



National College for
School Leadership

Inspiring leaders;
improving children's lives

A branch with several green leaves, some showing signs of aging or damage, positioned in the upper left corner of the slide.

Future leadership, future leaders

Seizing Success

Annual Leadership Conference

National College for School Leadership Annual Conference



Wednesday 6 June 2007

Christine Gilbert

HMCI

The new Ofsted



- Single inspectorate for children and learners
- The Office for Standards in Education, Children's Services and Skills

The new Ofsted



- The Adult Learning Inspectorate
- The Commission for Social Care Inspection – the work relating to children
- HMICA – the work relating to children and family courts
- Ofsted
- The Children's Rights Director

New Ofsted: scope

- 1.5 million children and their parents in early years
- 6.5 million children in schools
- 4.2 million people in colleges
- 300,000 children who receive social care
- 3 million adult learners and employers in publicly funded training
- 1.35 million learners in adult and community learning

Our purposes



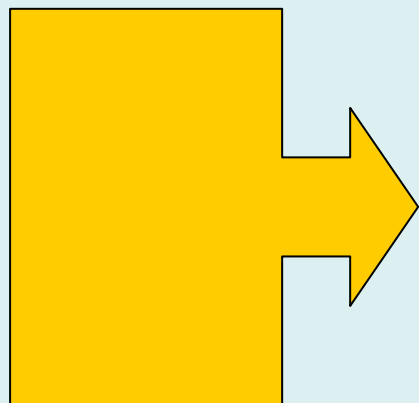
- Serve children and learners
- Drive improvement
- Secure value

Our strategic priorities

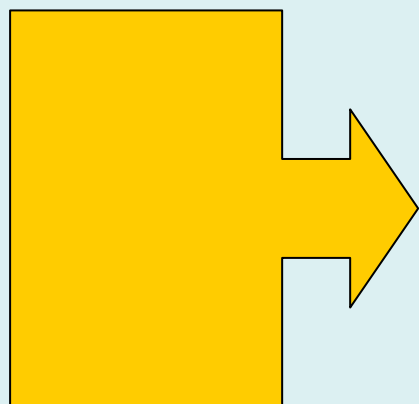


- Better outcomes
- Better inspection and regulation
- Better communication
- Better consultation
- Better value
- Better ways of working

2020: Why Personalised Learning matters



- The attainment gap
- Over-representation of disadvantaged groups amongst lowest attainers
- Higher skills demands, with complex pathways through education and training
- A more socially and ethnically diverse society
- Increased power of technology

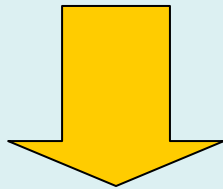


The 2020 vision

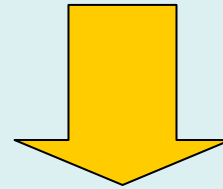
- Success is not related to socio-economic background, gender or ethnicity.
- Education (and indeed, social care) is designed around the needs of each child.
- All leave school with functional skills in English and Mathematics but also understanding how to learn, think creatively, take risks and handle change.
- Teachers use their skills, knowledge and teaching work to engage children and young people actively in learning.
- Parents are their children's co-educators.

2020: Personalising learning

- Highly structured
- Responsive
- Strengthened link between learning and teaching
- Learner-focused, knowledge-focused, assessment-focused



All children able to
progress, achieve
and participate



Pupils and parents
engaged as partners in
learning

It's the classroom

- Variability at classroom level is up to 4 times that at school level
- It's not class size
- It's not the between – class grouping strategy
- It's not the within – class grouping strategy
- **It's the teacher**

Dylan Wiliam

2007

Cost/effect comparisons

Intervention	Extra months of learning per year	Cost/year
Class-size reduction (by 30%)	4	£20k
Increase teacher content knowledge from weak to strong	2	?
Formative assessment/ Assessment for learning	8	£2k

Five Key Strategies...



- **Questioning** - Engineering effective classroom discussions, questions and learning tasks that elicit evidence of learning
- **Feedback** - Moving learners forward with feedback
- **Sharing Learning Expectations** - Clarifying and sharing learning intentions and criteria for success
- **Self Assessment** - Activating pupils as the owners of their own learning
- **Peer Assessment** - Activating pupils as resources for one another

Continuing Professional development



- School-based, with a sustained focus on improving learning and teaching.
- Integrated with the routine practices of teachers, since it is here where change is most difficult but also most needed.
- Involve teachers working together in small teams.
- Knowledge and skills transfer is usually slow and takes time to embed.
- Teachers need to choose the practices they change and the techniques they use.
- Teachers need to see new practices being used in practice.
- Teachers need to be coached and supported as they wrestle with the transfer of knowledge and skills.

Leadership and management



- impact on learners' achievement and well-being
- achievement of improvement
- a common sense of purpose
- effective self-evaluation
- sensitivity to the views of stakeholders
- effective and efficient use of resources
- good governance