Evelyn Street and how they went from poor results to outstanding

Our journey towards excellence

Evolution not Revolution

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Introduction to Evelyn Street

Context
• In top 5% most deprived area
• Poor estates condition, 100 year old building
• High levels vandalism, no security fencing
• Declining roll
• High levels of SEND, FSM, EAL – sig. above National
• HT suspended, Deputy on capability
• 4 HT’s in 3 terms
• Data rapidly declining
• £60k deficit predicted following year 100K+
2004 Challenging Times

Specific Issues

Staffing
- No leadership or cohesive team
- Weak teaching; limited investment in staff
- Weak curriculum; planned provision that did not match pupils needs

Students
- High incidents of low level disruptive behaviour
- High absence and rates of exclusion

School community
- Reputational damage with parents - not a school of choice
- Non-existent community or network partnerships to enhance the schools provision

Attainment
- Low in reading, writing and mathematics

“Successful leaders see the opportunities in every difficulty rather than the difficulty in every opportunity”

— Reed Markham
“A goal without a plan is just a wish”
- Antoine de Saint-Exupéry, writer and pioneering aviator

1. Identifying the issues and be very specific
2. Have clear specific outcomes; articulate them
3. Plan the action - keep it simple
4. Act and stay committed - authenticity
5. Monitor and redirect if necessary

The 6\text{th} step: When introducing developmental change you need also, in tandem, to develop professional dialogue – expectations
“Education should not be the filling of a pail, but the lighting of a fire”
- William Yeats

We wanted staff behaviours characterised by the expectation that children are the centre of what we do...

To raise expectations we ...

- Put the right people in the right jobs, staff who were excited about learning, leaders who could inspire
- Defined roles/ responsibilities and were flexible to change with emerging situations
- Had brave leadership, were correct in the moment, had tough conversations, admitted mistakes, were authentic

- A child’s background does not create a ceiling on attainment
- No excuse culture – no such thing as perfect
- Ambitious for our children and for ourselves
- Outward looking and take risks
- Innovate – ignite passion
Quality of teaching is the single most important driver for pupil attainment and other positive outcomes”
– EEF 2017

How it used to be:
• Children had very limited knowledge in reading, writing and maths and the wider curriculum, lacked basic knowledge
• Children had limited vocabulary
• Children were not engaged within lessons
• Curriculum was fragmented lacking structure and consistent delivery
• Targeted interventions were weak and there was weak identification of why children were struggling
• No consistency of practice throughout school
• Attainment was low

Our response was to grow our own:
• Systematic specific CPD programmes for the individual and at whole school, delivered over years
• Developed career pathways to hold onto expertise, we engaged with pathfinder activities
• Built teacher and leadership expertise; external and internal consultant experts, peer collaboration to bolster expertise, allowed staff experimentation opportunities to innovate
• Root and branch review of curriculum provision and designed an innovative curriculum that matched needs and was recognised in 2011 with the schools Outstanding judgement
How it used to be:
• Limited partnerships existed
• Poor reputation within the community
• Falling roll
• Limited positive parental engagement
• School not involved in any networks and were retracting rather than outward looking
• School felt overwhelmed

We repositioned the school by...
• Building extensive networks, building partnerships, drawing an enrichment of the wider school experiences
• Offering an extensive range of community services under the extended schools offer
• Trialling pathfinder activities, first school to offer 2 year old provision for vulnerable families
• Being the first school in our area to give flexible care within the EYFS pilot, this went on to extend to a number of local authorities
• Being the first school in our area to deploy speech and language therapists within school, trained TA’s to deliver core packages across our school and others in LA
• Working with local colleges to bring basic skills and back to work courses for parents. We became an unofficial community hub for services
• Establishing a teaching school in 2013 with the capacity to support other schools and later in 2016 we became a Multi Academy Trust, now with 7 schools

“Coming together is a beginning, staying together is progress and working together is success”
– Henry Ford
What actually made the difference

- Top 3

- **Establishing the right culture** – Introducing enough risk to innovate, be fearless in leadership, have innovative practice, always ask ‘what more can be done?’

- **Relationships** – Trust is either your bedrock or the rock that you perish on. If you don’t have trust then nothing is done quickly. Inspire and motivate your colleagues - give others a voice, be authentic. “The greatest complement is to be listened to”

- **Investing in people** – You need to keep topping the reservoir of skills, developing people, talent, empowering others, providing the vision, guidance and support
2018 – the journey continues

• Ofsted judgements:
  2004: Satisfactory
  2007: Good
  2011: Outstanding and sustained to current day

• KS2 Attainment:
  2004 English and Maths around 58%
  2007 English and Maths between 67% - 77%
  2011 English and Maths over 90%
  2018 R, W + M 100% ARE, Greater Depth over 60%

• KS2 Progress – 2018 R,W, M all over +7.0

• School has grown from 91 to 284

• First time in 2019 over subscribed - faith and confidence returned from the local community
It felt like I was flying a plane at the same time as I was building it…
– and still feels like that