to achieve this. Along with his staff he developed a framework to retain and value excellent practitioners as well as providing them with a means by which they could facilitate the professional development of others.

Ravens Wood School became a centre of excellence, and driven by a moral commitment to ensure all children had the best learning outcomes, shared their expertise with other schools through school-to-school support.

In 2003, London Challenge provided an ideal context in which the teaching school model could flourish. The Improving Teacher Programme (ITP) and Outstanding Teacher programme (OTP), developed by Ravens Wood School as part London Challenge, went on to become part of the Teaching & Learning Syllabus developed

for the City Challenge and National College. Olevi's ITP and OTP are now an integral part of the engine of improvement used by Challenge Partners.

When, in 2010, the coalition government announced the designation of 500 teaching school alliances in England by 2014-15, it set the foundation for a teaching school-led system and Sir George's vision was realised.

Teaching schools offer a real solution to the challenge of handing greater responsibility for teacher training and development, leadership development and school improvement to the profession. They have already started to make their mark:

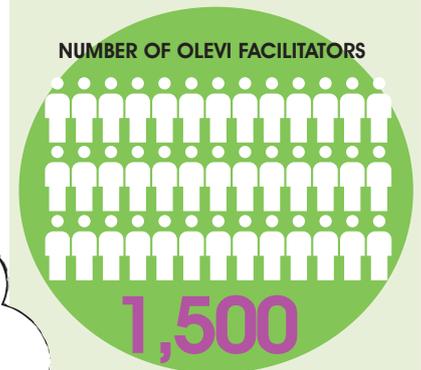
- Nearly 1 in 10 schools nationally, representing 1 in 8 pupils, had joined one of almost 200 teaching school alliances by summer 2012.
- The first 100 teaching schools delivered over 10,000 initial teacher training placements
- 21 of the first 33 licences awarded by the National College to deliver leadership development have gone to teaching schools.
- More than two-thirds of teaching schools are delivering Olevi's highly successful Outstanding Teacher Programme (OTP)

Matthews, P and Berwick, G (2013) Teaching schools: first among equals? Nottingham, National College for Teaching and Leadership www.ncsl.org.uk/publications

Education is the key to success in life, and teachers make a lasting impact on the lives of their students

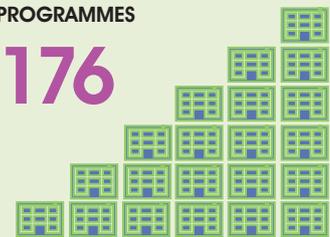
Solomon Ortiz

SPREADING THE NEWS



NUMBER OF TEACHING SCHOOLS FACILITATING OLEVI PROGRAMMES

176



NUMBER OF OLEVI PROGRAMMES DELIVERED TO DATE THIS ACADEMIC YEAR

280

FACILITATING OLEVI PROGRAMMES

The programmes that make up the Olevi Teaching and Learning Syllabus have become trusted and respected throughout the UK and internationally for their effectiveness and calibre. All Olevi programmes are delivered under licence, which enables us to ensure that their quality is maintained. In addition to the licence, we politely request that all Olevi programme material used by our facilitators be clearly identified with the Olevi name and logo. If you require further information please contact Mona Bhatti at mbh@rws.uk.net

No.1
OLEVI
with its growing network of Designated Olevi Centres, is now one of the UK's leading Teaching & Learning programme providers

Designated Olevi Centres – Schedule of Olevi Programmes this summer term

ASHTON-ON-MERSEY	EARLS HIGH SCHOOL	LAMPTON SCHOOL	RAVENS WOOD SCHOOL
Cecil Avenue Sale Cheshire M33 5BP Tel: 0161 973 1179 Contact: Nick Parry	Furnace Lane, Halesowen West Midlands B63 3SL. Tel: 01384 816105 Contact: Ros Bartlett	Lampton Avenue Hounslow TW3 4EP Tel: 0208 572 1936 Contact: Jacqui Smith	Oakley Road Bromley BR2 8HP Tel: 01689 869946/869945 Contact: Mona Bhatti
OFF	OFF	OFF	OFF
May 1, 2, & 3 June 24, 25 & 26	June 25, 26 & 27	TBC	June 18, 19, & 20 July 3, 4, & 5 July 15, 16 & 17
POC	POC	POC	POC QA Training
June 18 & 19	Oct 3 & 4		June 4 & 5 June 25

Olevi welcomes Nigerian delegates



In March we were delighted to welcome twelve teachers from Nigeria, who came to see for themselves how the Olevi programmes are used to raise the quality of teaching and improve the learning outcomes for pupils.

Sponsored by the World Bank, our guests were part of a delegation of teachers visiting the UK to look at ways to help improve teaching and learning within their own country.

The Olevi programmes had been highly recommended to them. The day

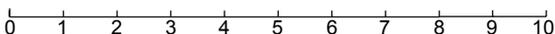
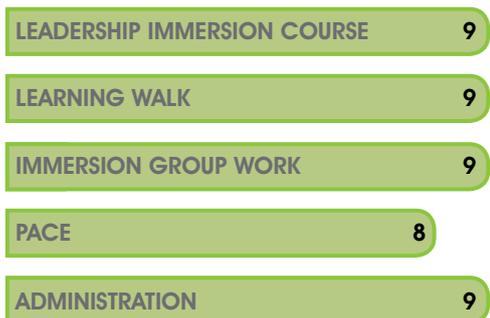
was arranged to allow the delegates to experience how the Olevi programmes are designed to engage, challenge and support teachers in their own professional development and to reflect on their teaching practice to enable improved learning outcomes for their pupils.

A very successful and rewarding day was had by all, with all delegates leaving with much food for thought.

We look forward to building our relations with Nigeria and extending our international work.

HOW DID YOU RATE THE DAY'S PROGRAMME?

EVALUATION RESULTS out of 10



WHAT WILL YOU TAKE BACK FROM TODAY TO USE IN THE CLASSROOM?

"Improved culture of knowledge sharing.
Recognising differentiation and dealing with it effectively."
Nigerian Delegate

"Group work and mentoring.
Empowering teachers to achieve their goals"
Nigerian Delegate

INTERNATIONAL NEWS

GERMANY AND CYPRUS

Following the success of our OTP in the British Service Schools in Germany last November, Mark Suckling returned this February to facilitate our Outstanding Facilitation Programme (OFF).

The MOD holds our ITP and OTP programmes in high regard. Now, with their own trained facilitators, they are able to deliver these programmes throughout their British Service Schools in Germany and Cyprus – providing sustainable improvements in teaching and learning.

CANADA

Richard Lockyer visited our friends and colleagues from 32 schools and centres at the Western Quebec School Board in Western Quebec, Canada this March with a focus on developing leadership and coaching.

We continue to build on the success our Olevi programmes have had in improving the quality of teaching and learning throughout the region, developing a network of Designated Olevi Centres in Canada.

WALES

The impact of the OTP, ITP and POC in Bridgend is continuing to grow in Coleg Cymunedol Y Dderwen under the leadership of Carole Warlow. Carole is passionate about renewing and refreshing the skills of the teachers and growing her team of facilitators to take on the ever increasing projects in South Wales. Watch this space.....!

IRELAND

Paul McClenaghan met with Richard Lockyer recently to finalise a two year package of programmes to be rolled out working with Queen's University Belfast. The package will help schools involved in the project improve the quality of teaching and learning and leadership and bring about sustainable change. Exciting times!

**LIKE RIPPLES ON A POND
OLEVI PROGRAMMES HAVE
FAR REACHING EFFECTS**