

## ***The I N S I G H T S Platform: Case Study and Testimonials***

### **Thorpepark Primary School Hull**

In the Ofsted report 2009, inspectors said,

“This school provides outstanding care and support for pupils and their families. It is a larger than average urban school in an area of considerable deprivation. A high percentage of pupils have learning difficulties and/or disabilities. The mobility within the pupil population is higher than average. The school realises the need to focus more sharply on fewer priorities. Overall, the school is well- placed to improve further.”

When the new head was appointed in 2010, he immediately focused on what the school should do to build on this direction for continual improvement. His vision for the future was centred on raising the profile of CPD across all levels of personnel in the school. He commissioned the pilot for the Leadership Insights platform with a sharp focus on key performance indicators. These were based on establishing a culture of self-evaluation, peer coaching and distributed leadership opportunities. He initiated a radical approach to Performance Management procedures in order to embed the Leadership Insights programme into the heart of all whole-school developments. Below is a summary of the outcomes to date, his comments and the views and reflections from a cross-section of staff:

“As Head of Thorpepark Primary School, I recognised the greatest asset the school had to offer to the children and families in our community was outstanding teachers and leaders. I was impressed with the flexibility that the Leadership Insights Programme offered me. I encouraged staff to focus on our key priorities from our current School Development Plan and the self-evaluation tools allowed staff to set their own base line for professional development. I insisted that these areas were underpinned against the professional standards.

The individual Insight Days were intensive for all staff but the positive evaluations confirmed that they appreciated the opportunity and support to collect and collate evidence for their next steps on their own professional journey. The resulting reports and coaching feedback provided an appropriate next steps and career development plan for my staff

I now regard the Leadership Insights Programme as an entitlement for all my staff (teaching, ancillary and administrative staff). I led the way by embarking on my own Leadership Insights Day and all my teaching staff, learning assistants have already experienced their own bespoke day. I have recently planned the next phase of Leadership Insights so that my ancillary, finance and administrative teams can also experience the benefits of this programme.

My staff have shared their reports with me and I have been impressed with their comments and the steps they are now taking to build on these experiences.”  
Over the last five years we have helped to pilot all of the individual components of the Leadership Insights Suite, including; Coaching for Success, Embedding the Curriculum and Enhancing the new Teacher standards.

Should you wish to discuss any aspects of the Leadership Insights Programme please contact me on:

[head@thorpepark.hull.sch.uk](mailto:head@thorpepark.hull.sch.uk) Tel 01482 854632

Simon Witham, Head September 2015.

### **Staff comments:**

"I really enjoyed the 1:1 interview session as it allowed me to explore issues and their implications on my practice." Senior Leader in the school.

"Having this amount of time to reflect on my practice made this a rare and valuable day." KS2 teacher

"I gained so much and learned so much about myself. Expressing my views to an independent ear enable me to assess how current and workable my ideas were." Early Years practitioner

"We worked well as a team on the day and feel confident to take more ownership of assessment now." Team of three teaching assistants.

"I now want to lead more phase and teaching assistant meetings to build on our collaborative work." Newly Qualified Teacher.

"The day confirmed to me that the head wants to invest in me and my career. I was unsure where my next steps should be. I now know that aspiring to a senior leader's role is where I want to be." Recently appointed Foundation stage leader.

### **Further developments:**

Ofsted:

The school was inspected again in 2013 and the impact of the Leadership Insight programmes was noted

'Leaders and managers know the school well. Their sharply focused and rigorous checks on teaching and learning give staff clear guidance on how to improve, driving improvement forward by tackling weaknesses quickly and successfully through well-planned training for teachers and teaching assistants. This process has been supported by effective appraisal systems to review teachers' work, through which the most effective teachers have been promoted into positions that have enabled them to drive up the quality of teaching across the school. '(2013)

Leadership promotions:

- During the time of the support, NQT's thrived on the professional training and challenges.
- One was promoted internally to the SLT and became a phase leader.
- Another after only 4 years teaching went on to become an Assistant Head in another local authority.

- A main scale teacher took on a sabbatical to work in Australia came back to become the SEN leader, Foundation Stage Leader and a member of the SLT.
- The Deputy Head was promoted to a Headship in the City.
- An external coach working with PE within the school, embarked on a GTP programme at the school and attained the highest awards of her cohort.
- A year six teacher was promoted internally to the SLT and became the Assistant Head teacher.
- Another main scale teacher has accepted an offer to be seconded to another local school as Assistant Head teacher to support their Leadership development.
- The Head teacher has been promoted as an Executive Head working with an additional four schools. One of which is an 'outstanding' PRU.
- His expertise in leading behaviour management across other local schools in the region, has enabled him to secure a place on the Doctorate programme at the University of Hull.