



**Ambition
Institute**

NPQH

IMPROVEMENT PROJECT ADAPTATIONS

EXAMPLE SCENARIOS

**KEEP
GETTING
BETTER**

NPQ scenarios- Project Adaptations

Introduction

The barriers faced this year in completing your NPQ project may be particularly challenging due to Covid and the impact this has had on school life. In light of these challenges, we have (in collaboration with NPQ assessors) drafted some possible adaptations made to some example projects, in order to support you in your thinking and give you confidence when making changes to your project (if necessary). Please take into consideration the fact that these are just examples and where detailed suggestions have been given to project adaptations (e.g. details on exact frequency of inset times being adapted), it is important to not feel limited to these suggestions. You have the tacit knowledge around what is best for your staff and understanding around your context. It is therefore important to make decisions with this tacit knowledge in mind.

It is also important to remember the following:

- > Responding to changes and making adaptations presents you with the opportunity to showcase your development as a leader by articulating the thought processes and decision-making processes you have gone through when faced with a significant challenge.
- > Although the need to be responsive as a leader is important, the current situation also allows you to demonstrate your capacity to strategically plan ahead by attempting to pre-empt further barriers which may arise.

Examples for your NPQH Task 1 project

Example project one: To improve the teaching of reading across the school so that outcomes in both reading and phonics improve.

Changes made to project planning stage

- > Explored latest data available to inform us of the barriers being faced by our pupils in reading (a) post lockdown/school disruption in 2020 and (b) during current lockdown.
 - This included:
 - quantitative data e.g. reading ages, phonics scores, standardised reading tests;
 - and qualitative data e.g. teacher survey comments on reading engagement and progress post lockdown, work sampling, pupil voice around reading engagement and confidence, parent surveys around time to read aloud
- > Used this data to inform understanding of greatest areas of need around reading across the school at this point in time and in light of context and, with this, identified the highest leverage areas for improvement which we decided (keeping feasibility in mind) to focus on, scaling back the content of the original project.
- > Explored what we know about effective professional development in the online space to ensure professional development for this project had the greatest impact possible.

Changes made to project delivery

Original plan:

- > Co planning (face to face) of lesson plans
- > Full term of CPD planned with layering of initiatives introduced over time and dependent on key stage
- > Parent workshops & other parental engagement initiatives

Adapted plan (to respond to school closures in the short/medium term, with a view to review and refine again once schools reopen):

- > Moved from face to face to virtual collaboration with a smaller sample group of teachers until schools re-open to all pupils. Once schools re-open to all, we will roll this out across the full staff team as originally intended, using the smaller sample group to help in the roll out.
- > Identification of highest priorities and focus on small group initially to trial (key worker children in school) with view to broader-scale roll out once schools re-open to all pupils
- > Online co-planning (moving to in-person co-planning once schools re-open & appropriate for individual staff).
- > Frequency and intensity of CPD sessions reduced (allowed for through reduction in initiatives being introduced)
- > Trial of parent and child workshop online (to then be extended if successful)
- > Provision of parent home reading packs & accompanying support videos recorded by myself and other team members.
- > Consideration of all communications being virtual e.g. frequency and length of planned meetings / updates etc.

Changes made to monitoring of impact

Original plan:

- > Learning walks (as part of the regular half termly cycle)
- > Book scrutiny (as part of the regular half termly cycle)
- > Pupil progress data (reading & phonics assessments)
- > Pupil, teacher and parent surveys (each term)

Adapted plan:

- > Watch recorded footage of teachers teaching specific reading / phonics strategies to key worker children (ensuring low stakes culture is maintained)
- > Pupil submissions of formative assessments (e.g. exit tickets) to demonstrate impact on learning
- > Pupil progress data (once schools re-open and to include Autumn 2020 data as an adapted baseline)
- > Online pupil, teacher & parent surveys to explore reading habits, engagement and confidence (as a baseline at the beginning of remote learning and then each half term)

Barriers I had in mind given current context

If...then... scenarios

- > If workload is unsustainable, I will work more closely with targeted individuals to ensure continued buy in to my project and to support them as best I can during these challenging times.
- > If staff are feeling demotivated, we will then have a quick 10-minute check in on teams to share best practice and common barriers. This format still ensures collaboration amongst the school team in the current climate.

Project Two: Building confidence and competence of middle leaders to improve outcomes for disadvantaged learners: Middle leaders working with teachers to support disadvantaged learners in Reception, Year One, Year Two and Year Four

Changes made to project planning stage

- > Incorporated latest data (quantitative: attendance, engagement, Autumn 2020 baseline; and qualitative: teacher feedback & knowledge on individual pupils, pupil surveys) available to inform us of the barriers being faced by our disadvantaged learners, ensuring that
 1. We understood our pupils' barriers in light of lockdown and the impact of lockdown / disruption to schooling in 2020.
 2. We were drawing on appropriate research and knowledge of what works to tackle the barriers.
 3. Our training content then adapted to develop the appropriate knowledge and skills to best provide for our disadvantaged pupils at this time and beyond.
- > Explored what we know about effective professional development and methods for Instructional coaching in the online space to ensure Professional Development for this project had the greatest impact possible.

Changes made to project delivery

Original plan:

- > In person weekly CPD sessions with Middle Leaders, including training in Instructional Coaching for all Middle Leaders
- > In person weekly Instructional coaching and support between Middle Leaders and their full teams.

Adapted plan:

- > Adapted Middle Leader development sessions to be delivered online (weekly – start date postponed by 2 weeks)
- > Adapted content of Middle Leader sessions to ensure responsive to current barriers (this included adding one extra and then refining the content of others to support in implementing in the online space)
- > Virtual coaching with middle leaders (as per their timetables) and middle leaders to try instructional coaching with a small sample of their team virtually (as per timetables but keeping in mind the importance of frequency)
- > Consideration of all communications being virtual e.g. frequency and length of planned meetings / updates etc.

The above adaptations are all to be put in place for the duration of lockdown/school closures. After this point, the original plan will be phased back in, with considerations to teacher workload and individual circumstances.

Changes made to monitoring of impact

Original plan:

- > Learning walks (as per school cycle)
- > Book scrutinies (as per school cycle)
- > Pupil progress data (as per school cycle)
- > Pupil & teacher surveys to explore attitudes of pupil premium pupils (each term)
- > Interviews with middle leaders (each half term of project)
- > Middle leader feedback on CPD (each half term)

Adapted plan:

- > Review of action steps set by Middle Leaders with their class teachers
- > Review of action steps I have given during Middle Leader coaching and evaluate how/whether action steps have been met (through future sessions & interviews)
- > Pupil submissions of formative assessments (e.g. exit tickets) to demonstrate impact on learning

- > Pupil progress data (to include Autumn 2020 data as an adapted baseline)
- > Online pupil & teacher surveys (each half term)
- > Online interviews with middle leaders (each half term)
- > Middle leader feedback on CPD (each half term)

Example of an agenda for your NPQH Task 2 project

Task 2: assessment criteria	What do I want to know/find out?	How will I do this? Who will I speak to/what will I read or review?	Expected time
5.3.1: analyses school's resourcing challenges in terms of finances, staffing, teacher workload and educational resources, and designs plans to address these	<ul style="list-style-type: none"> > What are the resourcing challenges currently faced by the school? What is the impact of these on the curriculum the school can offer? > Are there any budgetary amendments which could be made that you think would better support the sustainable delivery of the curriculum? > How could you adapt the budget to better support the sustainable delivery of the curriculum? 	<ul style="list-style-type: none"> > Analyse existing budget documents > Meeting with the Headteacher to understand current resourcing challenges identified for focus > Meeting with the Finance /School business manager to discuss the budget and current assumptions etc. > Meeting with the Finance and Curriculum committees (Governors) to understand their priorities and areas of focus. > Meeting with staff / analysis of staff feedback around workload 	<ul style="list-style-type: none"> > 2hrs > 1hr > 1hr > 1hr > 1hr
5.3.3: evaluates effectiveness of school's accountability arrangements for managing resources and risks, recommending improvements where necessary to deliver plans successfully	<ul style="list-style-type: none"> > What is the current governance system in place? > Who is accountable for managing different resources and risks, including financial resources/risks? > How effective are these arrangements – are how do we know? 	<ul style="list-style-type: none"> > READ governance documentation including terms of reference > READ relevant section of most recent Ofsted report > READ DfE guidance documentation on effective governance > MEETING with Chair of Governors to discuss arrangements and impact > MEETING with Headteacher to discuss arrangements and impact 	<ul style="list-style-type: none"> > 1hr > 30mins > 1hr > 30mins > 30mins

6.3.1 Designs systems to evaluate, manage and reward staff performance effectively	<ul style="list-style-type: none"> > What are the current performance management and appraisal systems in the school? > How do these comply with the statutory regulations and guidance? > How do these reflect best practice? > What areas for improvement might you identify and why? What evidence has supported the identification of this improvement? 	<ul style="list-style-type: none"> > READ current performance management documentation and guidance available in the school > READ DfE guidance and research around performance management & pay and conditions > MEETING with the headteacher regarding the implementation of the policy and its development over time > MEETING with SLT/MLs/other staff members to explore their experience of the school's performance management system > MEETING with school's HR representative 	<ul style="list-style-type: none"> > 1hr > 30mins > 30mins > 30mins
6.3.2: evaluates research into and examples of high quality professional development within and outside of the school, and applies findings to own plans	<ul style="list-style-type: none"> > What PD is available to staff currently – both internally and externally? How has this offer been informed by research? > How does this address relevant capability challenges? > Is it effective/high quality? What do staff say? What does research suggest effective/high quality PD looks like? Is it offering value for money? 	<ul style="list-style-type: none"> > MEETING with head of CPD/L&D > READ relevant training and PD documentation > READ relevant section of Ofsted report > MEETINGS with staff members at different levels (NQT, teacher, ML, SL etc.) > READ research into effective PD > ATTEND any online CPD available 	<ul style="list-style-type: none"> > 1hr > 2hrs > 30mins > 2hrs > 2hrs > 3hrs
6.3.3: analyses current and future organisational capability challenges and designs plans to address these	<ul style="list-style-type: none"> > What capabilities does the school need now, and what capability challenges is the school facing now? > How will these change in the next 1-3 years and why? > What plans are already in place to overcome these? > What might need to be reviewed and/or put in place to overcome these further? 	<ul style="list-style-type: none"> > MEETING with Headteacher to discuss capability challenges – both current and future > READ most recent Ofsted report 	<ul style="list-style-type: none"> > 1hr > 1hr