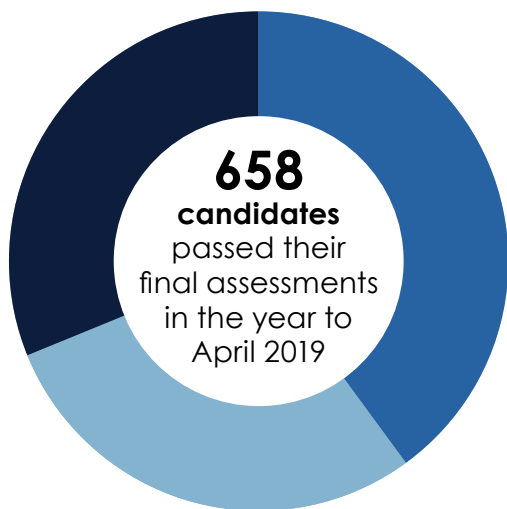


Annual Review 2018/2019



OLP in numbers

33%
were
NPQML



39%
were
NPQSL



95% average
pass rate

for candidates on our
NPQML, NPQSL and NPQH
programmes in 2018-19



1,308
schools

used OLP for
leadership
training
in 2018-19



3,742
schools

have engaged
with OLP for
leadership
training
since 2012

– that's
15%
of England's
schools



2,468
candidates

were **recruited to the NPQs** in the autumn 2018
and spring 2019 windows, comprising of:

914
NPQML

1,050
NPQSL

430
NPQH

74
NPQEL



7,500+
school
leaders

have trained
with OLP
since 2012



of candidates would
recommend
OLP programmes
– spring 2019

Since Autumn 2017 **OLP has run:**

271 groups

888 events

12,125 candidate days



The OLP partner network
grew to 77 in 2018-19.

It was 59 in 2018 and 47 in 2017.

Welcome

OLP's impact on leaders and schools was vividly illustrated by a newly appointed headteacher who told me that our NPQH programme helped him land the role, adding: "They chased me out after the interview and caught me in the car park to offer me the job!"

Feedback like this makes our work so worthwhile. As you'll see over the following pages, it is just one of a number of highlights in a year in which OLP has continued growing and boosting school leadership capacity across the country.

Our high quality programmes and materials and the relationships we forge with our wonderful partners and candidates are instrumental in this success.

I'm privileged to be an NPQH tutor alongside my other roles and, when starting a new group, I like to reflect on how many children will be affected by what we

deliver. Connecting our work with children is vital; it ensures that we continuously check on programme standards through rigorous quality assurance.

My sincere thanks go to all our partners who, together, are growing great leaders for the children in our schools.



Sally Bishop,
*Director, West Herts
Teaching School,
Aspire Academies Trust
and Chair of the OLP
Partnership Board*

It's an amazing network, with great expertise and a national capability. We are driven by shared values and a vision that every child should have an excellent education, and every professional be supported to become their best.

Welcome to all new partners who have joined OLP over the past 12 months. Together we design, support and quality assure qualifications on a national basis – delivered and contextualised locally by facilitators in each partner school.

Professional development in the school system will continue to change over the next year, with the new Early Career Framework, new Specialist NPQs starting with Teacher Development, the requirement for a trained mental health lead in every school, changes to initial teacher training and the Department for Education planning changes to the teaching school system.

By working together we can stay ahead of these changes, learn from each other, avoid reinventing the wheel 100 times and continue to make a difference to our staff and students.

This review is a snapshot of what we have achieved together. I hope you enjoy it.



Liam Donnison,
*Director, Best Practice
Network*

A new era for collaboration

A quiet revolution has been happening in the way schools work together to improve and tackle the challenges they face – and OLP is at the forefront of this transformation.

With a partnership now consisting of 77 teaching school alliances, multi-academy trusts and dioceses – all helping to deliver top quality leadership development – OLP has been a leading light in the school-led system.

The approach means that schools work closely together to develop and deliver professional development that has a lasting impact on the colleagues that deliver them, the candidates they support, and the schools, pupils and communities they represent.

Co-operation and collaboration means that OLP's national network of NPQ delivery partners don't duplicate their efforts. They signpost other providers if they don't have the capacity or if there's a more conveniently located provider.

And in some areas our NPQ partners are joining together in a strategic arrangement to plan professional development across a wider area.

It's this kind of approach that offers policy makers a template for a different approach to collaboration for school improvement. The government is hoping that its new Teaching School Hubs proposal – part of its teacher recruitment and retention strategy announced in February 2019 – will usher in exactly this type of collaboration on a greater scale as a way to address the improvement and professional development needs of schools, avoid competition and duplication of effort and tackle pressing issues such as recruitment and retention.

The Teaching School Hubs will be regional groups consisting of an outstanding school, usually an existing teaching school, at the head of a network of 200-300 schools across a region defined by the hubs themselves. If successful this hub model could go nationwide by 2021.

Yvonne Gandy, NPQ Programmes Director for Best Practice Network, says OLP's approach to collaboration is already helping teaching school alliances and MATs work together to improve schools, deliver professional development programmes such as NPQH and NPQSL, and support and tackle key challenges such as recruitment and retention.

The problems of duplication and competition that have been an issue for school-led improvement are avoided through this strategic approach to collaboration, she says.

"We're well aware of the need for our partners to work collaboratively rather than competitively in the delivery of professional development," she says.

"The approach avoids a duplication of effort and means that each partner can play to their strengths in the delivery of professional development programmes such as the NPQs."

“The same approach will support recruitment into teaching,” she adds. “The OLP model supports the idea of a national career pathway from initial teacher training through to executive leadership, with each stage tailored to local school practice and needs because each programme is developed and delivered by practising local leaders.

“The benefit for our delivery partners is that they provide the professional expertise and local context, with the back-up of a national organisation that provides the design, delivery and quality assurance aspects.

“It’s all about sharing expertise, balancing capacities and working together to take a strategic view of the needs of the area they serve.”

She adds: “We are sure this strategic approach being developed by OLP will unlock greater recruitment numbers, economies of scale, and consistency.”



Case study – the Warrington experience

Sharing, balancing and working together seem to be watchwords for a collaboration in Warrington.

Three OLP partner teaching school alliances, which cover a mix of primary and secondary schools, are co-operating closely in the town to deliver CPD and school improvement.

The strategic partnership offers a good template for the Teaching School Hub proposals, says **Louise Smith**, CEO of Warrington Primary Academy Trust (WPAT), which runs Warrington Teaching School Alliance.

“This level of co-operation and collaboration between teaching schools is already happening organically... It just makes sense to work closely together, identify where you can pool resources and expertise, and play on our individual strengths.”

A long tradition of informal collaboration has now been formalised into the Warrington strategic board, consisting of WPAT, Bridgewater Teaching School and Great Sankey Teaching School Alliance.

The three teaching school alliances share responsibilities for delivering NPQ programmes on OLP's behalf, ensuring that their facilitators deliver in their areas of expertise.

School improvement is another area where they co-operate closely. They meet as a strategic board every term to identify school improvement priorities. It's attended



Louise Smith, CEO,
Warrington Primary
Academy Trust

by the heads of each teaching school, together with local NLEs, the local authority and representatives of the town's primary and secondary headteachers.

“Secondary performance and SEND provision are critical issues in Warrington, as is the gap between pupil premium funded students and their peers,” Louise says. “We discuss how we can draw on our resources to support these challenges through deploying our specialist leaders of education into schools that need support. It also helps us make sure that the professional development programmes we deliver address local needs.”

Co-operation in Warrington and the wider area has helped to foster a culture that encourages the retention of teachers, says Louise Smith.

“All of our networking and collaboration has opened up opportunities for our teaching staff to have a real impact on the lives of children in Warrington and beyond,” she says.

“I think as long as we make sure that collaboration is relevant, that it is rooted in making a difference for children, then we can keep our teachers and leaders interested, engaged – and moving forward.”

A recipe for successful regional collaborations?

OLP's experience in creating regional hubs for school improvement, professional development and teacher training suggests that **four key principles are vital for success**, says **Andy Hodgkinson**, Lead Facilitator for OLP.

1 A shared moral purpose and vision linked to place and community

Hubs should develop a compelling and ambitious vision and make it mean something. They need to express it in terms of making a difference to a place and be specific about how they are going to do it, such as enhancing outcomes for children and schools and making a reality of social mobility. These should be relevant to their local area and much wider than simply meeting narrow accountability measures.

2 A clear model for change

Strategy has to be coherent across the region and it should be based on a forensic analysis of need. Collaborations should also make sure that everything they do is aligned to a framework and that there are systems to identify, develop and deploy leadership expertise across the region.

3 Shared responsibility and mutual accountability

Social capital is key. Collaboration between schools and support partners must be built on strong relationships that value openness, honesty and trust – driven by aspiration for all. The interplay between curriculum, assessment and pedagogy should be viewed through a lens of mutual accountability built on shared moral purpose rather than competition.

4 A sustainable learning organisation

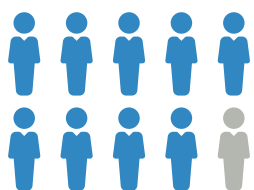
If collaborations are to work then they need solid governance and systems that will support school improvement. Disciplined innovation, partnership, research, evaluation and co-constructive learning with the wider system should allow adaptive practice over time.



The power of partnership

Our partners bring expertise, passion and local knowledge to the table so that our programmes are tailored precisely to the CPD needs of the schools in their area.

It's clear that partnership with OLP makes a big difference in a range of ways. A quick survey of leaders from around the country involved in the delivery of the NPQs revealed that **almost 96 per cent** felt that their involvement benefited their personal and professional development, especially through improved leadership practice.



Over 91 per cent said their NPQ delivery role also had a positive impact on their schools, with staff performance and development and leadership approach the two main areas where this impact was most felt.

What do our NPQ delivery partners feel about working with OLP?

Here's what they had to tell us:

"Delivering a range of NPQ programmes and inspiring ambitious leaders is a wonderful opportunity... It's a pleasure to see them grow throughout the course delivery."

– **Ann Stahler,**
Lydiate Learning Trust, Merseyside

"Building your own capacity is key in any organisation and investing in talent management through OLP helps create a strong base for the future."

– **Paul Greenall,**
Roman Catholic Archdiocese of Liverpool

"I think colleagues respect the fact that they have studied in greater depth. It opens their eyes to the challenge and joy of thinking about how you get the best out of a team and they have a range of strategies to use at school."

– **Sue Tunnicliffe,**
Aletheia Anglican Academies Trust, Kent

"The NPQs are a great opportunity for our organisations to strengthen the training offer, ensuring that the leadership development provided is innovative, targeted to meet local needs and appropriately challenging for participants."

– **Matt Lawrence,**
L.E.A.D Multi Academy Trust, Nottingham

"If prospective partners are committed to meaningful collaboration and ensuring the highest standards of leadership programme delivery then being an OLP partner in the future could be for them."

– **Kylie Spark,**
Trafford Teaching School Alliance, Greater Manchester

"It offers a solution to supporting colleagues who are performing well, providing the means to increase their effectiveness immensely."

– **Chris Fletcher,**
The Blueprint Alliance, Hull

"It is important that professional development of our colleagues is provided and led by trained and committed experts from across our own organisation, as well as from partnerships with trusted accredited providers."

– **Alexis Rickus,**
CAT Teaching School, Tamworth

"The qualifications have helped develop colleagues and prepare them for internal and external promotion. (The NPQs have) helped develop the skills of staff to carry out key functions, including the development of teaching and learning, pastoral and subject leadership and senior roles."

– **Anne Isherwood,**
Rowan Learning Trust, Wigan

Milestones 2018–19

It's been another year of impressive growth for OLP.
Here are the key developments in 2018–19:

**June
2018**

Challenge Alliance (Warrington), Warrington Leadership Hub, Manorfield Primary School (Tower Hamlets) and Communities Academies Trust Teaching School (Warwickshire) joins OLP.

OLP sponsored the Inspiring leadership conference in Birmingham and held its second annual conference just down the road, at Birmingham City's St Andrews stadium

**July
2018**

The Russett Learning Trust, Cheshire Vale TSA, Ignite TSA and Cheshire West and Chester Leadership Hub – all based in Cheshire – join OLP, along with Aletheia Anglican Academies Trust (Kent) and Uttoxeter Learning Trust Teaching School.

**Oct/Nov
2018**

We welcomed Orbital Education (Stockport), OneSchool UK (Warwickshire), Montsaye Community Learning Partnership (Northants), Veema (London), Gabbitas (Dubai), The Potteries TSA (Stoke) and Stickney and New Leake Federation (Lincolnshire).

**December
2018**

Collaboration of Glossop Schools, Percy Hedley Foundation TSA (Newcastle) and St Chad's Academies Trust (Staffordshire) joined us.

**January
2019**

British International School Ukraine and EDIFY Educational Training (Abu Dhabi) sign up.

**February
2019**

The OLP network expands again, welcoming Kings Education Trust (Buckinghamshire) and Educational Success Partners Ltd.

International conference appearances for OLP at GESS Dubai and the Learning & Teaching Expo in Hong Kong.

**March/April
2019**

OLP's partner network grows to 77 with International School Bucharest and Entrust.

OLP's first international Regional Training Centre (RTC) groups begin with Aldar (now named EDIFY) in Abu Dhabi.

May 2019

The new-look OLP website is launched.

Tribal Performance Review is conducted with positive feedback from the reviewers (see page 13).

Our School Partnership Board

Since the new NPQs were launched in 2017, the OLP Partnership Board has advised the partnership and championed the vision and values. Thank you to the representatives and we look forward to extending the membership for the 2019 academic year.

- **Sally Bishop** – Chair (Director of Teaching School, Aspire Academies Trust & West Hertfordshire Teaching School Partnership)
- **Adrian Taylor** (Director of Teaching School, Landau Forte Teaching School Alliance)
- **Matt Lawrence** (Director of Teaching School, L.E.A.D. Teaching School Alliance)
- **Andy Samways** (Director of the Teaching School & Director of the Research School, Unity Schools Partnership),
- **Nick Parry** (Director of Teaching, Learning & Leadership, The Dean Trust Teaching School)
- **Gareth Alcott** (Director of CPD, Oxfordshire Teaching School Alliance)
- **Yvonne Gandy** (NPQ Programmes Director, Best Practice Network)

In the news

Outstanding Leaders Partnership continues to feature regularly in the education media, online and in print. Here's just a small selection of coverage achieved over the last year.



Clockwise from top left: Headteacher Update, Academy Today, Education Today, Education Executive, SecEd



How to become an NPQ partner

“Within a robust school-led system, one of the vitally important roles schools must take on is growing leaders at all levels,” says **Sally Bishop**, Chair of the OLP Partnership Board.

“The senior, experienced leaders in our schools are very well placed, not only to identify the upcoming leaders who would benefit from this critical professional development, but also to play a prominent part themselves in enriching the content of these programmes by delivering the National Professional Qualifications.

“It’s important that the NPQs are owned and promoted by schools. We are the ones who benefit directly from the high-quality training that our leaders receive and they in turn strengthen the provision for our pupils and other staff.”

Ready for partnership?

What steps should schools take if they want to become OLP partners and deliver NPQs? Sally Bishop has some advice:

1 Know your area.

Is there an NPQ gap and need in your area or are there current providers? Check what provision is already there to make sure there's no overlap with other providers.

2 Do you have the right set-up and resources?

The ideal OLP partner is a teaching school, a very strong federation or a strong outstanding school as it is more likely they will have facilities and experienced facilitators already in place.

3 Do our values match?

It's really important that partners share OLP's values and aspirations in providing the highest quality qualifications that will improve school leadership. Partners are people who:

- are very outward facing. They are people who are passionate about working with others for the benefit of the education system and most importantly for our pupils.
- always look at 'growing green shoots' and want to improve the education system and its leadership
- work at high quality, often outstanding schools
- are resilient with high expectations
- have a good network and understanding of the needs of leaders in their local areas.

4 Do you have the capacity?

You should have a good training space as well as senior leaders experienced in running CPD who are used to working in partnership with teaching schools or those who are keen to build their facilitation experience.

Partnership in practice

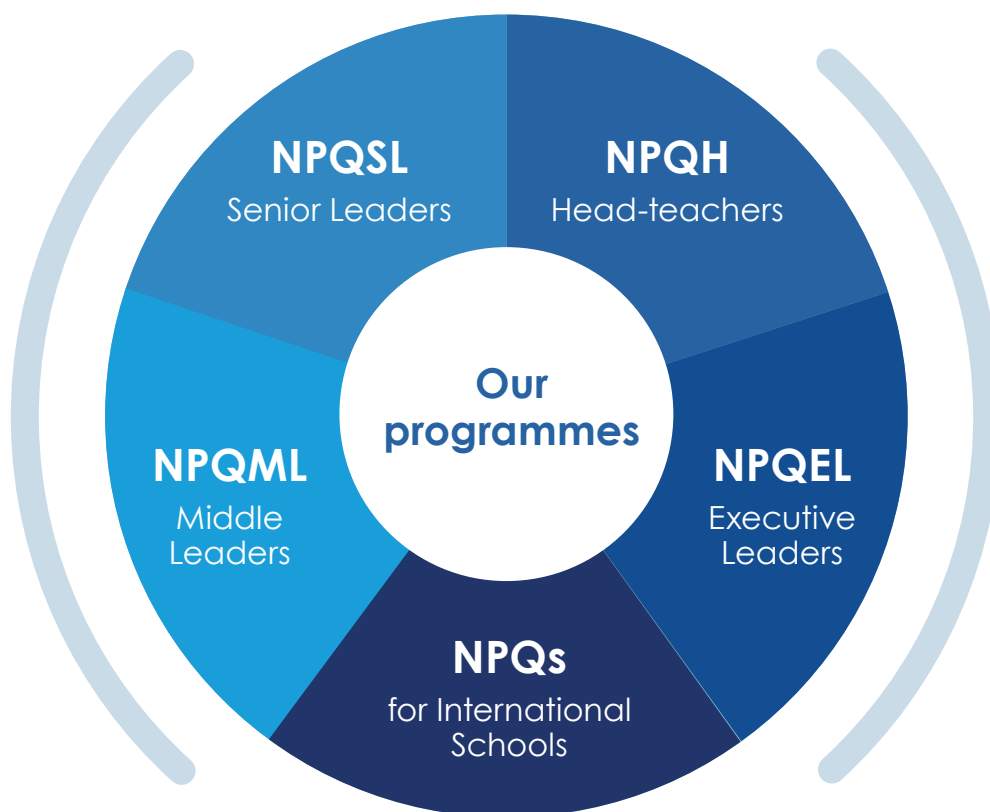
After initial discussions, and once a new partner has signed a memo of understanding, they receive a pack containing application dates and marketing materials that can be tailored to local needs. Their chosen facilitators will be given training and then be supported by experienced facilitators who work alongside them for the first few

weeks. Each partner also receives regular quality assurance.

New partners will often start by delivering one programme such as NPQML so that they can feel their way into the qualifications and see how the partnership works.

Our programmes

OLP's suite of National Professional Qualifications are designed by serving school leaders and subject matter experts and form a coherent learning pathway.



Each programme – accredited by the Department for Education – has a mix of online courses, face-to-face events and reflective, school-based practice to create a firm foundation of leadership skills, knowledge and understanding.

NPQML

NPQML is for those with responsibility for a team, including key stage, subject, pastoral and curriculum leaders, as well as heads of department. The programme develops the skills necessary to lead high-performing teams and improve classroom practice.

NPQSL

NPQSL is for those with cross-school leadership responsibilities, such as experienced middle leaders, deputy heads, SENCOs or advanced skills teachers.

NPQH

NPQH is for leaders no more than 18 months from applying for headship. NPQH focuses on the key skills needed for headship.

NPQEL

NPQEL is for colleagues aspiring to, or already in, leadership roles across more than one school, such as headteachers, executive headteachers, chief operating officers and directors of school improvement.

NPQs for International Schools

NPQs for International Schools are now available to leaders overseas. These DfE accredited programmes are tailored to the demands of international leadership.

Praise for OLP from the DfE Quality Review

The recent performance review rated OLP as 'exceptional' overall

The review was carried out by government appointed quality assurance agents Tribal Group and based on the DfE National Professional Qualification (NPQ) Quality Framework. They visited face-to-face provision, reviewed extensive evidence, and interviewed candidates, partners and team members.

The reviewers examined leadership and governance, face-to-face delivery, online courses, candidate, facilitator and tutor support, assessment, organisation, quality control, marketing and recruitment, as well as the DfE metrics and impact.

The reviewers identified exceptional performance in most areas of the Quality Framework and highlighted strengths including:



*The DfE QA review took place in May 2019, with preparation led by **Yvonne Gandy**, NPQ Programmes Director*

- 1** The leadership team is clear about its vision and values. Commitment to school improvement and outcomes for children and young people is evident throughout the organisation.
- 2** OLP demonstrates a passion and commitment to providing the best school leaders for the future, including through constant scanning of educational horizons, policies and needs.
- 3** There are strong systems and structures at every level, with clear terms of reference and governance by the effective programmes board. Financial and risk management are strong.
- 4** Moral purpose and collective responsibility contribute to an impact on school improvement. OLP promotes a collaborative model which increases capacity, particularly by ensuring greater access to lead practitioners.
- 5** The highly effective blending of online study and face-to-face sessions lies at the heart of OLP's successful provision.
- 6** Continuous quality improvement (CQI) is rigorous and, with the effective evaluation systems, ensures quality across the partnership.
- 7** The success of OLP's engagement strategy is evident in its high-profile national presence. Take up is strong, with effective marketing, events and web teams supporting partners.
- 8** Assessment is strong, clear and accurate, with 100% of outcomes validated by DfE moderation, excellent assessor training, high submission rates and useful insights.
- 9** Support for participants exceeds expectations. The Operations Team respond quickly to any request for help. Processes are extremely effective, with the new Candidate Client Management System bringing further improvements..
- 10** OLP is increasing its international provision, and responding well to the needs of distance-learners.

Development areas include increasing NPQEL take up, developing the role of the school partnership board and creating a single strategic development plan.

In summary, they found our strong provision stems from a collaboration between numerous school partners and Best Practice Network, enabling OLP to utilise the wide range of knowledge and expertise of current practitioners effectively across the system.



About us


OLP is a growing national partnership of 77 teaching school alliances, multi-academy trusts, dioceses and school groups.

It is managed and supported by Best Practice Network (BPN) – one of the UK's largest providers of training, development and support for education professionals. BPN works with OLP schools in the design and development of CPD programmes, including the National Professional Qualifications (NPQs) for school leaders, and provides the partnership with programme management, quality assurance and delivery support.

OLP was created in 2012 by an alliance of like-minded schools working with Best Practice Network to improve leadership provision on a larger scale.

Since then it has grown into one of the country's largest school-led professional development organisations. BPN and OLP are accredited by the Department for Education to provide the NPQs nationally.

Get in touch

 +44 (0) 117 920 9200

 info@outstandingleaders.org

 outstandingleaders.org