

# Quality of leadership

## Background

Ofsted 2007 judgement of satisfactory set a challenge to the school.

“Leadership and management are satisfactory. Recently made appointments at senior and middle leader level have improved the capacity to improve, which is satisfactory. The school's senior leadership has well considered strategies in place which are beginning to bring about improvements. However, where monitoring lacks rigour the impact is not always evident in terms of measurable improvements in provision. The outcomes of monitoring are used inconsistently to raise the expectations of staff and students to meet challenging targets. Satisfactory progress has been made since the last inspection with respect to the key issues but there are still areas which are not fully established across the school.”

There were concerns amongst governors and the local education authority that the school had not made significant progress since the 2007 judgement (FGB minutes 5/10/2009).

The head teacher, Tony Wooton became ill and left the school on long term sick leave at the end of the summer term 2009. Scott Butterworth, deputy head teacher became Acting Head Teacher for September 2009. Hugh Porter, retired head teacher nominated to be Scott Butterworth's mentor.

School improvement Panel convened October 2009 to work with the school.

Governor's made aware of next Ofsted inspection and need to improve performance (FGB minutes 5/10/2009)

Maxine Squire of the local authority shadowing Christine Harrison of the HMCI carried out a health check 13 October 2009 (report and discussion FGB minutes 24/11/2009).

Governing body create Raising Achievement Committee (FGB minutes 5/10/2009) to work with the School Improvement Partner and SLT (terms of reference agreed November 2009 - FGB minutes 24/11/2009).

Local Authority provide resources for Steve Smith, head teacher at Fulford school to act as executive head of Millthorpe with Scott Butterworth as Deputy head (Extraordinary FGB meeting minutes 19/10/2009). Steve Smith takes up post by November 2009. Sian Rees, Fulford Deputy Head joins as Associate Head Teacher April 2010

“Responsibilities and roles of the senior team have been refined with a clear focus on raising achievement throughout the team. Mr Roy Lyon (School Improvement Partner) comments that, “the team now has greater coherence and is having success in engaging staff with the agenda for improvement.” Longer term we need to engage in a thorough analysis of the TLR structure of Millthorpe School.” (Associate Head's report - minutes FGB 17/5/2010)

In September 2010, in response to the need for the governing body to up its own game a new chair was elected (FGB minutes 6/10/2010) and a new governance structure was proposed including an Executive committee comprising the chair of the governing body, the two vice-chairs and the chairs of committees (FGB minutes 6/10/2010).

It became clear in October 2010 that Tony Wooton was not going to return to school and retired on health grounds. Recruitment for a permanent head teacher began in November 2011. The executive committee undertook to plan and fully participate in the interview process. All candidates made clear that governing body wants the school to become an outstanding school in five years.

Associate Head Teacher Sian Rees, manages Ofsted process. Ofsted inspectors visit January 2011. Overall judgement in February 2011 classifies school as good. Governance satisfactory.

Leadership was shown to be improving as follows:

“The senior leadership team has successfully communicated high expectations to staff and students. The school's vision and ambition to improve progress and raise attainment further for students is well reflected in the clear priorities and closely targeted actions in school plans. The additional support provided by the executive and associate headteachers strengthened the leadership team at a key time during the absence of the substantive headteacher. The senior leadership team has moved swiftly forward...Senior managers are holding middle leaders to account for performance in subject departments. However, they recognise that the level of monitoring by some middle leaders is not as consistent and rigorous as it could be...” Ofsted February 2011

On governors:

“Support provided by the governing body is satisfactory. Training has enabled them to provide increasing challenge, scrutiny and support of the schools' work. They are well informed. Governors are developing a good understanding of the school's strengths and weaknesses, for example, they recognise the need for consistent communication with parents and their desire to be more engaged in their children's learning.” (Ofsted February 2011)

Trevor Burton, former deputy head of Harrogate Grammar successfully recruited and took up post in April 2011. This was a significant milestone for the school and the governing body after many months of uncertainty.

Regular fortnightly meetings between chair of governors and the head teacher.

Head Teacher work programme for 2011/12 included reducing the budget deficit, to carry out a review of staffing structure and to introduce a rewards and sanctions policy.

Overhaul of link governor role discussed by executive committee (Executive committee minutes 6/3/2012)

New link governor system introduced September 2012 to link governors to the School Improvement Plan objectives and to link governors to specific policies. Paper presented to FGB March 2012 (FGB Minutes 28/3/2012).

## Headline

Leadership within the school has significantly improved since 2009. The interim executive and associate headteachers created the conditions for enhanced teaching and learning

and strengthened the senior leadership team evidenced in the 2011 Ofsted judgement. recruitment of a new head teacher allowed the school to build on this success and begin the journey to create an outstanding school. The governing body recognised that it also had to transform the way it conducts its business and established a raising achievement committee to work directly with the SLT. The 2011 Ofsted recognised some strengths in the governing body but overall judged it satisfactory. The governing body responded by restructuring its committees, setting up an executive committee to work on further transformation and to better guide the work of committees and transforming the link governor system.

## Current Action

- head teacher successfully introduced new behavior policy and rewards and sanctions policy (approved FGB minutes\*\*\*).
- Head teacher carried out successful review of staffing structure.
- Head teacher successfully dealt with cumulative budget deficit (Finance and Staffing minutes \*\*\*\*).
- Need to increase SLT capacity recognised by head teacher and governing body (Finance and staffing minutes \*\*\*\*)
- New assistant head teacher recruited with specific responsibility for middle leaders.

## Governor action

- Chair has established an excellent working relationship with the head teacher through fortnightly meetings (Wednesday mornings) and regular exchange of information. Key issues are discussed informally prior to bring to the executive committee.
- Strong leadership of committees established and work programming more focused (executive minutes\*\*\*\*)
- review of policies more clearly defined than previously (executive and committee minutes \*\*\*\*).
- Task & finish group to examine academy issues (report and minutes FGB \*\*\* and executive minutes \*\*\*\*).
- agreement on increasing SLT capacity (Finance & staffing minutes \*\*\*\*)
- Link governor visits recorded and successfully reporting (link governor reports)
- significant increase in number of governors visiting school

## Headline

Senior leadership in school grows from strength to strength and all building blocks are in place. Ambition to become an outstanding school strong and step change can be demonstrated. Governance still catching up but significantly more effective than 2011 Ofsted. Building blocks in place and evidence base clearer and more focussed.