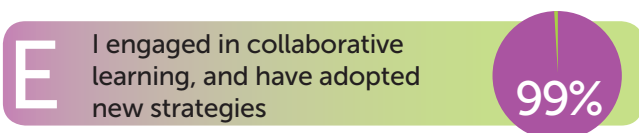
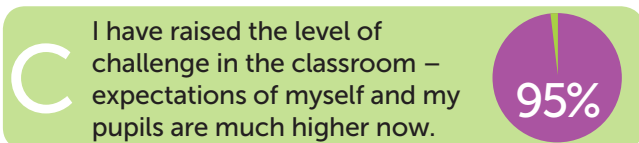
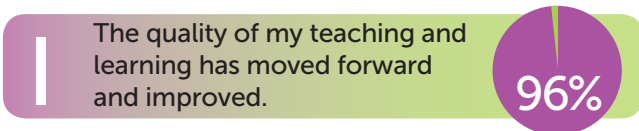
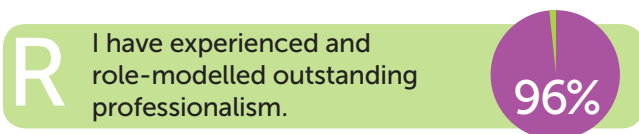
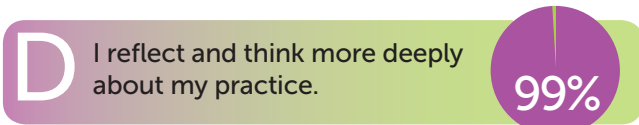




As a result of the programmes, teachers and TAs say:*



* Data based on survey of 667 ITP, OTP and OTAP evaluation forms 2016

Academic year 2015-2016

Number of delegate level programmes

345 Improving Teacher (ITP)
Outstanding Teacher (OTP)
Outstanding Teaching Assistant (OTAP)



Benefiting an additional

478,000
PUPILS

Schools tell us:

Would you recommend the programme?

100%
SAID YES

88%

Said the programme had changed classroom practice for the better

Whole-school impact. What schools say:

“We believe our ‘Outstanding’ Ofsted grade for Teaching and Learning was a direct result of staff attending the OTP. All teachers graded ‘Outstanding’ had been on the programme.”

Kieran Osborne, Principal, Hayes School

“Investment in Coaching has been a crucial part of the successes achieved by The Pioneer Academy schools. Coaching has united staff at all levels, opening up valuable communication channels that improve the quality of teaching and learning. It opens up a state of mind where learning and progression is key.”

Lee Mason-Ellis, Executive Head, Stewart Fleming Primary School

“The relationship with OLEVI has been the single most effective tool in our school’s improvement journey. Whether you are looking for a short-term intervention or a package to develop the core principles of a Good school over a sustained period of time, OLEVI will have a solution. Our relationship with OLEVI continues to grow and is as important to us now as it ever has been. Whether you are a school in Category or a school looking for the next challenge, I cannot recommend them highly enough.”

Lorna Beard, Principal, Castle Academy



Our Impact: What we are told by schools that have engaged in the OLEVI programmes



Teaching staff say they:

- ▲ Take calculated, well thought out risks in their teaching and are more willing to try new things.
- ▲ Contribute more to the development of the school.
- ▲ Become more self-aware; think for themselves, and act on it.
- ▲ Challenge themselves and each other.
- ▲ Value observing each other teach.
- ▲ Become more confident, motivated and assertive.
- ▲ Have raised expectations of their students and themselves, and other staff too.
- ▲ Grow the confidence to care about what they are accountable for.
- ▲ Are open to becoming better teachers and want to continue to improve and grow their professional practice.



Pupils:

- ▲ Become better learners.
- ▲ Readily and fully engage in challenging learning and high-order thinking.
- ▲ Have their aspirations raised.
- ▲ Become more resilient.
- ▲ Think about how they learn (more reflective)
- ▲ Achieve more highly.

Teaching staff and pupils:

- ▲ Trust themselves and each other.
- ▲ Collaborate and learn together.
- ▲ Feel more courageous and self-assured.
- ▲ Grow awareness of what they are good at.
- ▲ Have higher expectations of themselves and others.
- ▲ Seek out feedback and feed back to others.
- ▲ Take greater levels of ownership over their learning.

