

# Improving Teaching with the Cranfield Audit Circle



“How can we enhance quality first teaching at CCOEA to improve attainment and progress?”

## Whole School Objective 2 and its Context

- What was the project? Why was it a project? What were its steps to success?

## Development & Impact of Whole School Objective 2

- What were the steps to success for this project? How did you overcome challenges along the way? What impact did you anticipate?

## Leadership Challenges & Triumphs

- What were the challenges in leading this project? What were the successes? What did you learn about yourself as a leader?

## The Future

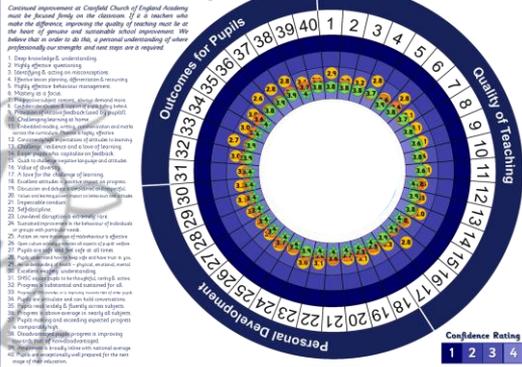
- How will this project impact on the future of the school? How will this project grow further?

- Research demonstrates the impact of quality first teaching on all groups of learners' attainment and progress over and above all other methods of intervention to drive standards. We know that “Improving the quality of teaching in a school lies at the heart of genuine and sustainable school improvement.”
- A whole school emphasis on Quality-First teaching has emerged in particular response to the new SEND Code of Practice, Pupil Premium research and Ofsted feedback.
- Following years of staff professional development, the school is in a professionally strong position in which all teaching is graded as good or outstanding with an outstanding core subject assessment system embedding and driving progress forwards.
- As part of the Academy's expansion, it is important that a succession plan for embedding outstanding teaching begins to take place, in addition to supporting our newly-qualified teachers and new teachers.

- The whole school objective was split into four distinct parts: improving challenge & pace in EYFS, implement foundation subject assessment, further enhance constructive feedback & deliver a CPD programme focused on “tweaking practice to improve attainment and progress.”
- Each area had its own steps to success, a timeline of development, suggested evidence bank for governor monitoring and proposed impact.
- Impact included: high staff morale, an excellent commitment to staff CPD, increased attainment and progress, improvements in staff confidence & Knowledge.

- Pre-School Audit Circle – to ensure rapid improvement of our new Pre-School in which the team have been taken from an inadequate Pre-School.
- Governor Audit Circle – to measure strengths and next steps for the Governing Board based on the key features of effective governance.
- Continued use of the Audit Circle to consistently focus upon, embed and inspire ‘quality first teaching’ and to continue to “tweak to transform.”

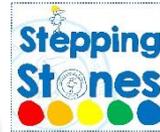
## Summer Observation Averages



- Personalised, motivating CPD for ‘all staff’, ‘teams within school’ and ‘individuals within their own Performance Management, focused within a “outstanding” mind-set.
- Measurable improvement in teaching over time, for all leaders of learning,
- Confident leaders of learning, knowledgeable and articulate of their skills “over time”

LEADERSHIP  
Inspiration  
Training  
Expectation  
Confidence

WSO Context



= exceptional, quality first teaching

The future!



Development & Engagement



- We don't need to change who we are and what we do, so what can we do instead?  
How can CPD be personalised and meaningful to our teachers?  
What are the benefits to not grading observations?  
If we're not grading observations, how can we demonstrate the improvement and quality of our teaching?  
If we want outstanding teaching, why talk about 'good'?



Tweak to Transform!



The Final Outcome

Processes & Impact

- Consider what teachers want from Professional Development, not what we as SLT want!
- Allow staff to audit themselves and begin to consider ‘where they are within the Cranfield Audit Circle’.

- Motivating staff to take control of the professional development they receive each week; resulting in better participation & genuine engagement.
- Challenge of staff to rigorously self-reflect on where they could improve and even to acknowledge their strengths!
- Meaningful, contextualised CPD plans.
- Enhanced professional conversation following lesson observations.
- Enhanced SLT scrutiny – this is about observing over time & taking in the full range of information available.
- Motivated, positive staff!

