



# OLEVI

## Case Study of Impact



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# Our journey



**After years of improving our Trust of special schools and pupil referrals through a focus on student behaviour and teacher consistency, we were ready for more.**

We kept hearing about the power of the OLEVI programmes, especially in raising standards in Teaching and Learning.

Once we both attended facilitator training, we realised it had the potential to do much more. The training had a profound effect of us both personally and professionally.

It gave us the clarity, confidence and drive to make T&L the priority.

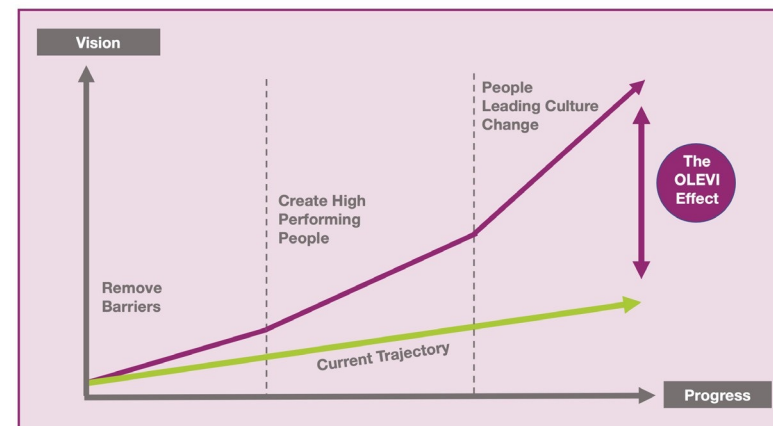
We enlisted the support of the best teachers in the trust and put the, through the Outstanding Teacher Programme (OTP).

The impact was transformative. It not only improved those people's classroom practice, but it also turned them into leaders who were ready, willing and able to help others grow.

Although we started small, we realised early on that we needed to make sure that everyone in the Trust understood what OLEVI could do and used the language, models and processes themselves.

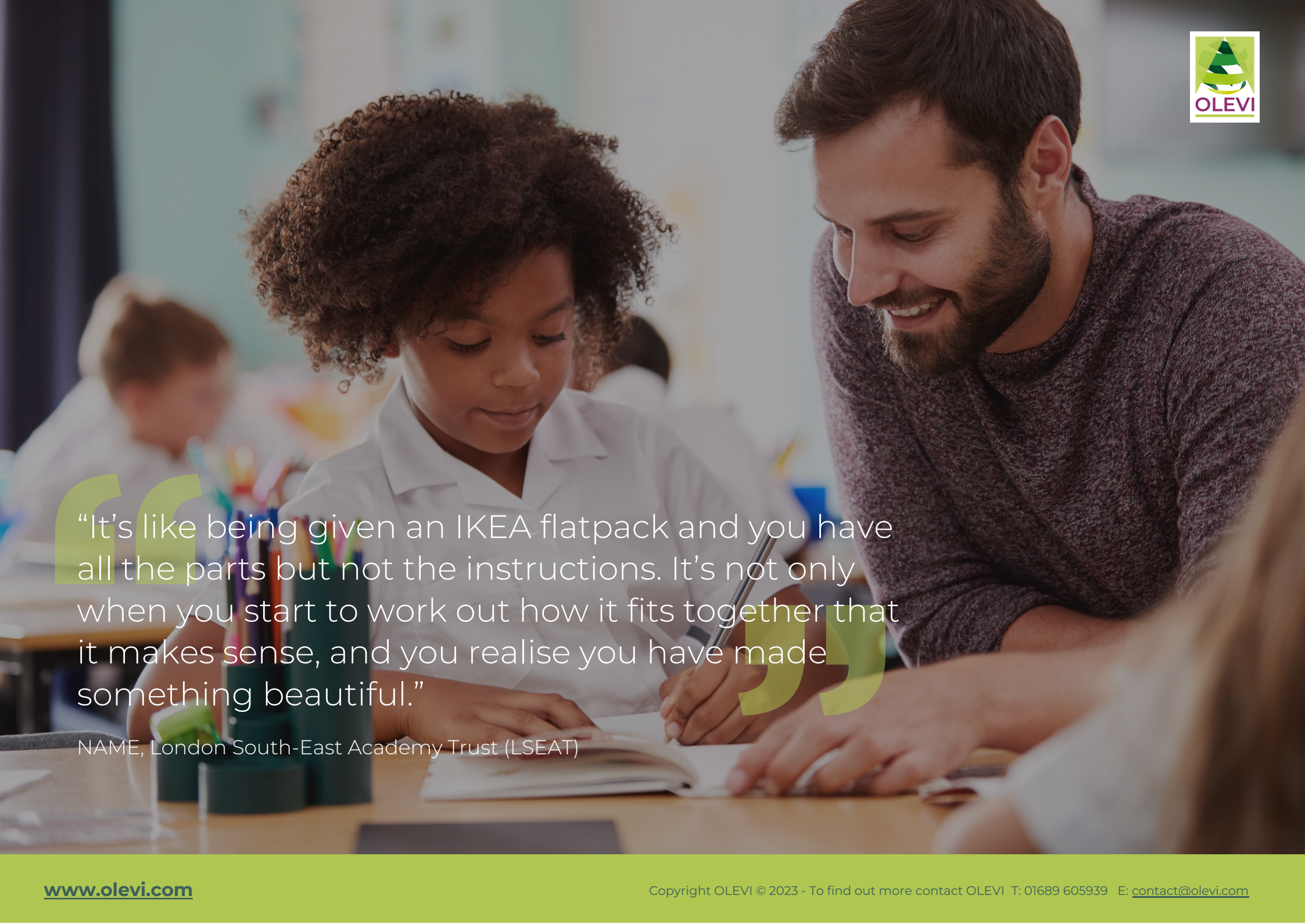
Once we added the Outstanding Teaching Assistant Programme (OTAP), Creative Teacher Programme (CTP) and the Outstanding Leadership in Education (OLE) and engaged everyone, from support staff to leaders, in the OLEVI way of CPD, it created an even steeper trajectory for us.

OLEVI is embedded in our culture, raising the level of thinking and challenge in everything we do – from appraisal to staffroom conversation. As the Trust expands, the language of OLEVI connects us as a community.



“OLEVI doesn't provide you with the answers, it starts with bringing together the right people, building their confidence and providing them with the tools to deliver culture shift.”

NAME,  
London South-East Academy Trust (LSEAT)

A photograph of a male teacher with a beard, wearing a grey sweater, leaning over a desk to help a young girl with curly hair, wearing a white school uniform, who is writing in a notebook. The background shows a classroom setting with other students and desks.

“It’s like being given an IKEA flatpack and you have all the parts but not the instructions. It’s not only when you start to work out how it fits together that it makes sense, and you realise you have made something beautiful.”

NAME, London South-East Academy Trust (LSEAT)

# The OLEVI effect



**In the early days we knew we were making some progress, but it was only when there was engagement from all disciplines – teaching, therapy and behaviours – that we felt it come together – and when it did, it came together fast. The impacts have been tangible:**

## **IMPROVED OUTCOMES FOR STUDENTS**

We saw all our measures going up, year on year as more and more colleagues engaged with OLEVI programmes. Before OLEVI, only 50% of students achieved their targets. Now it is over 90%.

We know our children do better than they would anywhere else.

## **OUTSTANDING CLASSROOM TEACHING**

This success is due to the programmes' focus on high impact teaching. It ensures colleagues learn and embed new practices that work.

Moreover, people become willing to open their doors to share what they do as well as collaborate and coach to discover solutions to common problems.

## **IMPROVED STAFF RETENTION AND WELLBEING**

People feel so valued and appreciate our coaching approach. They see our professional learning offer as better than elsewhere.

As a result, there is less incentive to move on, and it is so rewarding to be part of it. OLEVI is not a course or a programme, but a reward. It gives them time and space to reflect, innovate and grow.

## **A leadership journey**

Our own journey has been incredible. We have become more confident leaders. Our teams trust us, and we trust them more. OLEVI has helped us create a shared language and vision.

We have built our leadership styles around growth, development and OLEVI.

We enjoy our job and feel privileged to be in this school and part of the OLEVI team.

We coach each other around where we are and where we want to be and support each other in getting there.

Our shared vision and sense of success makes it easier to drive change and innovation on every front – not just in teaching,



“If you start with the right people with the right values, plus amazing programmes with practical tools it enables you to frame your own culture, ethos and values to create outstanding teaching and learning. It takes a while, but it’s definitely worth the journey.”

OTAP delegate, Tredegar Comprehensive School



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