



Outstanding  
Leaders  
Partnership

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SUPPORTED BY



Best  
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Network

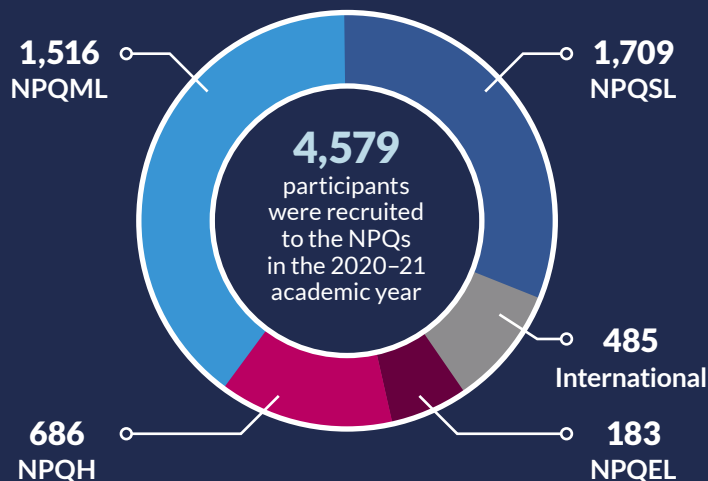
Accredited NPQ provider



Department  
for Education

# OLP in numbers

## Our programmes



**774** participants were recruited to our **apprenticeship** programmes in the 2020-21 academic year

with **305** enrolled in autumn 2021

**5,350+** early career teachers (ECTs) and their mentors registered to our early career development programme, so far

from **1,371** schools

**3,265** participants were recruited to our **new-look NPQs** in autumn 2021

**13,000+** school leaders have trained with OLP since 2017

across **850+** groups

and **3,500** events

plus **5,000+** candidate days

## Our school partners

**9,000+** schools have engaged with OLP for leadership training since 2017

– that's **37%** of England's schools



**800** school leaders recruited as associates to support this additional recruitment



**92%** of participants would recommend OLP programmes

## Our network

**30+** new partners have joined the OLP network in 2020-21





# Outstanding Leaders Partnership

A system-led  
partnership

## Welcome

**Outstanding Leaders Partnership** celebrates its 10<sup>th</sup> anniversary in 2022 and is in the strongest shape it has ever been.

With the support of Best Practice Network OLP has gone from strength to strength in the last 12 months.

There have been many notable headlines in the past year but two immediately stand out. In spring 2021 we learned that we were to become one of only six accredited training providers for the new Early Career Framework, and soon after it was revealed that our bid to deliver the reformed National Professional Qualifications was also successful.

*Those milestone achievements  
were the result of frantic energy  
and innovation of the OLP network*

Those milestone achievements were the result of frantic energy and innovation of the OLP network – an exciting chapter in our development that sees us working with more school professionals than ever before.

There have, of course, been challenges alongside the great success. At the time of writing the pandemic continues to make its presence firmly felt but we have been resilient and flexible and continue to deliver the bulk of our professional development programmes online, building up a standard of online delivery that will hold us in good stead as we gradually bring back the blended delivery model that our participants find so effective.

The resilience and commitment of our participants and partners continues to impress. Balancing participation in, and the development and delivery of, professional development with highly demanding 'day jobs' in a pressurised and uncertain time – and applying this experience and knowledge to make a difference to pupil outcomes and school improvement – is an awe-inspiring feat.

The education landscape continues to morph and move as quickly as it has ever done and OLP will respond to those changes in a nimble and intelligent way that places the needs of our stakeholders and partners at the centre, while at the same time strengthening the characteristics of quality partnership, quality provision and quality people that make OLP what it is.

Thank you so much for being an integral part of the Outstanding Leaders Partnership professional development offer and journey and we hope that you enjoy this look at the past 12 months, our present – and our exciting future.

**Yvonne Gandy**  
Director, Outstanding  
Leaders Partnership

**Simon Little**  
Managing Director,  
Best Practice Network



# Steps on the journey

It's been a dramatic year on so many levels for everyone across Outstanding Leaders Partnership.

As our network of partners continued to tackle what has been one of the most challenging personal and professional episodes in our recent history they still found the resources and the energy to continue working with us to deliver the professional development of the thousands of participants on our suite of programmes.

It has been a time of enormous personal and professional sacrifice; a time when leaders and their teams adapted to circumstances like no other while, remarkably, finding time to continued to work well as the emergency continues.

*While it has been a time of challenges, it has also been a period of intense innovation and progress*

While it has been a time of challenges, it has also been a period of intense innovation and progress – a 12 months like no other containing a number of significant milestones.

We've gathered together the highlights here, but it is worth noting that our partner organisation **Best Practice Network** underwent enormous

staffing growth to manage and support our programmes, partners and participants, going from 26 staff in March 2020 to more than 80 people today.

During that time OLP and Best Practice Network has continued online delivery of our programmes – a shift that was necessitated by the pandemic but which has continued to work well as the emergency recedes. Our model of providing live facilitated webinars and extra tutor support continues to produce participant satisfaction rates well above 90%.

There's a similar story of growth beyond our shores. Supported by Best Practice Network, we have gone from having programme participants from 40 countries in 2020 to more than 60 in 2021, cementing our standing as the leading provider of the National Professional Qualifications (NPQs) globally.

This expansion has been made possible by a growing network of international school training partners and the ability to deliver facilitated online webinars aligned to international time zones. The 2021–22 academic year looks set to build on that success, with 485 international school leaders already recruited onto our programmes in autumn 2021 – our biggest international cohort to date.



## Here are the highlights of a remarkable year



**September 2020**

### **NPQ cohort record**

Our Autumn 2020 NPQ intake becomes our biggest ever cohort.

**September 2020**

### **Leaders Apprenticeships with NPQs launched**

2 brand new dual qualifications launch with the NPQML and NPQSL mapped to an apprenticeship standard enabling schools to fund them using their apprenticeship levy.

**October – December 2020**

### **Tenders submitted for ECF and reformed NPQs**

Tenders are submitted for the Early Career Framework contract to provide a two-year structured package of training and support for early career teachers and their in-school mentors, and the reformed NPQs, which includes three leadership NPQs and three new specialist NPQs for teachers.

**January 2021**

### **Biggest Spring ever**

Our biggest ever Spring NPQ intake with almost 1,000 participants.

**March 2021**

### **Accredited ECF and NPQ provider**

Following a rigorous bidding process OLP's partner Best Practice Network is announced as one of six accredited providers of the Early Career Framework and one of nine providers of the reformed NPQs.

**April – November 2021**

### **Programmes design**

In conjunction with Best Practice Network we design and develop six new NPQs, a new ECF induction programme for ECTs and mentors and three new apprenticeship programmes with an NPQ.

**September 2021**

### **ECF programme begins**

The new ECF programme begins with more than 5,000 participants and the first recruitment round for the reformed NPQs closes with more than 3,000 participants signed up.

**November 2021**

### **Reformed NPQs commence**

The new reformed NPQ programmes start.

# Stemming the early career brain drain

The Early Career Framework represents a new era in the support of teachers in the first years of their careers – and OLP is playing a big role.

**Kelly McKay** guides you through.

The Early Career Framework (ECF) launched in September 2021 and it is set to have a huge impact on the professional development culture of schools.

Outstanding Leaders Partnership is playing its part in this transformation by delivering training for early career teachers and their mentors around the country – one of six organisations chosen by the Department for Education.

The programme will have an impressive impact on the retention of recently qualified teachers so that they stay in the profession for years to come.

The ECF is a key part of the Department for Education's teacher recruitment and retention strategy. Designed in close partnership with teachers, headteachers, academics, the Chartered College of Teaching and the Education Endowment Foundation, the ECF underpins what all early career teachers should be entitled to learn about and learn how to do based on expert guidance and the best available research evidence.

*The programme will have an impressive impact on the retention of recently qualified teachers so that they stay in the profession for years to come.*

The government is now funding entitlement for all early career teachers in England to access high-quality professional development at the start of their career, with new teachers receiving structured development and training, together with support from a dedicated in-school mentor, over two years instead of one.

Outstanding Leaders Partnership is playing its part in this transformation by delivering training for early career teachers and their mentors around the country





The programme has started with a real pace, with more than 5,350 early career teachers (ECTs) and their mentors from 1,371 schools registered to our early career development programme in 2021.

There are three main components to the programme: self-directed study, mentor meetings and training. In addition, mentors will receive their own training and support.

The ECF outlines the areas that ECTs are entitled to learn about and learn how to do. There are five modules in the ECF that are covered in year 1 and year 2:

- Enabling pupil learning
- Engaging pupils in learning
- Developing quality pedagogy
- Making productive use of assessment
- Fulfilling professional responsibilities

Schools are signing up to an approved provider programme by either contacting their local Teaching School Hub or by contacting a lead provider or other known delivery partner directly who can talk them through how to access the programme.

The ECF has come in at a time when teacher retention has been an issue for some years. With this fully funded programme, providing early career teachers with the close support and development they need at a crucial time in their careers, we have the best chance at tackling this issue and ensuring that our new teacher colleagues have the best shot at a long and successful career.



**5,350+**  
early career teachers  
(ECTs) & their mentors



from  
**1,371**  
schools

registered to our early career development  
programme in 2021



# Weighing up the evidence

When it comes to creating professional development programmes, it matters that the learning content we develop draws on a rich seam of evidence, writes **Yvonne Gandy**.

Rooting teacher and school leader development in the best available evidence and collective wisdom of the profession has been the Department for Education's long-standing aim and that principle is embedded in the 10 content areas that inform the new suite of NPQs.

Weighing up that evidence and how it contributes to professional development learning is the focus of a valuable research project by OLP partners Curee (Centre for the Use of Research and Evidence in Education).

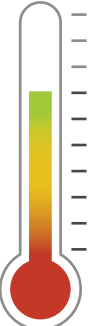
The education research and evidence organisation carried out an in-depth review of the research evidence and how it relates to the 10 content areas covered in our new suite of six National Professional Qualifications now being delivered by OLP partners across the country.

The work is making an important contribution to the design and scaffolding of all the programmes and means that the learning content in our programmes will always be backed by a solid weight of up to date evidence.

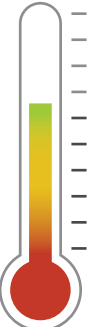
*The work is making an important contribution to the design and scaffolding of all the programmes and means that the learning content in our programmes will always be backed by a solid weight of up to date evidence.*

Here we take a look at just three of the content areas and assess the weight of research evidence for each.

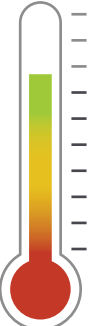
## Teaching

- 
- The Teaching content area is supported by the most references – 43.
  - 70% of the references are made up of large-scale empirical research, highlighting the robust evidence base relating to pedagogy, including *The Science of Learning* (2015) from the Deans for Impact organisation.
  - EEF guidance reports or toolkits for school and classroom practice make up 23% of the references.
  - The research shows that there is a wealth of robust evidence for leaders to draw on as they develop essential skills and understanding set out in the NPQ framework statements:
    - ‘establish effective planning and preparation across the school’
    - ‘ensure teaching across the school includes effective explanations and modelling’
    - ‘ensure teaching across the school stimulates pupil thinking and understanding’.
  - Leaders should bear in mind a 2021 EEF review published after the NPQ Framework that examines the evidence about cognitive science approaches in the classroom. Researchers highlight that “cognitive science principles of learning can have a significant impact on rates of learning” and that schools should consider training staff on its principles but also emphasise the need for caution and say that evidence for the application of cognitive science principles in everyday classroom conditions is much more limited.

## Curriculum and Assessment

- 
- Another robustly evidenced content area – second only to teaching – with 32 research references, 63 % of which relate to large-scale empirical research about pedagogy. It includes a key anchor study, *What makes great teaching?*, a 2014 review of research by Robert Coe and colleagues.
  - 19% of the references are EEF guidance reports or toolkit entries which draw out practical implications from school and classroom practice.
  - This evidence base will help leaders develop essential skills and understanding set out in the NPQ framework statements:
    - ‘oversee the design and implementation of carefully sequenced, broad and coherent curricula’
    - ‘support colleagues to develop pupils’ literacy’
    - ‘ensure pupils get high-quality feedback’
    - ‘ensure assessment is high quality and as reliable as possible without creating unnecessary workload’.

## Professional Development

- 
- The professional development content area is supported by 13 references – just under a third of the number of references in the teaching content area. 85% of the research evidence references relate to large-scale empirical research.
  - The body of evidence includes a key anchor study that will help leaders to gain a coherent overview of most of the ‘learn how’ and ‘learn that’ statements in their NPQ programme is *Effective teacher professional development* (2017) by L Darling-Hammond, M E Hyler and M Gardner.
  - Leaders can draw on this large-scale research as they develop essential skills and understanding set out in the NPQ framework statements:
    - ‘ensure colleagues engage in effective professional development’
    - ‘conduct, and support colleagues to conduct, regular expert-led conversations about all aspects of their roles’.



# CPD and a matter of wellbeing

Professional development isn't just about providing the knowledge and understanding that promotes school improvement and career progress – it also provides a crucial by-product: wellbeing.

The role of professional development in improving schools and making leaders and their teams even more effective is well known.

It is also clear that because professional development leads to more effective professional practice and better led schools and settings that wellbeing is a significant additional benefit.

As the Teacher Development Trust and other bodies have pointed out in recent years, high-quality CPD supports teachers to overcome the occupational hazards that can, if left unchecked, contribute to a low sense of wellbeing which can have a detrimental impact on their performance and pupil outcomes.

But if staff feel empowered – and supported – to make a difference through effective professional development then that can lead to greater confidence, more enthusiasm, higher effectiveness and a willingness to learn and innovate.

The impact of effective school leadership, for example, has a knock-on effect on the wellbeing of colleagues. The new NPQH programme now being delivered with Best Practice Network includes a focus on professional development of staff, emphasising that supportive environments should include the time and resource for staff to undertake professional development and collaborate with their peers, and the provision of feedback to enable teachers to improve.

***Staff supported with professional development and high-quality leadership will deliver the goods across the education system***

Staff supported with professional development and high-quality leadership will deliver the goods across the education system. A 2020 report from independent social research organisation



**“Providers must support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.”**

– 2021 EYFS framework

things work out or are going well, but equally there can be an added level of worry, stress, disappointment, anger or frustration that can significantly affect the professional wellbeing of even the most resilient of individuals when things are not going to plan.

That’s why the professional development of SENCOs and, indeed, all school professionals, should not be limited to knowledge and understanding. The 49 Learning Outcomes detailed in BPN’s NASENCO programme include four that fall within the heading of personal and professional qualities – high expectations for all children, person-centred approaches, a care for the voice of children and a view of parents and carers as partner in securing achievement – personal and professional attributes that are the driving forces behind these professionals but which can impact so negatively on the thoughts, feelings, emotions and mental wellbeing of the individual.

***The professional development of school professionals should not be limited to knowledge and understanding***

Ensuring that the professional is provided with professional development opportunities, be they through qualifications, short-course training, collaboration through networks, coaching or mentoring, or simply the time to read, research and reflect, is what can really make the biggest difference.

NatCen found that early years practitioners were committed to their career development and when they were asked why they engaged in professional development, one of the reasons they gave was a desire to make their job more satisfying by learning new ways to support learning and development.

Professionals instinctively know this, and it is backed up by various professional frameworks including the 2021 EYFS framework that reinforces the importance of CPD.

The wellbeing benefits of professional development are crucially important when that role is particularly stressful and demanding, such as that of the SENCO. This role includes responsibility for working with children, teaching colleagues, support staff colleagues, outside agencies and parents and carers, supporting some of the most vulnerable pupils. It’s a job where there is likely to be an added level of fulfilment, pride, joy, relief or satisfaction when



# Teamwork makes the dream work

**Outstanding Leaders Partnership** has always had one main focus: to engage with and contribute to producing world class teaching and leadership in schools through high quality professional development opportunities.

To do this we are all about teamwork. As John C Maxwell famously wrote, “teamwork makes the dreamwork”, and at OLP the team has never been more important, especially over the last year.

It has been a year of vibrant change in which we have worked closely with Best Practice Network and our delivery partners to secure and then start developing the new suite of National Professional Qualifications; a set of six qualifications which include three reformed existing qualifications and three brand-new specialist NPQs.

Put that together with the Early Career Framework, which supports new teachers in the first two years following initial teacher training, and OLP is playing a key role in the ‘CPD golden thread’, providing a pathway of development for professionals from their first days in the classroom through to executive leadership.

*OLP is playing a key role in the ‘golden thread’, providing a pathway of development of professionals...*

## The new-look NPQs are designed with these core principles at their heart

- ✓ Provide a coherent learning approach and pathway that deepens the expertise of participants and our partners
- ✓ Underpin that approach with clear quality standards and programme coverage
- ✓ Create a compelling, tailored body of knowledge that engages participants and encourages them to re-examine their practice
- ✓ Give participants access to a supported, personalised and professional learning journey
- ✓ Root programmes in the best available evidence-informed practice
- ✓ Reinforce programme delivery with self and peer regulation and review

Changes to the NPQs include an increased focus on evidence informed research, with explicit connection to DfE programme frameworks. School improvement projects have been replaced by an unseen case study.

There is also a stronger teamwork theme within the programmes. NPQSL participants will join NPQH and NPQEL participants by having their own dedicated leadership performance coach, while specialist programme candidates are expected to have an in-school performance coach assigned by their schools.

And all programmes will be inspected by Ofsted for the quality of professional development and training and leadership and management.

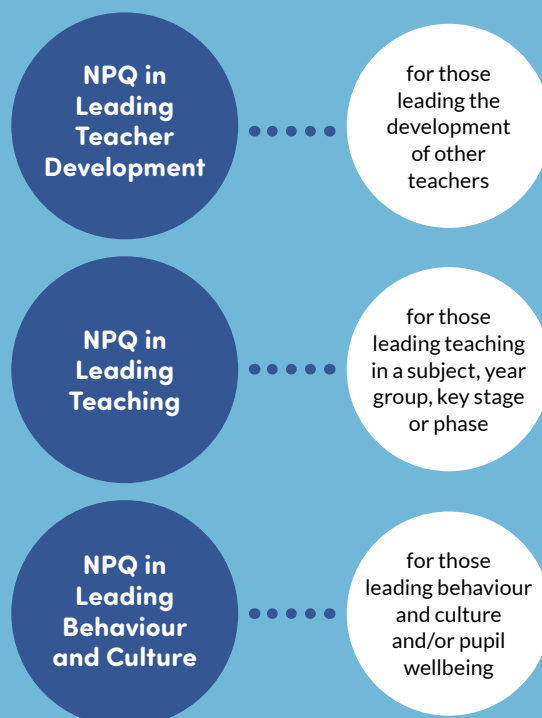
All the signs are that the new NPQs will be a great success, with almost 3,300 candidates recruited onto the programmes in autumn 2021 alone. Those candidates, and the thousands that will follow them, will discover professional learning that gives them the knowledge and tools they need to make an enormous difference to the lives of the children and staff in their schools.

## New look NPQs

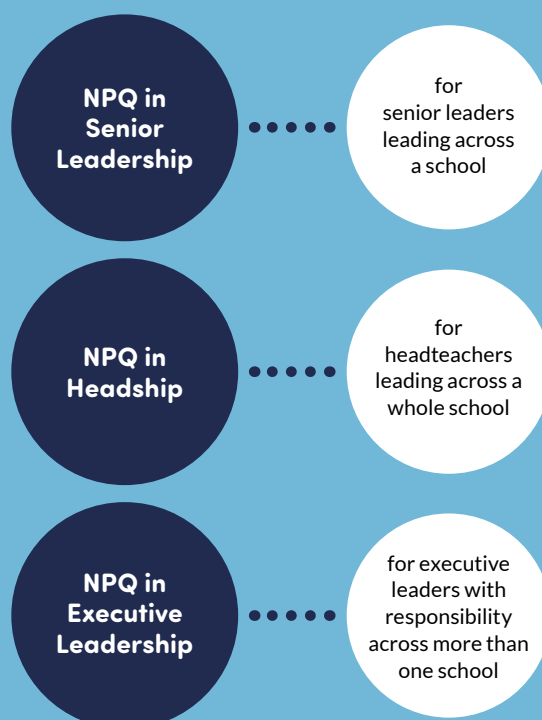
The reformed NPQs fall into two distinct types: specialist and leadership programmes.

Both are designed for professionals at different stages of their careers who are in, or are aiming for, the role and responsibilities the NPQ is designed to support.

### Specialist NPQs



### Leadership NPQs



# Our Advisory Group

OLP is run by the school system, for the school system and that key principle is embodied by the OLP Advisory Group, which is made up of education leaders from across the country. Their expertise and direct knowledge of the needs of schools helps to inform the strategic direction of OLP.



**Bernard Clarke**  
Director, Generate Teaching School Hub, Evelyn Street Primary School, Warrington



**Andrew Earnshaw**  
Director for Training, Leadership and CPD, Aspire Academy Trust, St Austell



**Yvonne Gandy**  
Director, Outstanding Leaders Partnership



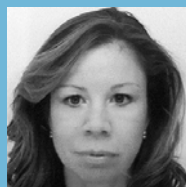
**Ed Leighton**  
Director, Cheshire Teaching School Hub, St Joseph's College, Stoke-on-Trent



**Simon Little**  
Managing Director, Best Practice Network



**Chris Ludlow**  
Head of Partnerships, Best Practice Network



**Kelly McKay**  
Director, Early Career Framework, Best Practice Network



**Nick Mort**  
Director, Futures Teaching Alliance, President Kennedy School, Coventry



**Jen Murphy**  
Director, Rainbow Teaching School Hub, Liverpool



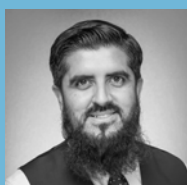
**Clare Oberman**  
Director, The Golden Thread Teaching School Hub, Painsley Catholic College, Stoke-on-Trent



**Nick Parry**  
Director of Teaching, Learning and Leadership, The Dean Trust, Ashton on Mersey School, Greater Manchester



**Stephanie Rodgers**  
Principal, Astra Teaching School Hub, Dr Challoner's Grammar School, Amersham



**Sufian Sadiq**  
Director, Chiltern Teaching School Hub, Denbigh High School, Luton



**Ruth Shaw**  
Strategic Lead for AB and ECF STEP; Assistant Headteacher, The Priory School, Shrewsbury



**Karen Taylor-Paul**  
Director, Alban Teaching School Hub, Sandringham School, St Albans



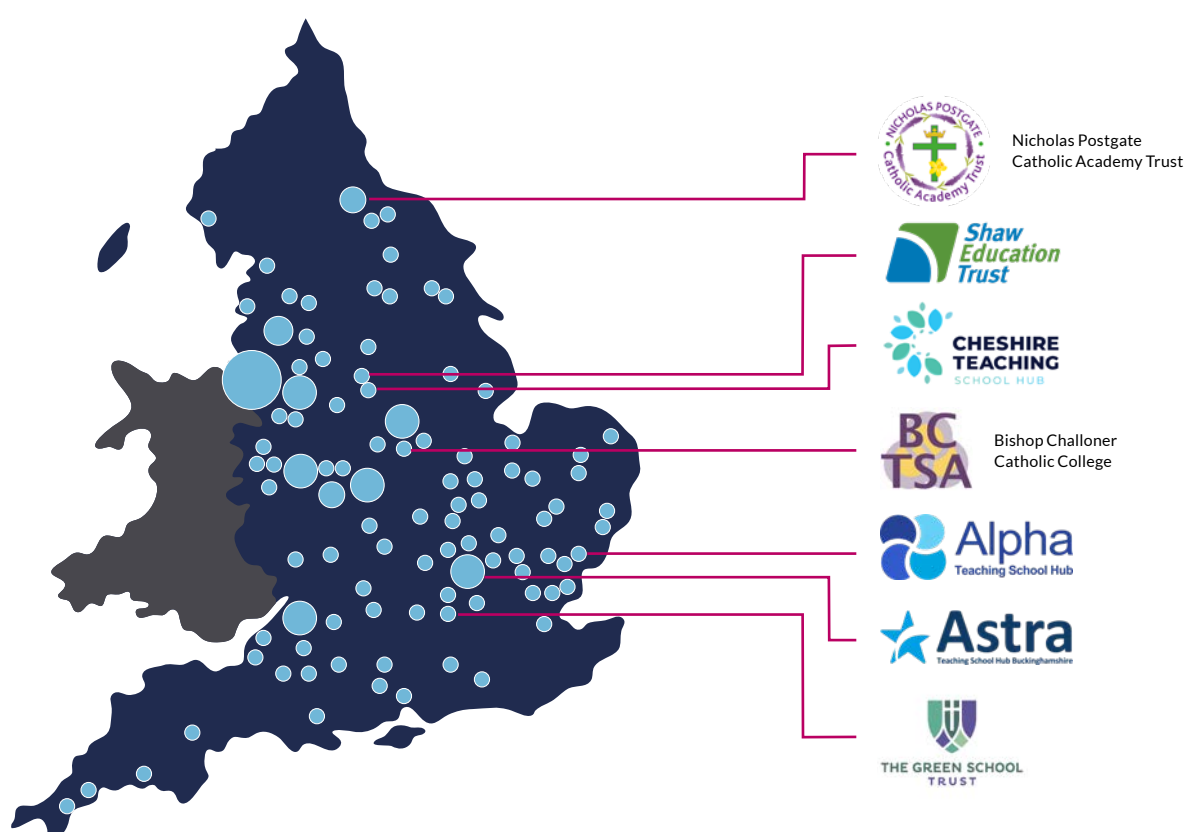
**Samantha Torr**  
Director, Alpha Teaching School Hub, Colchester

# Together we can do great things!

## A system-led partnership

Outstanding Leaders Partnership comprises a national network of teaching school hubs, trusts and dioceses working collaboratively to design, host, and deliver professional development for the education workforce.

Operating nationally, and at scale, gives us the opportunity to invest in the quality of our provision, the development of our delivery teams, and the systems and support required to ensure participants, their schools and their communities all benefit from outstanding professional development.



### Partner focus: Sufian Sadiq

As Director of Teaching School at Chiltern Learning Trust, Sufian oversees two regional Teaching School Hub areas.

A passionate activist within the educational landscape around equity and inclusion, Sufian is a Fellow and Board Member of the Chartered College of Teaching, as well as a Fellow for the Chartered Institute of Educational Assessors.

*"I am confident that in 2022 and beyond, the NPQs delivered by OLP will provide a strong framework for developing excellent schools and school leaders nationally," says Sufian.*

*"The appetite for CPD is increasing and the way in which people 'consume' CPD has changed since the pandemic and I hope to see a continued effort at OLP to make CPD accessible for all and to those school leaders that simply through no choice of their own cannot take time away from school. CPD must become a contributor to wellbeing for teachers and not a trigger for creating stress and workload."*



Sufian Sadiq

# A dramatic impact

Don't just take our word for it. Hear from some of our recent NPQ participants about their experience and the impact the programmes have had on them and their schools.

NPQSL



## In the words of Kate Braniff

### ***Could you tell us about your role, school and context?***

During my NPQSL I was a Year 3 teacher, reading leader and educational visits coordinator in a three-form entry junior school in Carlisle and I have recently become an assistant headteacher at a nearby special needs school.

### ***Why did you decide to do NPQSL with Outstanding Leaders?***

My headteacher approached me and asked if I would like to apply for the OLP course at the same time I took on the reading leader role.

### ***What was the most useful aspect of the programme for you?***

It gave me time to reflect upon my own practice and to consider the way in which change really does have an impact on staff. I learned that how you handle change can 'make or break' an initiative or new direction. Considering the theory behind change allowed me to adapt my approach and the course also prompted me to reflect on leaders around me in school and what made them successful in their role.

### ***What impact has the programme had on your own career development?***

I have become an assistant headteacher since completing the programme so NPQSL has had an impact on my own career. As part of that role I am SENCO, which has always been a passion for me due to personal reasons and professional experiences. I am also head of lower school (primary) which means that I now have a team of around 50 staff to lead.

### ***And what impact has it had on your organisation?***

The course had an impact on my previous organisation. My new approach to reading that I developed as part of my NPQSL work was taken fully onboard by staff and a recent Ofsted inspection reaffirmed that the new approach was a strong one and that it was having an impact. Above all I have left a school with children who are enthusiastic about reading and I am hopeful that many of them will take the love of books and stories with them into adulthood.

## NPQH



### In conversation with Kirsty Quinn

#### **Could you tell us about your role, school and context?**

I have recently become a headteacher for a federation of two nursery schools in Wakefield. It is my first headship. The two schools are very different in need and catchment and both are valued for their individuality.

#### **Why did you decide to do NPQH with Outstanding Leaders?**

I had been a deputy headteacher for four years and also acting headteacher for a long-term cover. My headteacher encouraged me to apply for NPQH as she felt I was ready for headship. I felt that the OLP programme provided a good balance of opportunities including online learning and face to face sessions, which were invaluable. I was also lucky enough to receive a scholarship to complete NPQH.

#### **What was the most useful aspect of the programme for you?**

The programme made me challenge and question my leadership thinking and practice on a daily basis.

I found the support from Yvonne invaluable. She ensured that I was completely confident with and understood what was required of me when completing the final assessments.

#### **What impact has the programme had on your own career development?**

Within a few months of achieving NPQH I was successful in achieving my first headship. I feel it is the perfect job for me.

#### **And what impact has it had on your school?**

My NPQH learning has made me think about my vision for both schools and how I can work with the existing staff to have shared ownership of this and make both schools the best they can be for the children and families we serve.

### Hear from Luke Henderson

#### **Could you tell us about your role, school and context?**

I am an executive headteacher in Keys Academy Trust, a trust of 10 schools serving the Wokingham and Reading areas.

#### **Why did you decide to do NPQEL with Outstanding Leaders?**

I've networked with local colleagues for many years and I wanted to branch out and network with leaders from across the UK. OLP has a great reputation and offered me that opportunity.

#### **What was the most useful aspect of the programme for you?**

The programme opened up collaboration and new professional relationships through face to face and online training, while the collaborative task meant that I could visit leaders in contrasting localities and learn a huge amount about leadership styles, approaches and management strategies. I also found that the access the programme gave me to a huge library of the latest high quality research from the education and commercial worlds. Although school leaders can learn from the commercial sector, schools are very different and we need to remember that!

#### **What impact has the programme had on your own career development?**

It has made me a more reflective leader and has inspired me to go onto further training as a coach to support NPQH training and I've encouraged four members of staff to do an NPQ qualification. NPQEL has given me opportunities to work with national organisations and support leaders at all levels.

#### **And what impact has it had on your organisation?**

It has had a dramatic impact on the schools I lead. I've used the OECD research we explored during NPQEL to shape our curriculum. I've also used my learning to develop a marketing and communication strategy for the trust. The networks I built during the programme have led to joint projects with other leaders, CPD opportunities for staff and a wider support network.

## NPQEL



# “Words are not enough...”

We're grateful to our programme participants for taking the time to tell us what they think of our programmes. Here's a small selection of their feedback.

## “Words are not enough to thank you and your team for this journey.

I thoroughly enjoyed it and completing it does not only give me a sense of accomplishment, but also a unique combination of modesty, confidence and a sense of responsibility – now more than ever before. Thank you all for your guidance and support throughout. It has been one of my best academic journeys so far and I am extremely grateful.

Thank you for continuing to help us leaders grow and for exposing us to the research, as well as giving us the opportunity to learn from each other.”

Vasiliki  
Chaintini,  
NPQSL

## “Thank you again

to your Early Career Framework colleagues for yesterday's Zoom session. All presenters were professional, knowledgeable, spoke with clarity and empathetic to the demands we face in school – hugely appreciated.”

ECF  
induction  
tutor

## “I wanted to say how much I have been enjoying completing my NASENCO course.

It has made me realise how much I enjoy learning and I feel has made a real impact on my ability to complete my role and support our pupils with SEN to achieve high quality outcomes.”

Hannah  
McManus,  
SENCo,  
NASENCO



**"NPQH has helped to give me a solid knowledge and understanding of the real life duties of a headteacher, as well as the underpinning pedagogy, theory and research."**

The support I received from the course tutors was second to none and I felt that I could contact Yvonne at any time. Her support and guidance has really helped me to achieve NPQH. I have very recently been appointed for my first headship, having only completed NPQH a few months ago. I would highly recommend Best Practice Network/ Outstanding Leaders Partnership, as the support and course content was brilliant and I feel this has helped me to achieve my headship position."

**Kirsty Quinn,**  
Deputy  
Headteacher,  
NPQH

**"I've really enjoyed the apprenticeship programme..."**

and felt fully supported and spurred on throughout by my fantastic tutor Chris Gill who was always on hand for support and advice in our regular meetings. Thanks to him, I felt well prepared for the end point assessment and the appropriate course content throughout the year twinned with the NPQSL and school-based project ensured I gained vital knowledge and experiences throughout."

**Nikki Phillips,**  
Leaders  
Apprenticeship

**"The thing that stood out most for me is just how organised it all is**

– everything that I need to find is easily accessible. Furthermore, after completing tasks, the quality of the responses from the tutors has been excellent. The whole package is really well organised."

**Ben Wright,**  
Leaders  
Apprenticeship

**"Following the birth of my first child - I knew in my heart that I didn't want to just go back to an office job."**

I knew I wanted to work with children. I've also often spoken to friends and family who have worked within childcare. I was able to spend some time doing unpaid work experience at a nursery...the more I have researched into childcare, the more time I spend with children - the more I know it is the right career path for me."

**Davinder Kalsi,**  
Early Years  
Apprenticeship

**"Thank you for your communication**

and please pass on my thanks to the entire team for their support throughout the course. I have recommended you as an NPQH provider for a colleague and will continue to recommend you for other courses."

**Luke  
Henderson,**  
NPQEL

**"I am looking forward to completing the learning modules to support my early career teacher..."**

and being able to apply my mentoring and coaching skills to help him grow and develop as a confident teacher."

**Early Career  
Mentor,  
ECF**



# All set for an exciting new year



**Simon Little** describes a raft of exciting plans and developments for Outstanding Leaders Partnership and Best Practice Network in 2022.

After a year of fast paced developments the next 12 months will have a very different, but equally exciting, feel about it.

Our key focus will be to embed and continuously improve our suite of six National Professional Qualifications, along with our Early Career Development Programme. These programmes underwent fast-paced development during 2021 with delivery beginning in autumn 2021. Already of exceptional quality, our aim is to make them even greater.

Our work on these major programmes does not exclude new programme innovation. We are working hard on our plans to become a chosen provider of two new NPQs – the NPQ in Early Years Leadership and another on Leading Literacy (NPQLL).

The Early Years Leadership NPQ will be aimed at leaders qualified to at least Level 3 and who are, or are aiming to be, managers of nurseries, heads of school-based and maintained nurseries or childminders with leadership responsibilities. NPQLL will be for teachers who have, or are aspiring to have, responsibilities for leading literacy across a school, year group, key stage, or phase.

Our international presence has been growing steadily in recent years and now sees OLP/BPN programmes being delivered in more than 60 countries, with 500 candidates joining us in the autumn cohort. The next 22 months will see us building on that impressive reach with further cohorts on the international version of our NPQs and with a brand-new international version of the Early Career Framework.



**OLP/BPN programmes  
are delivered in  
60+ countries**

There are major developments planned in our apprenticeship programme portfolio, too. After the huge success of our Level 2 and Level 3 Early Years Apprenticeships and the recent launch of our Level 5 qualification we will be launching an enhanced Level 3 Teaching Assistant Apprenticeship in early 2022.

The pandemic has been an enormous struggle for everyone in the education world, but it could be said that there has been a silver lining emerging from behind the cloud of covid in terms of improvements and enhancements to the way online learning has been delivered.

But while all our programmes were delivered online during the emergency phases of the pandemic, we look to 2022 to re-establish the blended learning approach that is a quality hallmark of all the programmes delivered by OLP.

The approaches to online learning delivery that were perfected during 2020–2021 mean that our partners are now able to offer a highly advanced form of blended learning, with best of class online learning together with face to face meetings, providing candidates with the best quality experience in professional learning.

Away from the frontline delivery of existing and future programmes we are making a major investment in our back-office systems. Best Practice Network has long been the central admin and support centre of OLP and this will be built on during 2022, with upgraded back office IT systems and processes, including customer relationship management software, and enhancements to the software that our partners use to manage their programmes.

***It promises to be an exciting new year  
of developments at Outstanding  
Leaders Partnership; a year of building  
on the huge strides made in 2021***

It promises to be an exciting new year of developments at Outstanding Leaders Partnership; a year of building on the huge strides made in 2021, enhancing the working partnership between OLP and Best Practice Network, expanding our international reach and enhancing our portfolio of programmes so that they meet the changing needs of education professionals.





# About us

OLP is a national network of over 100 Teaching School Hubs, Multi-Academy Trusts, Dioceses and schools groups working in collaboration to design, develop and deliver professional development for the education workforce.

It is 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 of CPD programmes, including the National Professional Qualifications (NPQs) for school leaders, and provides the partnership with back office functions such as programme management, quality assurance and delivery support.

OLP was created in 2012 by a small north west alliance of like-minded schools committed to improving leadership provision. Since then it has grown into one of the country's largest school-led professional development organisations.

OLP is accredited by the Department for Education to provide training for the reformed NPQs and Early Career Framework nationally.

# Join us

We are always looking to build new partnerships with teaching school hubs, multi-academy trusts, dioceses and school groups who can work with us to deliver our extensive range of programmes, which includes the suite of National Professional Qualifications, Early Career Development, NASENCO and early years programmes.

## There are four simple checks to make before getting in touch to discuss a partnership



### Know your area

Is there a professional development, training or support gap in your area or are there current providers? Check current provision in your area to ensure that there is no overlap.



### Know your resources

If you are a teaching school hub, a multi-academy trust, diocese or federation, what facilities and facilitators do you already have in place?



### Check your values

We're looking to forge partnerships that reflect our values. If you are outward facing and passionate about working with others for the benefit of pupils inside and outside your organisation, then we want to talk to you.



### Check your capacity

You should have a suitable training space as well as senior leaders experienced in running CPD who are used to working in partnership with others and who are keen to build their facilitation experience.

After initial discussions you'll sign a partnership agreement and then receive a pack containing application dates and marketing materials that can be tailored to local needs. Your chosen facilitators will be given free training and then supported by experienced facilitators who will work alongside them. Each partner also receives regular supportive quality assurance.

## Get in touch

+44 (0) 117 920 9200

[info@outstandingleaders.org](mailto:info@outstandingleaders.org)

[outstandingleaders.org/partnerships](https://outstandingleaders.org/partnerships)

Accredited by the Department for Education, **Outstanding Leaders Partnership (OLP)** helps improve the capability, confidence and capacity of thousands of teachers and school leaders across the world, impacting the life chances of millions of pupils.

We are committed to delivering a sustainable school-led partnership that:

- Provides all schools with access to outstanding early career and leadership development training
- Delivers National Professional Qualifications that are designed by school leaders for school leaders
- Meets the needs of the school-led system through the provision of local, regional and national CPD strategies
- Measures the impact of our work on learners, leaders and schools to drive continuous improvement

The partnership is managed by **Best Practice Network (BPN)**, an accredited and award-winning national organisation that specialises in professional development training.

## Contact us

+44 (0) 117 920 9200

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Accredited NPQ provider

