

Dear Friends and Colleagues,

The Summer term is in full swing, and our thoughts turn to the many students in our schools who have taken their exams and await their results for the next phase in their education journeys.

Like our students, staff at all levels within education also look to continue their professional development and – as highlighted in our Spring News Update – have been attending OLEVI Teaching and Learning programmes in increasing numbers.

The importance of the teaching profession taking ownership of its own development has recently been much in the national press. With the growing recognition of structured professional practice based CPD, and particularly an increased emphasis on coaching, the OLEVI Teaching and Learning ethos is perfectly placed to take this forward.

In this issue we look at the impact the ITP and OTP have had on schools at various stages in their journey towards 'Outstanding'. Hayes School, Bromley, first adopted the programmes five years ago and has recently been appointed as a Teaching School. Whilst The Basildon Academies have come out of special measures in a remarkable short space of time and have been

praised by Ofsted for all that they are doing to raise standards of achievement in their schools.

We also celebrate the addition of two Designated OLEVI Centres (DOCs) to our network. In this edition you can read of The Billericay School's journey towards this point and we also welcome St Chad's in Oldham, our most recent DOC, from whom we will hear in our Autumn News Update.

Challenge the Gap, a Challenge Partners project which draws on the OLEVI collaborative learning model, is coming to the end of another successful year. We continue to Quality Assure this innovative programme which aims to close the attainment gap between children on FSM with that of their peers.

We would like to take this opportunity to thank all our DOCs and facilitation schools for their commitment and hard work over the year. In sharing the vision to provide 'Outstanding' teaching, leadership and learning, we give all our children the chance to be the best they can be.

Have a restful summer break.



George Berwick



Richard Lockyer

Reaching for the stars

Following their recent appointment as a teaching School, Hayes School Principal, Kieran Osborne and Director of Teaching and Learning, Paul Foster, talk to OLEVI about how their focus on outstanding teaching started them on their journey towards excellence

What drew you to the OTP?

To put it in context, it was at a time when classroom practice was becoming too focused on a tick box approach towards what a good lesson should be. This led to teaching being geared to a system where as long as the boxes got ticked you were doing a good job, as opposed to whether or not engaged learning was taking place. We wanted to nail outstanding teaching and learning but passionately agreed that teaching was not about ticking boxes – it was about getting people to really think about what is outstanding teaching and be accountable for it.

We decided that, as a school, we were going to invest time and create the opportunity to reflect on this in a structured and facilitated way. The OTP was a massive part of that and provided the framework to look at what makes

outstanding teaching in a collaborative non-judgemental way. The programme aligned with our own vision to be both outstanding in teaching and also develop an ethos where teaching and learning is a life long process.

What has adopting the programme meant for your school?

Following the introduction of the OTP the school received an 'Outstanding' grade for Teaching and Learning. We believe this was a direct result of the OTP – all the teachers graded 'Outstanding' had attended the programme.

We saw the value of the concept of facilitation used throughout the programme. We wanted this to become part of our school discussions around Teaching and Learning and influence the way department heads lead their departments and their meetings.

“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, Bromley

Therefore, we deliberately targeted our middle leaders on the second and third cohort of delegates to attend OTP as part of their professional development.

This has influenced leaders at every level and contributed to our approach to leadership. Meetings between colleagues, line management and performance management have been influenced a great deal by what we have learnt about coaching and by really well facilitated, focused discussions around

Continued on page 4 ➔

The only way is Essex

The 'Outstanding' Billericay School in Essex becomes our seventh Designated OLEVI Centre

What a year we have had! Following hot on the heels of the Helenswood Academy, we are delighted to announce our seventh Designated OLEVI Centre – The Billericay School in Essex. Tony Ward, Director of the Billericay Educational Consortium, tells of his school's journey to becoming a DOC.

“Over three years ago we decided that the focus of all our staff development should be to empower teachers to develop their class practice. It was important that our staff were developed from within and grew an internal sense of leadership.

The OLEVI programmes were an inspiration. They enabled us to understand and recognise what 'Good' and 'Outstanding' teaching feels like in the classroom. This started a cultural change within the school, which has involved all staff and is now embedded in our everyday work.

For us, the focus on improvement and engagement in the classroom through collaboration has resulted in us reconsidering our approach to coaching practice. Coaching now takes place both within and across departments and teams. More sustainable gains have been made as those coached move their own area of expertise forward and coach others. We believe a coaching culture is the way forward and continue to embed this practice

OUR DESIGNATED OLEVI CENTRES & LICENSED SCHOOLS NETWORK



Designated OLEVI Centres (DOCs) in England have worked and grown with OLEVI over the years. They share our aims and ethos and can facilitate the full range of OLEVI programmes. They also provide accreditation and quality assurance within their regions.

- 1 Ravens Wood School, Bromley
- 2 Ashton-on-Mersey School, Cheshire
- 3 The Earls High School, Birmingham
- 4 Lampton School, Hounslow
- 5 Third Wave, Milton Keynes
- 6 Helenswood Academy, Hastings
- 7 The Billericay School, Essex
- 8 St Chads CofE Primary, Oldham

“The OLEVI programmes were an inspiration. They enabled us to understand and recognise what good and outstanding teaching looks like in the classroom.”

Tony Ward, The Billericay School, Essex

as 'the norm'. We have not only shifted the culture of our own school but through the Teaching School Alliance (TSA) we have been able to share this philosophy with teachers in other schools in the local area.

By using the OLEVI programmes, culture and ethos, and being part of the OLEVI network, we have empowered other schools to achieve a similar impact. The enthusiasm is infectious and by continuing to develop relationships with delegates after the programmes have finished, we have established a network that works to promote this culture across our area and beyond.

We very much see ourselves as the role model for the OLEVI ethos in Essex, Southend and Thurrock – our TSA sub-region. We are committed to our vision of working with colleagues within and beyond our partnership schools, across all phases of education, and build relationships to foster a culture of sharing and collaboration. This enables us to continue to identify and develop current knowledge and expertise, and strive to work innovatively and creatively in order to maximize engagement and realise a lasting legacy that impacts on day-to-day practice.

The expansion of the network is exciting and will provide reciprocal advantages. The exchange of ideas and discussion about what really matters through the DR ICE mantra will benefit other schools and enrich us. In achieving DOC status we can further grow the schools we work with to provide first class teaching and learning for all our students.” ■

School celebrates rapid transformation

Basildon Upper and Lower Academies are praised by Ofsted and see removal of special measures. OLEVI congratulate them on their remarkable achievement

Pupils and staff at the Basildon Lower and Upper Academies are celebrating coming out of special measures. It is a remarkable achievement, over such a short space of time, with Ofsted rating them "Good" for behaviour and safety of pupils and for leadership and management.

The inspectors praised the "highly effective" staff training which has facilitated a rapid improvement in teaching quality and achievement is "rising strongly."

Director of Teaching and Learning, Louise Sherman said: "We had 12 staff come through the ITP and OTP in that last year

and a half. The impact upon the academy has been extremely noticeable, within the classroom and across our CPD programme.

"Adopting OLEVI's facilitation principles enabled us to take a new reflective approach to improving our teaching and learning practices. We used many of the ITP and OTP philosophies and key elements to drive forward staff training. Staff have a renewed enthusiasm and energy, which transfers to pupils who have become more engaged in learning.

The sessions on developing deeper thinking through questioning were used by our OTP

“Improvements in teaching are well led. Senior leaders regularly check teaching and have an open diagnostic approach so that best practice is shared. Teachers reflect on how they can improve their own performance, and support is tailored to the individual needs of staff.”

Ofsted 2013, The Basildon Lower Academy, Essex

participants to deliver whole staff twilight sessions, the results of which were evident in lessons and teachers questioning was commended on in our Ofsted report. The ripple effect on lessons, as staff share experiences and good practice, has allowed us to reach our ultimate goal of pupils making progress.” ■

Facilitation helps schools take the lead

Ripley St Thomas Academy shares how hosting of the ITP and OTP is broadening knowledge and experience of Teaching & Learning for all

Ripley St Thomas became an OLEVI facilitation school in April 2012. Key to the success of the programmes at Ripley is the support of the Headteacher, Liz Nicholls, who says that the programmes have helped contribute towards the development of their 'open door' culture.

"Teachers are keen to have delegates come to their lessons as they have a sense of pride about what they do and value the feedback about their lessons. All teachers who join the school are awarded a place on the ITP, which has become a 'rite of passage' in the school. This ensures that teachers have a shared language with which to discuss teaching and learning."

The school has been using a model of hosting the ITP and OTP which is proving to be very effective. Lead Facilitator, Caroline Stride, shares how their approach benefits

delegates, facilitator and host school alike.

"We have started hosting the programme in two schools each time. For instance, our current OTP was hosted in two very different secondary schools thus giving the delegates two very different experiences. For our next OTP and ITPs we will be running one session each from a primary school, again to broaden the experience and giving our participants a greater chance to see different teaching and methodology in a different setting. Adopting this approach has meant that we are able to use classes from KS1 right through to KS5 for ward rounds and lesson observations.

Our model is being greatly appreciated and is having a broader impact on the engagement of individuals to develop their capacity to develop teaching and learning beyond their classroom." ■

OLEVI licence...

Why do I need one?

Q What is an OLEVI licence?

A The licence is an agreement between the facilitation school and OLEVI. It sets out the terms and conditions in which the ITP, OTP and OFP can be facilitated. The licence also acts as a quality kite mark and gives delegates and schools the confidence to know that the programmes they attend are being facilitated by accredited individuals.

Q Is it needed?

A Yes. Without it you are not an accredited facilitator and are not able to facilitate the ITP or OTP. The purpose of the licence is to allow OLEVI to protect the quality and integrity of our programmes which we monitor via an annual Quality Assurance visit.

Q Is there a charge?

A No. The licence is free of charge. It runs for one academic year and is reviewed and renewed annually in September.

Q What is the fee paid to OLEVI when a programme is delivered?

A This is a Research and Development fee. The fee enables OLEVI to continue being at the forefront of teaching and learning development.

For further information please contact Mona Bhatti: mona@olevi.co.uk

THOUGHT FOR THE MOMENT

If you want to build a ship, don't drum up the men to gather wood, divide the work, and give orders. Instead, teach them to yearn for the vast and endless sea.
Antoine de Saint-Exupéry

HAVE YOUR SAY...

How has the programme benefited you?

Outstanding Teaching Assistant Programme (OTAP)

"Gave me the opportunity to discuss best practice with colleagues from other schools. It has developed my thinking and widened my outlook."

"Has made me think how I am towards pupils."

"Made me realise I can have a positive impact on student's learning."

"Has given me the confidence to put forward my ideas with teaching staff."

Outstanding Facilitation Programme (OFP)

"It has bedded in the ideas, resources and methodology I will need to become an effective facilitator."

"My thinking has been challenged and it has given me the tools and confidence to facilitate a Teaching School programme."

"Made me think about facilitation rather than leading. I have had time to reflect on my role as a school leader as well as what it will look like as a facilitator."

Feedback from delegates attending the OTAP and OFP at The Earls High School, Spring, 2014

Mind the Gap

Giving children the chance of a different future

Challenge the Gap (CtG) is a whole school programme addressed at one of the most challenging issues facing schools today – how to ensure that economic disadvantage does not become entrenched as a lifelong disadvantage.

Developed by Challenge Partners and based on the OLEVI Collaborative Learning Model, Challenge the Gap builds on the principles, tools and strategies of the ITP and OTP to provide quality teaching to ensure equality of opportunity for all.

Since its inception three years ago schools nationwide have taken part in the programme. With its focus on the holistic progress of pupils many schools have seen a transformational change in pupil's engagement in learning, increased confidence and a positive enthusiasm for school – with consequent improvement in pupil's academic progress – significantly closing the attainment gap between themselves and their peers.

"The programme has had some quite extraordinary outcomes" said an OLEVI evaluator. "There is evidence of powerful

"This has been one of the most meaningful professional development opportunities for our schools."

Sarah Boyse, Head of Teaching School,
Bright Futures Educational Trust

relationships being built, where knowledge in the system is being shared to impact on the learning of FSM students." Although initially targeting a specific cohort, the collaborative teamwork of teachers, leaders and para-professionals means that effective approaches learnt can rapidly cascade throughout a school, leading to change and whole school improvement.

For further information on CtG please go to: challengepartners.org/challengethegap

QA PEER REVIEW A SUCCESS

We are delighted that the QA Peer Review Model, developed by OLEVI for Challenge Partners, has not only become highly regarded by all the schools within the partnership but, more recently, been acknowledged by government as a vehicle for driving up standards in schools. ■

"I am grateful for the invaluable work that Challenge Partners play in driving up standards in schools through Peer-To-Peer Reviews. It is vital that we encourage collaboration and sharing of best practice between schools."

The Rt Hon Michael Gove MP, Secretary of State for Education

➤ Continued from page 1

Teaching and Learning. The cultural impact can be seen through the readiness of our staff to embrace lesson study. The trios aspect of the OTP – to get together and collaboratively plan lessons and give feedback – has meant that staff are prepared to engage in lesson observations, working together to evaluate the impact of their lessons on student learning. Staff see this as part of everyday practice and development and created an open door policy where everyone feels engaged and empowered.

So, what's for the future?

We now have a large proportion of staff who have attended the OTP and we are starting to explore ways in which we can

use the coaching – to be coached and how to coach others – in the context of how they can develop themselves to become better teachers. We would like to grow the coaching ethos so it becomes as institutional to us as the ITP and OTP and becomes part and parcel of the way we work. ■

The team at OLEVI would like to congratulate Mr Osborne, his staff and students on their school being awarded Teaching School status. Hayes is an 'Outstanding' school that works hard for its students, the school community and other schools through its school-to-school work. We are proud to have played a part in the schools successful and rewarding journey.

Full Hayes School interview coming soon on our website.

NEWS IN BRIEF

FINGER ON THE PULSE

Did you know that you can access up-to-the-minute national and international education news articles on the OLEVI website?

Keep your finger on the pulse with a direct link to education focused news from the BBC; the Guardian the Telegraph and the TES. Visit:

WWW.OLEVI.CO.UK/news

Click on the OLEVI news section and scroll down to discover what's making the headlines in education today.

BROAD HORIZONS

OLEVI is committed to knowledge sharing and supports individual study and research as part of CPD. We are in the process of building a library section on our website which, over time, will become a source of information on all things relating to education, teaching and learning. If you would like to share any research articles with our growing community please contact julia@olevi.co.uk

KEEP IN TOUCH

We are always delighted to hear your stories of what our programmes have meant to you, your school and your pupils and welcome your comments and contributions. If you would like to feature in one of our newsletters or become part of our growing portfolio of case studies please contact julia@olevi.co.uk

STOP PRESS!...

In September we will be launching the Outstanding Teaching Assistant Facilitation Programme. The programme is suitable for current facilitators of the ITP and OTP or Teaching Assistants who have completed the Outstanding Teaching Assistant Programme. For more information or to book a place please log onto the website or contact mona@olevi.co.uk.

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