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Paul Foster, Senior Vice Principal, Hayes School



## Hayes School adopts the Outstanding Leadership in Education programme to unlock potential of aspiring leaders

**Committed to constantly improving his Outstanding school, and others, Paul Foster, Senior Vice Principal of Hayes School, talks about how he has used the OLE programme to develop over 100 aspiring and existing school leaders from the Bromley area – including 66 delegates from his school.**

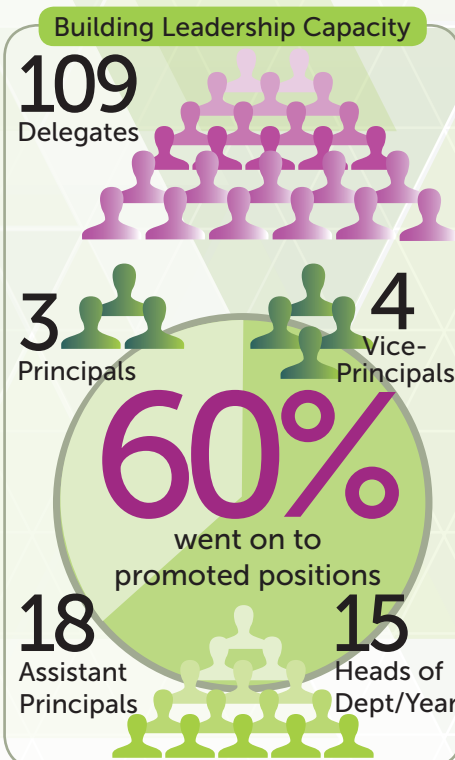
### Why did you become involved in the OLE?

For many years, Hayes has been using the OLEVI OTP and ITP to improve teaching across the school, so we relish the opportunity to be involved in the facilitation of the OLE. We know strong leadership is an essential part of the success of schools, and we wanted an effective, high-quality programme that would develop highly reflective and effective leaders at all levels of the school who could confidently build on the school’s considerable successes. The OLE offered this.

### What has been the impact of the OLE?

▲ **Building leadership capacity at all levels:** Of the 109 delegates on the programmes, almost 60% went on to promoted positions, including three Principals; four Vice Principals; 18 Assistant Principals; and 15 Heads of Department or Year. Indeed, Paul explained that “one of the reasons the programme is so exciting is that no matter your position, the programme can deepen

Continued over ➡



## Good to Great: Unlocking Leadership capacity in St Leonards and Hastings Academies



Building on this success, Paul also explains how he used the OLE programme to support another two, very different schools within the same Trust to realise their potential.

In spring 2017, after being asked to conduct a Peer Review in both schools, Paul Foster saw the OLE has a way of unleashing the potential of both schools’ leadership, and indeed, for St. Leonards Academy’s journey to Outstanding, and Hastings Academy’s journey to Good

As part of the support provided, Paul facilitated a OLE for the Assistant Headteachers of both schools with the view of not only developing these leaders but also identifying potential facilitators for future programmes.

Paul insists that of all the changes put in place last term,

*“the OLE moved the school furthest, fastest.”*

He went on to say:

*“It created a shared vision and a sense of collaborative endeavour at Assistant Headship level that was not there before.”*

Colleagues with the same responsibilities began working together, pooling expertise and resources to improve both schools.

Whilst it is too early to say what impact this will have on student outcomes, Paul points to a number of delegates being promoted to positions within the Trust as a promising sign. ■



your thinking and facilitate change". He recalled a time when a group included a long-standing Vice Principal and an aspiring Head of Department, discussing what outstanding delegation looks like and causing them to reflect on their own leadership behaviour in the process."

▲ **More collaborative and reflective leaders:** Through the programme, delegates embark on a journey of understanding their own strengths and areas for development. "Instead of just 'doing' leadership, delegates had the opportunity to stop, reflect and articulate their leader behaviours in a similar way as an outstanding practitioner does with their teaching." Valuing the opportunities for collective learning, and structure time for reflection and planning, has prompted some colleagues to return to the programme for a second time.

▲ **Real change in practice:** Paul insists that the reason for the OLE's impact is that it concentrates on delivering concrete improvements to colleagues' practice during and after the programme, "unlike other leadership programmes, which are often full of abstract theories and onerous tasks, the OLE explores these concepts within colleagues' live leadership challenges, and generates real solutions." In particular, the programme has empowered leaders to lead strategically with integrity, optimism and empathy; build teams and delegate effectively; as well as drive through improvements.

▲ **Consistency:** Paul explained how the programme had allowed him to work with and through his middle leaders to establish consistent practices, from the use of email to the organisation of meetings. "I could influence and, if necessary, challenge how we lead at Hayes in this non-judgemental and collaborative environment, ensuring our ethos is embedded across the school."



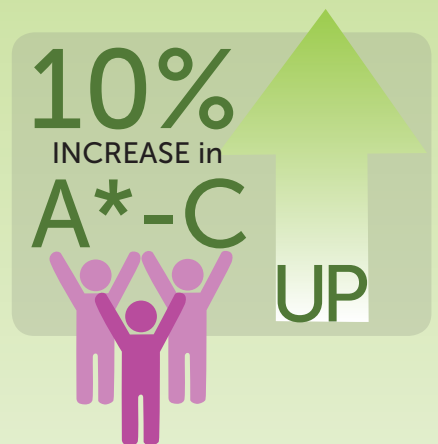
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## Case study: Fran Rogers, Head of English at Hayes

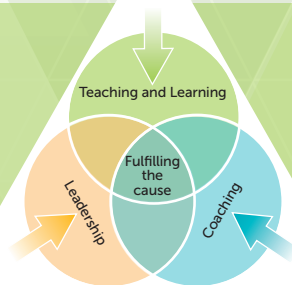
Fran used the learning from the programme to tackle a live leadership challenge she faced. As a result, she reflected and refined her working with her team and other leaders in the school to push through a more effective intervention programme for Year 11 students.

Fran maintains this change contributed in a 10% increase in the department's A\*-C percentage that year.



### "The Bigger Picture"

OLE is just one of the programmes in the OLEVI Teaching & Learning, Leadership, and Coaching (TLC) Syllabus, developed by OLEVI to drive up standards in schools. Structured around the ethos and principles of our DR ICE® learning model our programmes support the growth of education professionals at every level, to create a successful teaching and learning culture that leaves a lasting legacy.



OLEVI International Ltd  
Jariram  
6 Gladstone Road  
Orpington  
Kent  
BR6 7EA

t: 01689 605939  
e: mb@olevi.com

For further information of OLEVI programmes and the bespoke services we provide, please contact Mona Bhatti or visit our website.

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