

THE
FUTURE
LEADERS
TRUST

How we **change lives**

2016 Impact Report



In 2015, over **95,000** disadvantaged children left school without the basic qualifications they need to get on in life.

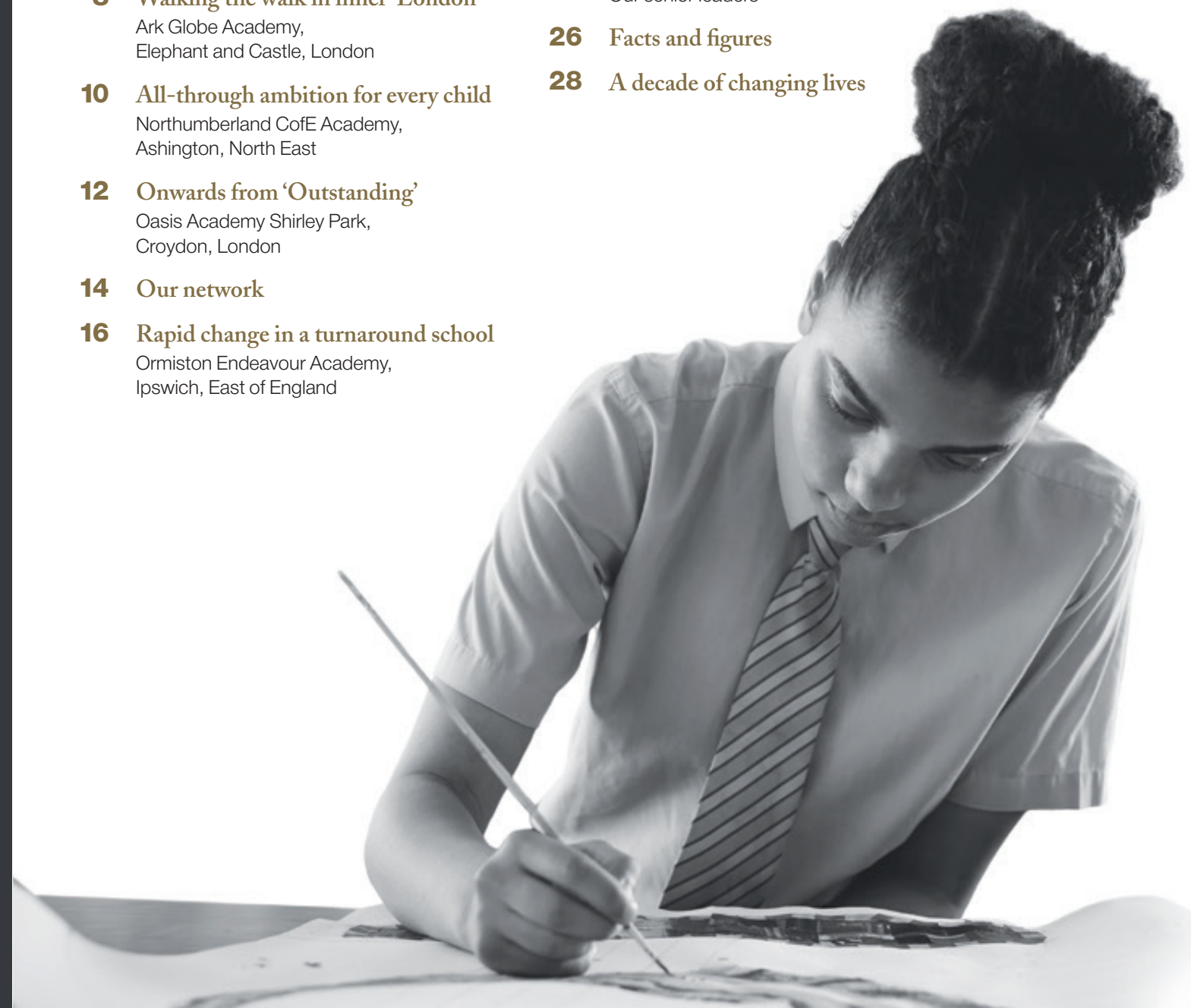
Great school leaders can change that.

The Future Leaders Trust **changes lives** by developing **great school leaders** for the challenging schools that need them most.

Great leaders make great schools

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Great schools **change lives**

Foreword

Baroness Sally Morgan Chair of the Board of Trustees

I have always believed in the power of education to transform lives, and at The Future Leaders Trust we know that great leadership is the most significant factor in raising standards and delivering a great education for children.

There's nothing more important than ensuring we've got talented, strong and capable leaders in as many schools as possible, and particularly in those serving disadvantaged communities. That's why we started The Future Leaders Trust, and that's why the work we do continues to be vitally important.

I was involved from the very beginning. This was in the relatively early days of academies, which at that point were all in very disadvantaged areas. We realised that if academies were to have the leaders they needed, we would need a programme that gave those leaders the necessary skills and experiences to make an impact in these challenging schools.

So it all began with just one programme – Future Leaders – but now we run programmes for aspiring senior leaders right through to chief executives of academy trusts. We have expanded across England, from cities to coastal and rural areas. We continue our unrelenting focus on challenging schools and we still have the same aim: to set high expectations and deliver a great education to disadvantaged children.

It has been exciting and humbling to be part of this transformation, to see us evolving and growing as the sector has changed and school leaders' needs have developed.

And in 2016 we will be joining forces with Teaching Leaders, who develop outstanding middle leaders for schools in challenging contexts. This will achieve several aims: middle leaders will progress onto our further programmes, creating a strong pipeline; we will provide a better, more comprehensive offer for schools; and we will reach more leaders at all levels, in more schools, so that we can change more children's lives.

Together, we will achieve our shared vision faster. We cannot rest on our laurels: every child deserves equal opportunities in life and we will invest our joint resources to achieve that aim.

I want to see an education system where children from low-income families are given life-changing opportunities and are inspired to make the most of them. Where teachers are encouraged and stretched by supportive leaders, and where headteachers set a vision of high expectations and no excuses.

This is our mission and we hold it close as we look towards an exciting future.



1.2 million

The school leaders trained through our programmes have had an impact on 1.2 million children's lives

Baroness Sally Morgan

Introduction

Jacqueline Russell Acting Chief Executive

At The Future Leaders Trust, everything we do has one purpose: to change the lives of disadvantaged children by developing exceptional school leaders.

This year, we have made great progress. In a changing educational landscape we have adapted, launching our Executive Educators programme which will ensure that multi-academy trust chief executives have the skills and experiences they need to lead groups of schools and deliver system change. And we are in the process of developing a programme for executive heads, meaning we will deliver training for almost every level of leadership.

As we strive to develop talented, passionate senior leaders and headteachers who will begin improving primary and secondary schools as soon as possible, we have made changes to our flagship Future Leaders programme, targeting Cohort 2016 at leaders who are closer to headship.

Talented Leaders headteachers are now working in the most challenging schools across the country, having a direct impact on 10,000 children. They are already delivering necessary change, and Talented Leaders headteachers from Lowestoft to Bradford have been praised by Ofsted.

And we have led the conversation about school leadership, releasing high-profile reports – *Isolated Schools*, *Coastal Schools* and *Heads Up* – that show the need for more great leaders for challenging schools, and running unique policy events for headteachers across the country. Our Insights blog is becoming a hub through which schools share practice.

Ten years have passed since we launched as a single programme for high-potential senior leaders in Greater London. Our 1,700 leaders, developed through six programmes, span England, and impact on 1.2 million children's lives. Yet our values remain the same and, above all, so does our mission.

Soon we will join up with Teaching Leaders, who deliver exceptional development for middle leaders. This will create a sustainable leadership pipeline for challenging schools, spanning all levels of school leadership. It's already beginning: this year, the first Teaching Leaders and Future Leaders participant was appointed to headship. Over the next ten years, she will be joined by many more.

As one organisation we will be able to change more lives. By coming together, we continue our work of the past ten years, drawing closer to our vision of a world where every child has equal opportunities in life.



Five good GCSEs

Disadvantaged children at Future Leaders' schools are more likely to achieve five good GCSEs than those at other schools

Jacqueline Russell

Our core beliefs: Every Child, No Excuses, High Expectations, Lead Learning, No Islands

Why children need great leaders

A child’s future shouldn’t depend on their parents’ income

In the UK, a child born in poverty is unlikely to escape. Out of all developed countries, the link between a parent’s income and the future income of their child is strongest in the UK. Children from the wealthiest quartile of families have higher educational attainment, pay and employment rates.

A child’s background affects their opportunities in many ways. Children from poorer backgrounds are less likely to have access to books or good IT facilities at home. Their parents are also less able help them with homework or to pay for extra-curricular activities to enrich their learning.

Education should break the link between parental income and opportunity. But in England performance at school is strongly related to background.

Disadvantage perpetuates disadvantage

By the time a child from a disadvantaged home starts school they are on average already 19 months behind the development of their peers.

This gap grows larger over time. Three in ten disadvantaged students will not meet expected standards at the end of primary. This increases to more than six in ten by the end of secondary school.

This helps explain why disadvantaged students are only half as likely to go to selective universities, find it harder to access selective apprenticeship programmes and are twice as likely to end up unemployed upon finishing school.

Great school leaders can change that

Effective school leadership is the most important part of any educational improvement strategy. A great teacher makes an impact on their whole class; a great headteacher makes an impact on their whole school.

Heads are particularly important in England, where school leaders are responsible for more decisions than in almost any other country.

But there are not enough talented, trained and motivated school leaders to go around. Disadvantaged schools face the greatest challenges attracting and retaining good teachers and leaders.

Those willing to take on the challenge of school leadership need training and support to help them improve the lives of their students. The Future Leaders Trust provides that, getting more great leaders into the schools that need them most.

30 million

Underprivileged children hear 30 million fewer words than their peers in the first four years of their life

1 in 7

Only one in seven children born into the poorest 25% of families ends up in the richest 25% as adults

95,000

In 2015, over 95,000 disadvantaged children left school without the basic qualifications needed to open doors to further education or employment

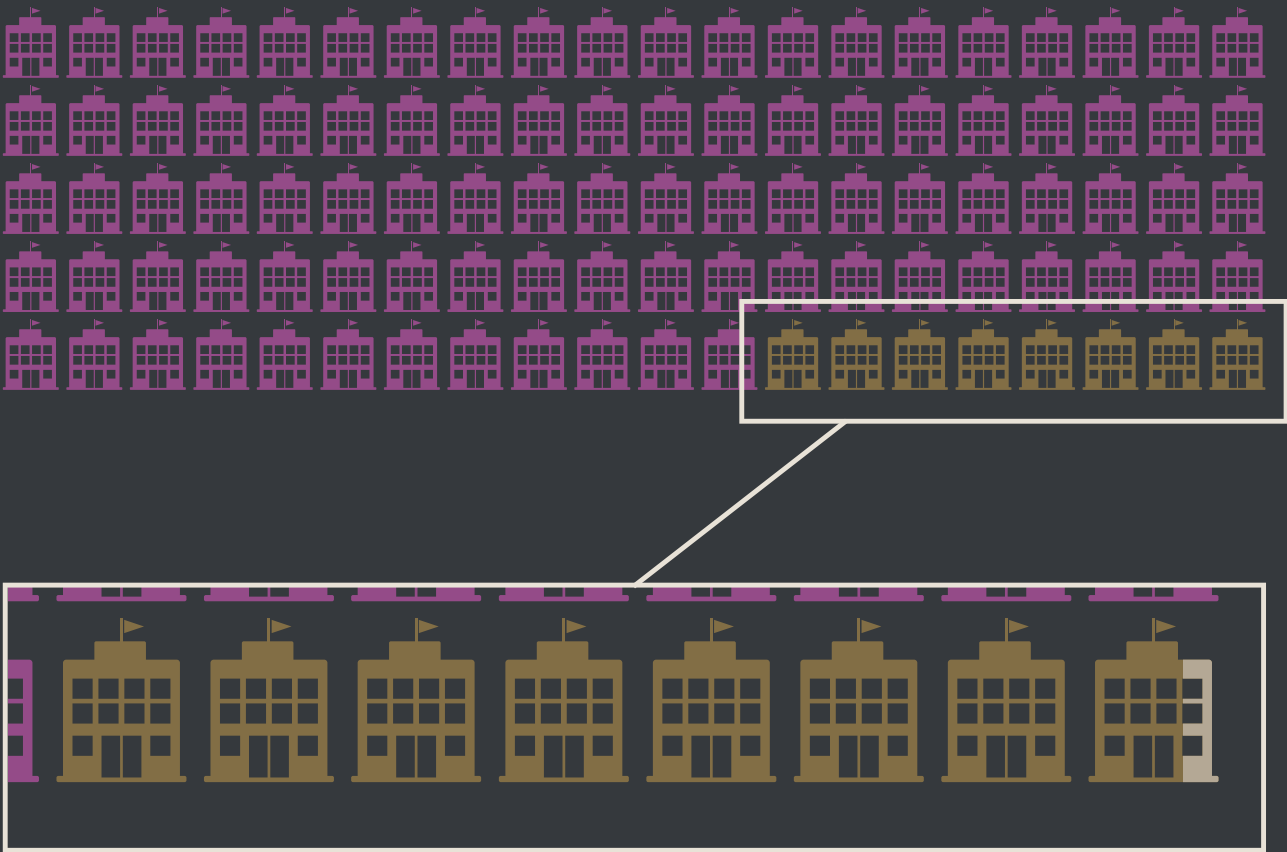
2–7 months

Students in schools with the best headteachers make between two and seven extra months of progress each year

1 in 10

Each year, one in ten teachers leaves the profession. In contrast, only one in 50 Future Leaders is no longer working in education up to five years after finishing the programme

Disadvantaged children do worse than other students in all but **8%** of England’s secondary schools



97% of the schools where they achieve equally well or better have ‘Good’ or ‘Outstanding’ leadership

Disadvantaged children at our schools **make more progress** and **outperform** those at other schools

How we change lives

The Future Leaders Trust is unique because we develop great leaders specifically for the most challenging schools.

Our first programme, Future Leaders, began in 2006. We now have a comprehensive set of six unique programmes for many different stages of school leadership. They give leaders the specific skills to transform challenging schools and change the lives of the children they serve.

Leading Impact

Leading Impact – NPQSL is tailored to provide aspiring and current senior leaders at challenging schools with the skills to make a positive impact.

Future Leaders

Future Leaders offers high-potential senior leaders the training and development that will prepare them to lead long-term sustainable change in challenging schools.

Headship Now! including NPQH

Headship Now! including NPQH provides career support and leadership development for those who are 12 to 18 months from headship in challenging schools.

Talented Leaders

Talented Leaders supports exceptional headteachers to lead the schools that need them most.

Headship Institute

The Headship Institute offers heads of challenging schools access to a dedicated network of support and expertise.

Executive Educators

Executive Educators provides aspiring and current chief executives of multi-academy trusts with the knowledge, skills and network needed for these challenging new roles.

“I have received the most powerful and transformational professional development of my life over the last year. They have taught me, supported me and given me confidence.”

Alison Mansfield, Cohort 2014, Future Leaders

Committed to development

We seek out school leaders who are committed to educational equality. We help them to develop both the technical knowledge necessary to run a challenging school and the mindset and behaviours needed to be a great leader in the toughest of circumstances. They help each other to develop too, sharing expertise in person and via our active online community.

A decade of expertise

Proven leadership practice drives our programmes. We have worked with experienced school leaders and independent experts to identify the behaviours and skills seen in the most effective headteachers.

We have distilled this knowledge into a rigorous skills framework that shows our participants where and how they need to develop to become exceptional leaders of challenging schools.

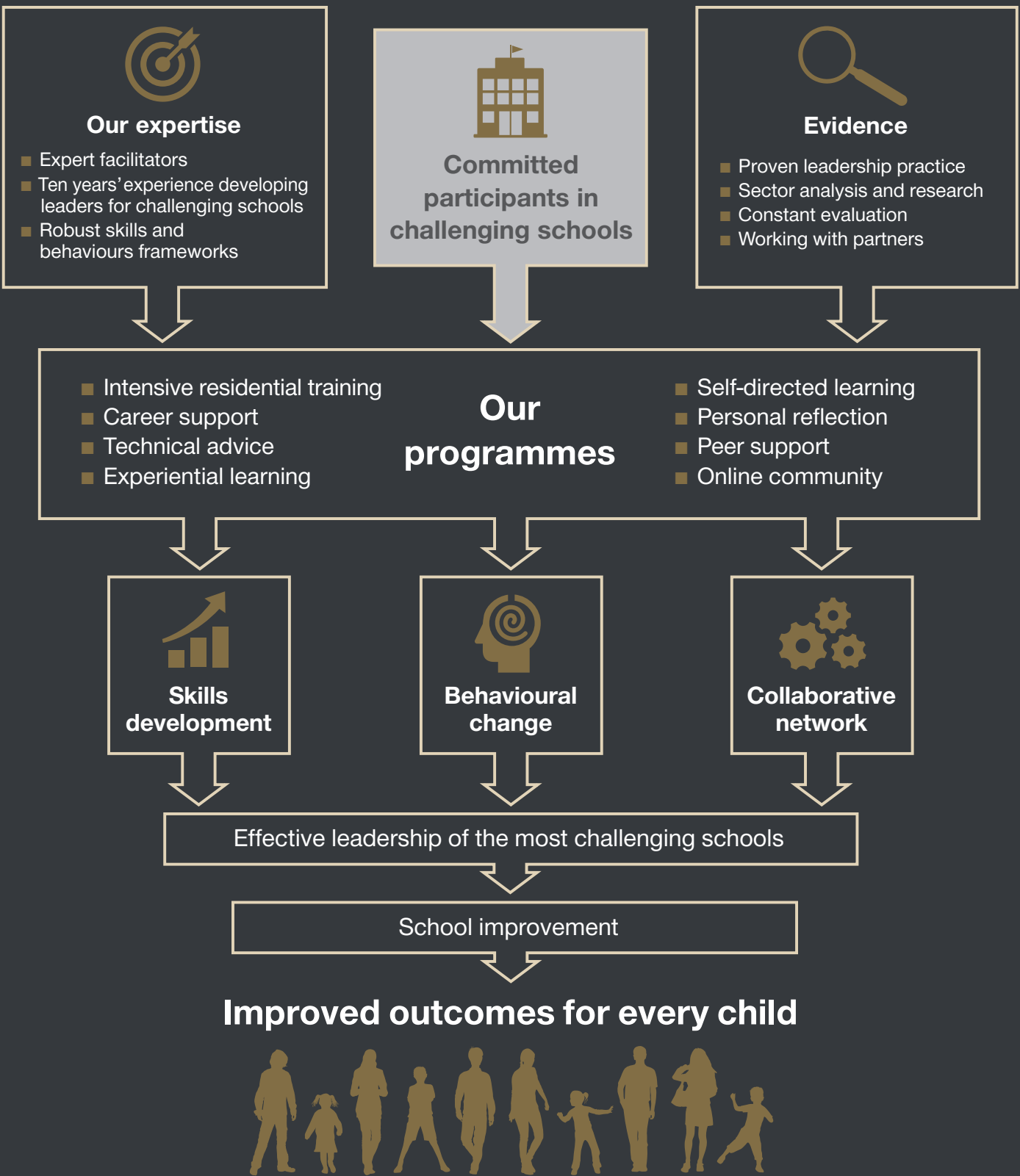
A network with a mission

In the last decade we have developed over 1,700 school leaders who have worked with over 1,500 schools. Since 2006 they have had an impact on over 1.2 million children’s lives.

80% of Future Leaders

say they have reached their current position faster as a consequence of being on the programme

How our programmes work



Our programmes are **uniquely tailored** for leaders of challenging schools

Over 44% of students in our schools are **disadvantaged**, compared to 29% nationally

Walking the walk in inner-London

Ark Globe Academy, Elephant and Castle, London

Samantha Colburn, Head of Primary

"We believe that no child should be left behind – and we get results. For the last two years, 100% of students have achieved expected standards in phonics, which is particularly impressive in our challenging context. Ruth Miskin, one of the UK's leading authorities on child literacy, has said, 'Every child learns to read at Globe.'"

"What happens in lessons is paramount, but we offer more than that. Since September, Friday afternoons have been given over to activities, from chocolate-making to exploring London, that widen students' horizons and cement learning from the curriculum."

"We've implemented a new motto: 'Inspiring learners to be the leaders of tomorrow.' Just because we're not a fee-paying school doesn't mean we don't have a future prime minister here."

"Future Leaders is a big part of the school's success. Matt and I have had the same great training, and we share the same vision of a school where every child succeeds."



Abibat's story Year 12

"I think expectations have risen since we became Globe and Mr Jones became head. There's better behaviour, better attendance – we've even got a better reputation."

"There's been a big emphasis on having a growth mindset. Globe sets standards, and we live up to them. As a sixth-former I'm expected to set an example for the lower years; we have to dress and behave professionally. We're expected to take our subjects seriously, and show we're determined to get to a particular place."

"I'd like to be a lawyer, specialising in family and criminal law. Last year we had a networking evening, and I was able to speak to a lot of lawyers. They were passionate about what they do, and I learned more about the steps I'd have to take to get to where I want to be. I'm going to do work experience with one of them this summer."

"Through the Access Project that Globe works with I'm part of a Law Society, and they offer training for the national admittance test for law, taster workshops and advice on how to get into law."

"Without my school I wouldn't be where I am now."

Matt Jones, Principal

"When I joined Globe in 2012 our predecessor school had been underperforming for many years. The proportion of students achieving five good GCSEs was well below the national average, while the exclusion rate was three times higher."

"Primary was faring a little better, but it was still below average – and that's not good enough."

"Today, we meet the national average for results and exceed it for attendance – which now stands at 96% – and are below for exclusions. Globe has changed beyond recognition, but not because of anything really ground-breaking; we just do the simple things really well."

"Among staff, we talk about practice every day. Every member of staff is observed once a week, and given one thing to improve. That means even our most experienced teachers are

constantly getting better. In 2014 the Department for Education selected our staff professional development as an example for other schools."

"But great classroom teaching isn't enough. We reach outside our walls to inspire our students from the beginning of primary, and in secondary continue that with high-level mentoring, networking events run by our sixth formers and so much more."

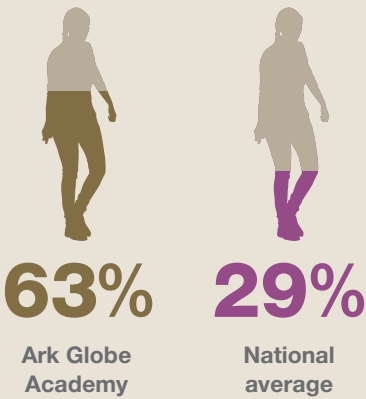
"These kinds of initiative are even more important in our school; 90% of our students are non-white – diversity that is reflected in very few universities or workplaces. It can be profoundly uncomfortable to be in an environment which is not representative of the community you grew up in. I want our students to be able to enter any university or workplace with confidence."

"Future Leaders gave me what I needed to become the leader I am, exposing me to a range of leadership strategies and improvement plans so I could pick what worked for me. It's not a cookie-cutter approach; it develops people. We currently have 11 Future Leaders in the school; you can't underestimate the value of good people. So far, four Future Leader headteachers have come out of our senior leadership team."

"Eight years after starting the programme I still meet with other headteachers in the network at least once every half term – they are the most important professional tool I have."

Fact file

- **Principal:** Matt Jones, in post since May 2012
- **Head of Primary:** Samantha Colburn, in post since September 2014
- Matt, Samantha and 18 other leaders at the school are members of the network through:
Leading Impact – NPQSL Future Leaders Headship Now! including NPQH
- **Number of students:** 1,267
- **Context** – proportion of disadvantaged students:



Disadvantaged students at Ark Globe Academy are **25%** more likely to get five or more A*-C GCSEs including English and maths than those at other schools

Outstanding leadership

"The Principal and the primary school headteacher provide outstanding leadership."

Ofsted, October 2014

“Eight years after starting the programme I still meet with other headteachers in the network at least once every half term – they are the most important professional tool I have.”

Matt Jones



We help schools **build leadership capacity** and ensure sustainability

Last year we trained **over 300 people** on our Leading Impact – NPQSL programme

All-through ambition for every child

Northumberland CofE Academy, Ashington, North East

Michael's story Year 13



“I want to help build up the profile of The Future Leaders Trust in the North East, so that the region can benefit even more from the work of the people the Trust develops.”

Andrew Day

“I moved to Northumberland and joined the school at the start of my GCSEs. I wasn't as bright in my last school as I am here, even though there I only really did my school work. Here, I'm the Cadets Company Sergeant Major.

“Most schools don't have Cadets, but I think they should. Mr Day had it in one of his previous schools and saw its impact, and thought it could make an even bigger impact in ours. It's definitely made an impact on me.

“I might be the first cadet ever to lead a Remembrance Day parade. I was shouting in front of hundreds of people – veterans, sea cadets, army cadets – and telling them all what to do. It felt brilliant. Without Cadets I wouldn't have had the confidence to do that.

“That confidence it gives you is so important. I have a conditional place to study performing arts at Southampton University, but I don't think I would have had the confidence to apply – let alone perform – without Cadets. And this year I won an award for being the most inspirational young person in Northumberland because of my role as Sergeant Major.

“When we have a camp, Mr Day always comes down to say hello. When he talks about Cadets you can hear the sense of pride he has that they're ours. That it was him that put them here must feel like such an accomplishment.”

Ben Ryder, Associate Leader

“The culture of Future Leaders permeates the academy. Moral purpose is visible in everything Andrew does, and that makes the academy a great place to work and learn. On a personal level, working with a headteacher who is a fellow Future Leader has been instrumental in my own leadership development.”

Andrew Day, Executive Director

“I joined Future Leaders because I wanted to make a difference. Leading an all-through academy is a real opportunity to do that throughout a student's school journey.

“All of our campuses are in the top 10% most deprived wards in the country. My aim is that the schools will become catalysts for change in the wider community: it starts with the children.

“We are determined that our young people will succeed, setting unfailingly high expectations for all and an ambitious culture. Since 2012 we have driven up headline results by 41% at primary and 28% at secondary. We're the first school in the North East to hire an Enterprise Advisor, and last year we sent 25% of our Year 13s on to great apprenticeships – for example at Sage, British Aerospace and Rolls Royce. If a student wants to be a hairdresser that's fine – but I want them to be Vidal Sassoon.

“We are now the only school in Northumberland where all students go on to further education, training or employment.

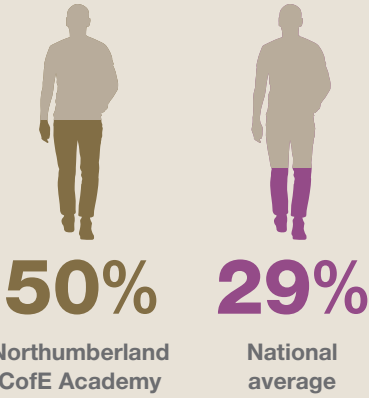
“I want to provide each of my students with the same standard of education delivered at independent schools. That means 'quality first teaching', but also providing extra-curricular activities like the Combined Cadet Force which build skills and attributes that will allow our students to be indistinguishable from their peers from more affluent homes.

“I want my students to know their value. That's why we run events like Founders and Benefactors' Day, when we invite public figures into the school to celebrate our successes. The children ask why these people have come to see them; the answer is that they, the children, are important.

“I really value working with like-minded, optimistic and talented Future Leaders in-school. I want to help build the profile of The Future Leaders Trust in the North East, so that the region can benefit even more from the work of the people the Trust develops.”

Fact file

- **Executive Director:** Andrew Day, in post since September 2012
- Andrew and three other school leaders are members of the network through:
Future Leaders Executive Educators
- **Number of students:** 2,487
- **Context** – proportion of disadvantaged students:



Last year **51%** of Year 13s went to university, **25%** went on to apprenticeships and **none** became NEET

Aspirational ethos

“The executive director has worked diligently to instil an aspirational ethos across the whole academy... Leaders at all levels, including governors, are passionate about improving the life chances of learners.”

Ofsted, September 2015

The Future Leaders programme began in 2006 with **20 participants** in London

We have now developed over **600 Future Leaders** across England

Onwards from 'Outstanding'

Oasis Academy Shirley Park, Croydon, London

Euphrose's story Year 12

"I'm from Croydon; if I look outside my window all I see are gangs and the police. As a school, it's your job to inspire students, and it's really hard to do that in this area."

"We've earned our right to have an 'Outstanding' from Ofsted because the journey to change the mentality of students that come from Croydon has been a struggle."

"If you look at my track record, you wouldn't expect me to be where I am today. In Years 8 and 9 I was a typical rude, angry teenager, with killer attitude. I didn't really want to work."

"Teachers could have looked at me and thought, 'This child isn't going to aspire to anything, she's just going to be another girl from Croydon.' You have to really credit the teachers who looked beyond my attitude, beyond the wall that I put up. If they hadn't invested time in me and pushed me, I wouldn't be in the sixth form preparing for my AS levels, and I wouldn't be who I am today."

Niveda's story Year 12

"Because of my condition I've got many obstacles in my way – hospital appointments, operations."

"The worst one was a spinal operation just before my GCSE core science and I had a massive gap when I couldn't go to school, but the school provided me with a tutor who came to my home."

"The teachers care about us so much here, they're almost like our parents, uncles and aunties. Without the school's support, I wouldn't have got those A grades, and I wouldn't be here this year."

"There's no way I would have had the opportunities I have without Future Leaders... it's a brilliant asset to have people you can ring at any time with no competition – just support."

Louise Lee

Louise Lee, Principal

"Coming from a family with no history of higher education, school changed my life. I wanted to do the same for other children. Now I work in Croydon: a complex place, in outer London but with the problems of inner London. Yet it has real promise."

"Shirley Park's story is one of upward trajectory. Our catchment has shrunk from eight to 1.2 miles since 2009 due to our growing popularity, and our results are improving: 87% of primary students achieved Level 4s in reading, writing and maths in 2015, up from 73% in 2012. The primary school has grown, and we've opened a sixth form because our students wanted to stay on with us."

"In our recent survey 94% of students said they are taught well and feel they are making good progress. More than that, students and staff say our academy feels like a family, and that matters. Every day we have ex-students returning to talk to their old teachers and keep receiving support."

"We have a very young staff body. I want to grow a generation of teachers who will take the academy forward, so we have an extensive professional development programme. We partner

with organisations such as Goldman Sachs who provide high-level development for staff, as well as mentoring for our students."

"I was lucky in that I took over the academy from another Future Leader, whose values I shared. That said, it was daunting too – but I know I have the skills to carry on his great work. We need to keep on improving, even after achieving Ofsted 'Outstanding'."

"I want to build a system-leading school which shows people that every child can achieve great things, whatever their background."

"There's no way I would have had the opportunities I have without Future Leaders. There's increasing competition in education, so it's a brilliant asset to have people you can ring at any time with no competition – just support."

Fact file

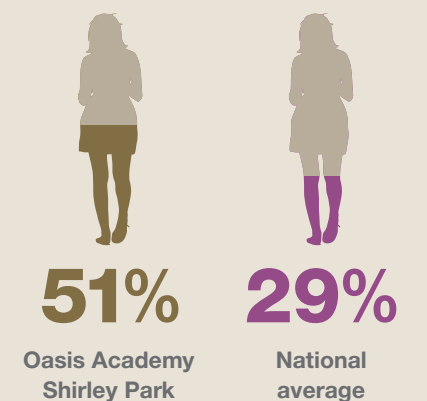
■ **Principal:** Louise Lee, in post since September 2014

■ Louise is a member of the network through:

Future Leaders

■ **Number of students:** 1,606

■ **Context** – proportion of disadvantaged students:



A 2016 survey found **94%** of students feel they are taught well and are making good progress

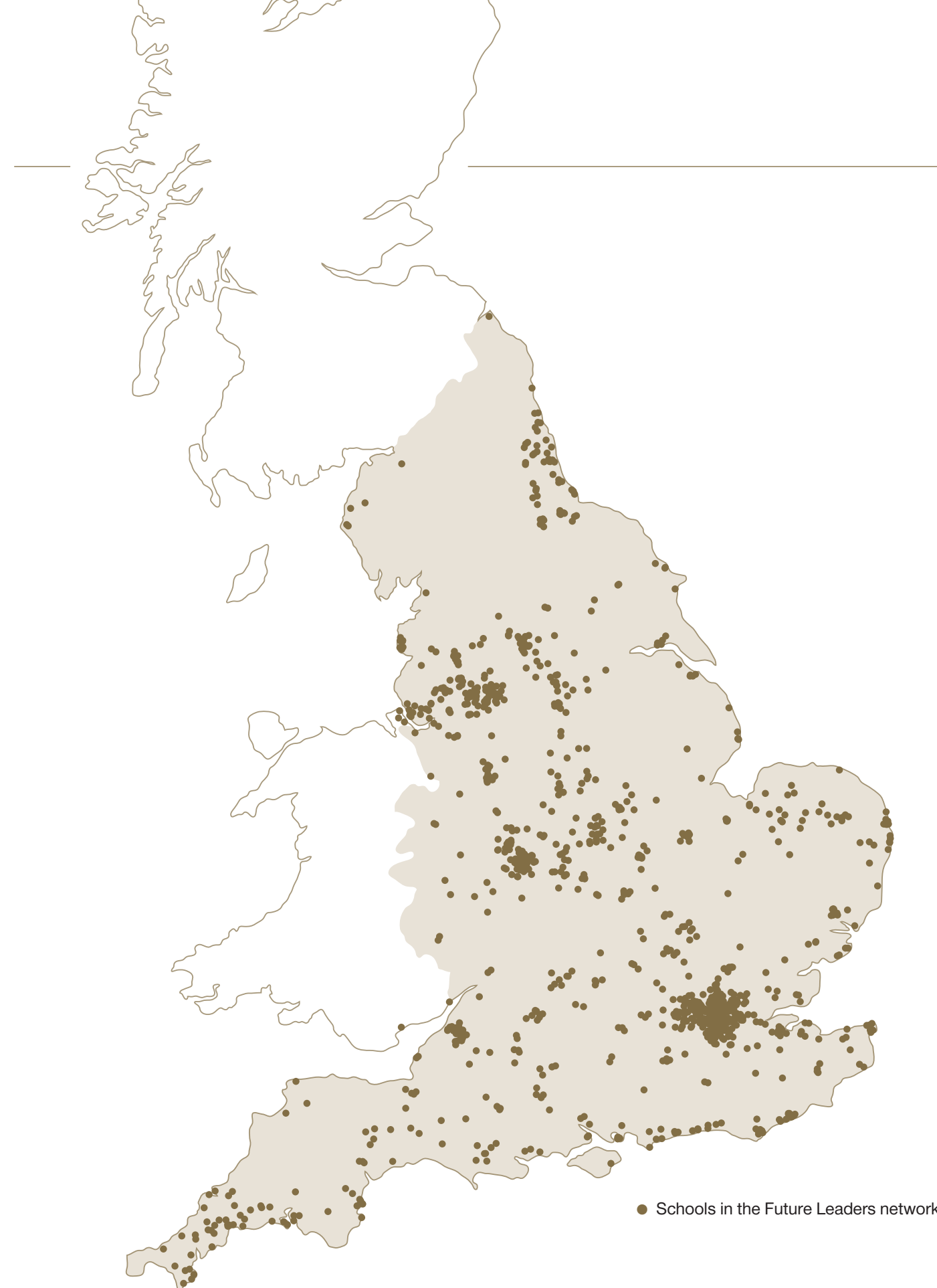
Increasing popularity

Since 2009 the academy's catchment area has shrunk from 8 miles to 1.2 miles due to its increasing popularity and 200 more students now attend the school

Students at primary schools led by established Future Leaders are **more likely to achieve** Level 4s and above than children at other schools

Our network

6 programmes
1,700 leaders
1,500 schools
Over 1.2million lives



The Future Leaders network spans **over a thousand schools** from Northumberland to Cornwall

Rapid change in a turnaround school

Ormiston Endeavour Academy, Ipswich, East of England

James' story Year 9

"When Mrs Woods joined one of the first things she did was to put in place a behaviour system. Before, it was up to individual teachers to do what they

thought, but now everyone knows what's meant to happen, so people behave better. Everyone has a lot more respect for each other.

"A good headteacher needs to understand the school, to feel every heartbeat in it, and make it a place where everyone feels safe. Mrs Woods wants to make Endeavour the best school. We have the tools to do it, we just have to get there."

Holly Mae's story Year 9

"When Mrs Woods joined she had a plan. She told us the goals we're working towards, so we can help. She makes us feel part of it.

"My favourite thing about the school is how it has changed. Since Mrs Woods came it's very organised. My brother's in Year 11 – he's about to do his GCSEs. He's really bad with change, but he loves how the school is now. He said he feels like the teachers know what they're doing, and it makes him feel like he knows what he's doing."

Andy Greenacre, middle leader

"Since Christine came, the focus has been on problem solving positively. Every teacher in the school has the freedom to come up with ideas, and if they work they're used. Now we can all make an impact in the wider school, not just in our classrooms.

"We're undergoing the school's second 'rapid improvement plan'. We all enjoyed the clarity of the first; you could see what was happening and why, and you could see that decisions were being made to support us. But this new plan is being led by middle leaders rather than the senior leadership team, and that makes it even more powerful. We're all on the same page; we're all going to make this place amazing."

"Every first-time headteacher has a lot to learn – but with this headship I had more to learn, and needed to do it faster. Talented Leaders helped me to do that."

Christine Woods

Christine Woods, Headteacher

"The day after I was appointed we found out that Ofsted was coming in, and on that visit we went into 'Special Measures'. But I saw the judgment as an opportunity. I could question everything; there wasn't any, 'Well, that's how it's always been, so that's how it will stay.'

"One of my first steps was to ban phones. This was also one of the first steps towards winning the co-operation of staff, who understood why we were doing it and to this day apply the rule consistently.

"Banning phones was part of a bigger project to improve behaviour; we have introduced a clear system which has meant that the number of children being removed from lessons each week has reduced from over 100 to under 30.

"And in January this year we put in place a six-week 'rapid improvement

plan', which each week took a point for improvement that Ofsted had identified and mapped out, day by day, how we would work towards it. By the end of the plan the school was – to quote Ofsted – 'unrecognisable'.

"But the challenge was bigger than that; we needed a complete restructure. Our staffing structure was the same as it had been when we had 900 students, but after ten years of a falling roll we were down to under 450. Today we have slimmed down the senior leadership team and shifted accountability to where it needs to be, with middle leaders taking up the opportunities they were ready for. For example, middle leaders suggested and are leading a second 'rapid improvement plan'.

"Every first-time headteacher has a lot to learn – but with this headship I had more to learn, and needed to do it faster. Talented Leaders helped me to do that, and I continue to receive the support I need from my coach and cluster of fellow Talented Leaders participants working in Suffolk.

"This September, for the first time in ten years, our roll is going to increase. Together, my staff and I will ensure that all of our students receive the excellent education they deserve."

Fact file

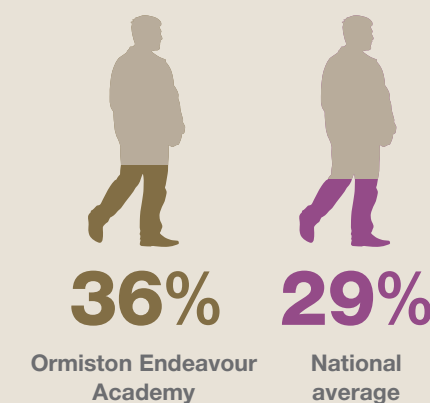
■ **Headteacher:** Christine Woods, in post since May 2015

■ Christine is a member of the network through:

Talented Leaders

■ **Number of students:** 447

■ **Context** – proportion of disadvantaged students:



Since last year the average number of students being removed from lessons each week has fallen from over **100** to fewer than **30**

Higher expectations

"Teachers have higher expectations of what pupils will achieve, their attitudes to learning and how they will behave."

Ofsted, February 2016

Talented Leaders are helping to give **10,000 children** better chances in life

Building futures in a divided city

George Green’s School, Isle of Dogs, London

Emily’s story Year 10

“There’s been a massive change in the school since Ms Baker joined a few years ago. One of the things she’s done is

to introduce lots of school trips, to show us different opportunities and give us new experiences.

“My favourite one so far has been to a big restaurant in Borough Market. We had breakfast with the owner; he showed us around the kitchens and we got to see some of the dishes being prepared. I don’t know where the confidence came from but I was asking him loads of questions to find out what it’s like to start a business from scratch. I’ve decided it’s a good back-up plan!

“I want to be a social worker. It’s not covered in the curriculum, but Ms Baker and other teachers have organised for me to meet with social workers to discuss my career path, and they’ve put me forward for some work experience over the summer.

“The visits which we’ve been on to city firms in Canary Wharf have also been really helpful – we did CV writing skills and a mock interview with Barclays, which has given me confidence for future job applications.

“I’ve not had the best journey in school – from Year 8 until quite recently my behaviour wasn’t great. But I feel that I’m getting better and school is preparing me for the future. As a school I would say that we haven’t set ourselves a ‘standard’ – we’re always trying to make ourselves better.”

“Future Leaders has helped me to challenge the traditional view of what an education can be, so I can demand more for my students.”

Jill Baker

Jill Baker, Principal

“The Isle of Dogs is one of the poorest areas of London – yet we live cheek by jowl with Canary Wharf, where some of the wealthiest people in the country come to work every day.

“I loved the school from the first time I looked round, but it needed a lot of support to improve. Our motto is ‘Aspiration. Equality. Excellence.’ That goes beyond results: we involve students in all levels of the school, from helping observe lessons to electing representatives for the student council, to help them become active citizens who make a difference in the world.

“We have surveyed every student in the school about their career interests so we can help them access the opportunities that will be most useful to them. We take every opportunity we can to work with the businesses on our doorstep in Canary Wharf; we organise at least two visits a week across all years to professional workplaces and connect our students with high-flying mentors.

“These initiatives are having an impact on student outcomes. Last year 28% of the cohort went on to Russell Group universities, and the proportion of students leaving us as NEET is less than half the local authority average.

“The greatest accolade is that parents are now choosing us: for the first time, we’re oversubscribed in Years 7 and 8. But we’re still very much on a journey of improvement. We want all our students to leave with results and skills of which they can be proud.

“Future Leaders has helped me to challenge the traditional view of what an education can be, so I can demand more for my students. I was part of the very first cohort, but I still engage with the organisation, and I have access to a network of inspiring leaders whose practice I can draw on as I shape my own school.”

Fact file

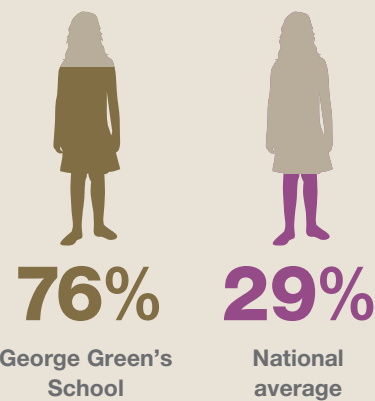
■ **Principal:** Jill Baker, in post since September 2013

■ Jill is a member of the network through:

**Future Leaders
Headship Now!**

■ **Number of students:** 1,104

■ **Context** – proportion of disadvantaged students:



The proportion of students leaving Key Stage 4 who go on to be NEET or with unknown outcomes is **less than half** the local authority average

Oversubscribed

For the first time, the school is oversubscribed in Years 7 and 8

More than **50%** of leaders on our Headship Now! including NPQH programme **reach headship within 18 months** of finishing

Primary principles in system leadership

Fact file

REAch2

■ **Deputy Chief Executive and Director of Education:**
Cathie Paine, in post since 2013

■ Cathie is a member of the network through:

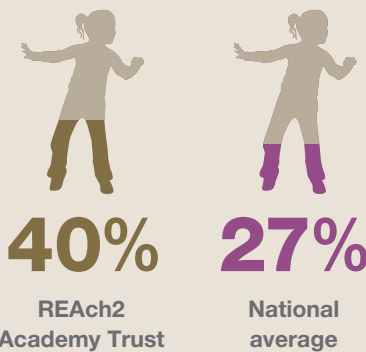
Executive Educators

■ **Number of schools:** 56

■ **Number of students:** 23,000

■ **Located in:** Central London, East Anglia and West Midlands

■ **Context** – proportion of disadvantaged students:



‘Good’ or ‘Outstanding’

The majority of schools were in special measures when they joined the Trust. Now over 70% of those that have been re-inspected are ‘Good’ or ‘Outstanding’

Cathie Paine, Deputy Chief Executive and Director of Education, REAch2 Academy Trust

“Academy trusts provide an opportunity for schools to come together and make a bigger difference. At REAch2 we have many barriers to overcome, but one purpose: to give our children a great education.

“When I joined REAch2 three years ago there were four schools in the trust – there are now 56, all primary, and all in the most challenging contexts. And 23,000 children attend REAch2 schools spanning 200 miles east to west and 200 miles north to south.

“My role is to oversee education in the Trust. Every headteacher has a line manager, their regional director, and I lead this team. However big the organisation, people are still at the heart of everything, and time spent in person is vital. That’s one of the reasons why all our headteachers attend 15 compulsory development days; we must all be on the same page, working towards the same mission.

“In all our schools we provide exceptional learning, but we build character, inspiration, and the ability to inspire others too. We promise our children ‘11 before 11’ – 11 experiences that they will have before they leave us, from going camping to visiting a foreign capital city. Many of our children won’t get these experiences at home.

“Setting up a multi-academy trust can feel isolating. Through Executive Educators I gained a peer group overnight.”

Cathie Paine

“I work with three heads recruited through the Talented Leaders programme. We chose Talented Leaders because REAch2 schools are challenging, and require heads who can hit the ground running. There’s no doubt in my mind that we made the right choice; these are people who can build outstanding schools.

“Executive Educators training was excellent and very systematic – I still look at my notes. As a headteacher you had people you could call up who knew what you were going through, but setting up a multi-academy trust can feel isolating. Through Executive Educators I gained a peer group overnight.

“When things get complex you have to go back to your principles. From the very start of my career, I have asked myself, ‘Would this be good enough for my own children?’ If it wouldn’t, then we must change it.”

Nadia Paczuska, Headteacher, REAch2’s Meadow Primary Academy, Lowestoft, East of England

“I was nervous about working with an academy trust, but I’m thrilled I ended up working with REAch2. A huge part of that is Cathie’s influence.

“Cathie provides a platform for discussions about moral purpose at the highest level of REAch2, and as a result it permeates the Trust. That’s why REAch2 is taking on schools in the most challenging circumstances – including remote, coastal schools like Meadow.

“Talented Leaders felt made for me. I had taken part in the Future Leaders programme and knew about the inequalities between urban and rural schools, and wanted to become a headteacher to make a bigger impact.

“I’ve relied on the moral purpose that REAch2 and The Future Leaders Trust share every day since joining Meadow, as I worked with staff to change school culture.

“In September we held seven INSET days, rather than the usual one or two. We defined our values and mission statement together, and after the first term I used some Talented Leaders money to take staff on a residential to look at our work as a team and to refine our school culture.

“Today, values are at the centre of school life, in every conversation we have with each other and our children. It’s not a gimmick – we mean it.

“And it’s made an impact. We have 100% ‘Good’ or better progress among our children and behaviour has improved drastically, with the number of exclusions dropping from 139 in autumn 2015 to 20 in summer 2016.

“Above all, it’s no longer acceptable to say, ‘What can you expect from a child from Lowestoft?’ Each child, every member of staff, myself and everyone at REAch2 has the highest expectations for the future.”

Fact file

■ **Headteacher:** Nadia Paczuska, in post since June 2015

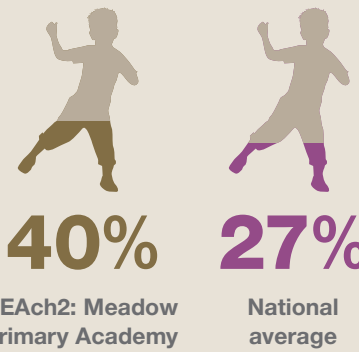
■ Nadia is a member of the network through:

Future Leaders

Talented Leaders

■ **Number of students:** 234

■ **Context** – proportion of disadvantaged students:



Improved Ofsted

“...the headteacher, who has led developments with skill, energy and enthusiasm, rapidly gained the confidence of pupils, staff and parents... As a result of [Nadia and her deputy headteacher’s] efforts, and the active support of the Trust, behaviour and teaching have improved markedly.”

Ofsted monitoring visit, January 2016



Over **125 leaders** have participated in Executive Educators

Their trusts impact on over **230,000 children**

Making an impact at every stage

From aspiring senior leaders upwards, our programmes support participants to make whole-school impact throughout their journeys to headship.

Every participant on our Future Leaders, Leading Impact – NPQSL and Headship Now! including NPQH programmes completes a strategic improvement project focused on a whole-school issue. This tests their personal and professional development, and means that even before our participants reach headship they make an impact on children across their schools.

Ceri Dolan
Leading Impact
Dyke House Sports
and Technology College
North East



Raising reading ages

In three months, 65% of Year 8’s reading ages improved by six months or more

Ceri’s initiative focused on improving reading ages across Years 7, 8 and 9 after data showed that the majority of these students had reading ages that were below their chronological age.

Ceri worked to co-ordinate existing interventions, ensure that teachers of all subjects included literacy in lessons, and introduce a number of new initiatives. These included a Twitter feed to share resources with staff and a Festival of Creativity competition. Students were also encouraged to become reading leaders who would mentor those in lower year groups. By the end of the year, 125 students were part of the scheme.

This resulted in significantly higher levels of student engagement in reading and more sharing of practice between staff.

Reading ages improved very quickly. Between September and December 2014, 65% of Year 8s and 60% of Year 9s improved their reading age by six months or more, and these improvements continued over the course of the year.

Ceri went on to join Future Leaders Cohort 2015 and is now Assistant Headteacher at Dyke House.

David Harrison
Future Leaders
Ryvers Primary School
South East



Improving phonics

Attainment gap in reading narrowed from 23 to 5 percentage points

David aimed to help children with speech and language difficulties to make accelerated reading progress so they could access the curriculum.

David devised a fresh approach to the planning and assessment of phonics, resulting in the appointment of a phonics champion for the Early Years and Key Stage 1. David’s coach had encouraged him to engage other staff in delivering these improvements, so the phonics programme has continued even after he left the school.

By the end of the academic year, 84% of children were reaching the expected standard, an increase of 20 percentage points from the year before. The Year 1 phonics check saw 85% of all children and 80% of disadvantaged children passing the test. This was a 24 percentage point rise on the year before and narrowed the attainment gap from 23 to five percentage points.

David is now Acting Principal at Woodside Academy.

Khurram Hussain
Leading Impact
Stepney Green Mathematics
and Computing College
London



Teaching revision skills

From 6% to 90% of parents feeling confident in supporting their child with revision

Revision had a low profile amongst staff and students at Stepney Green Mathematics and Computing College, and students weren’t fulfilling their potential in exams.

Khurram saw the importance of embedding a positive attitude to revision throughout the school community. A whole-school INSET day skilled up all teaching staff to teach revision skills. He introduced revision weeks across the school once a term, during which staff and students focused on developing specific, effective and active revision skills.

Khurram also coordinated a workshop to enable parents to support their children to revise at home. Following the workshop, the percentage of parents who felt confident to support their child with revision at home leapt from 6% to 90%.

As a result of these initiatives, the number of students exceeding their predicted grades more than doubled from 35 to 80.

Lyndsey King
Future Leaders
St Mary’s and St Thomas’
CofE Primary School
North West



Life after levels

100% of staff have a better understanding of the assessment system

When the government introduced a new primary curriculum without levels, Lyndsey needed to implement a new assessment system. There was a risk that staff would not use the system consistently and that it would not be a useful tool to help them improve students’ progress.

Lyndsey tackled this risk by ensuring every staff member was trained to use the system and to mentor students based on their progress data. Future Leaders training had shown Lyndsey the importance of being open to staff feedback, so she quickly found out where staff needed more guidance to input accurate results and was able to offer extra support.

The result of Lyndsey’s initiative is that 100% of staff are confidently using the new assessment system without levels. All teachers now enter data at set times during the year, and carry out high-quality mentoring conversations with students.

Our leaders make an **impact at every step** on their way to headship

Each year, **over 600** of them complete evidence-based school improvement projects

Katharine Otter

Future Leaders

The Samuel Lister Academy
Yorkshire and the Humber



Improving mental health, improving learning

Surveys show students feel safe and supported at school and attitudes to learning have improved

Katharine set out to build a whole-school culture that values mental well-being, as this is vital for students to learn best.

She introduced a vertical tutoring structure, meaning that all staff are involved with a tutor group. This paved the way for providing individual mentoring for all students. While the focus is on academic achievement, these sessions open the door to identifying and removing well-being barriers to progress. Mentoring is included in the quality assurance cycle, allowing the school to identify areas for further improvement.

Katharine implemented a number of other initiatives, including mental health awareness training for all staff and a whole-school plan and resources for PSHE lessons.

Measuring impact is complex, but parent, student and staff surveys and voice panels have shown that students feel safe and supported at school, and communication between staff and students has improved, as have attitudes to learning and behaviour. This has helped to increase the proportion of teaching found to be high-quality from 52% to 75%.

Kiran Vithal

Future Leaders

Ark St Alban's Academy
West Midlands



Improving teaching quality in maths

Increased proportion of good quality teaching from 49% to 100%

With a brand new maths team and several NQTs, only 49% of maths teaching at Ark St Alban's Academy was of a good quality. Kiran decided to focus on instructional leadership observations and co-planning to improve the quality of teaching and learning.

Using best practice from the Uncommon Schools network, Kiran collaborated with the head of maths to deliver training and joint observations using the leverage leadership model of weekly, ten-minute observations.

Kiran worked to shift the mindsets of mentors so that effective observation and feedback wasn't about evaluating the teacher, but about coaching staff to develop their practice. Kiran's experience at Future Leaders training had prepared him for the challenge of persuading staff to change their perspectives.

As a result of these interventions, the proportion of good quality teaching in maths increased to 100%.



15% of teachers we have supported to headship are from **minority ethnic backgrounds**

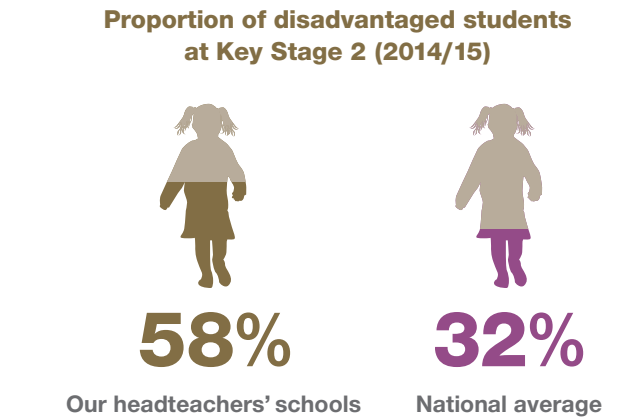
This is **five times** the national average

Facts and figures

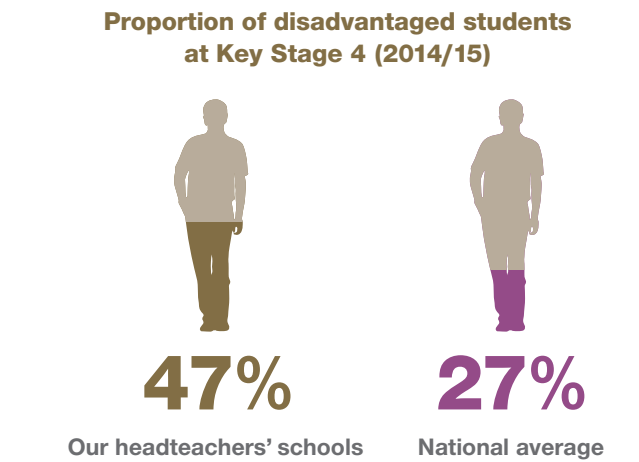
This section focuses on the impact of headteachers who have been on our flagship Future Leaders programme. The programme has been running for ten years, so we can track the long-term impact of the leaders we have developed. All headteachers included in our statistics have been in post since September 2014 or earlier.

Leading the schools that need them most

Future Leaders work in schools with a high proportion of disadvantaged students, because these are the children who have the most to gain from great school leadership.



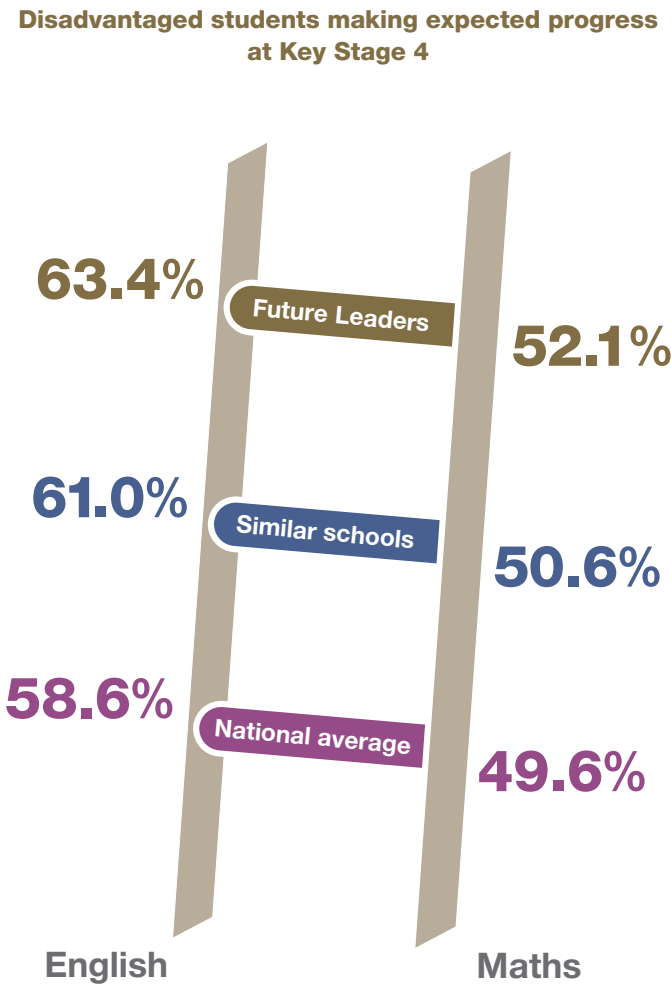
Our headteachers lead primary schools with almost twice as many disadvantaged students as the national average.



Our headteachers lead secondary schools with substantially more disadvantaged students than the national average.

Disadvantaged students make better progress at Future Leaders' schools

The proportion of disadvantaged students at our headteachers' schools making at least three levels of progress at Key Stage 4 is above the national average and similar schools.

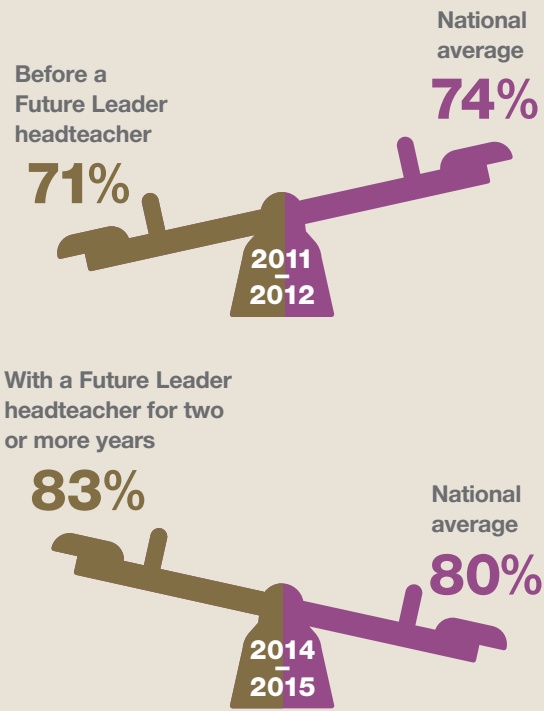


Primary

Despite leading primary schools that are significantly more disadvantaged than average, after a Future Leaders headteacher has been in post for two years, on average the progress and attainment of students increases from below to above the national average.

Proportion of students achieving Level 4 or above in reading, writing and maths at the end of Key Stage 2

In our primary schools...



Secondary

In 2015 a greater proportion of disadvantaged students got five good GCSEs including English and maths in schools led by Future Leaders than the national average and students in similar schools.

Proportion of disadvantaged students achieving five or more A*-C GCSEs (including English and maths)

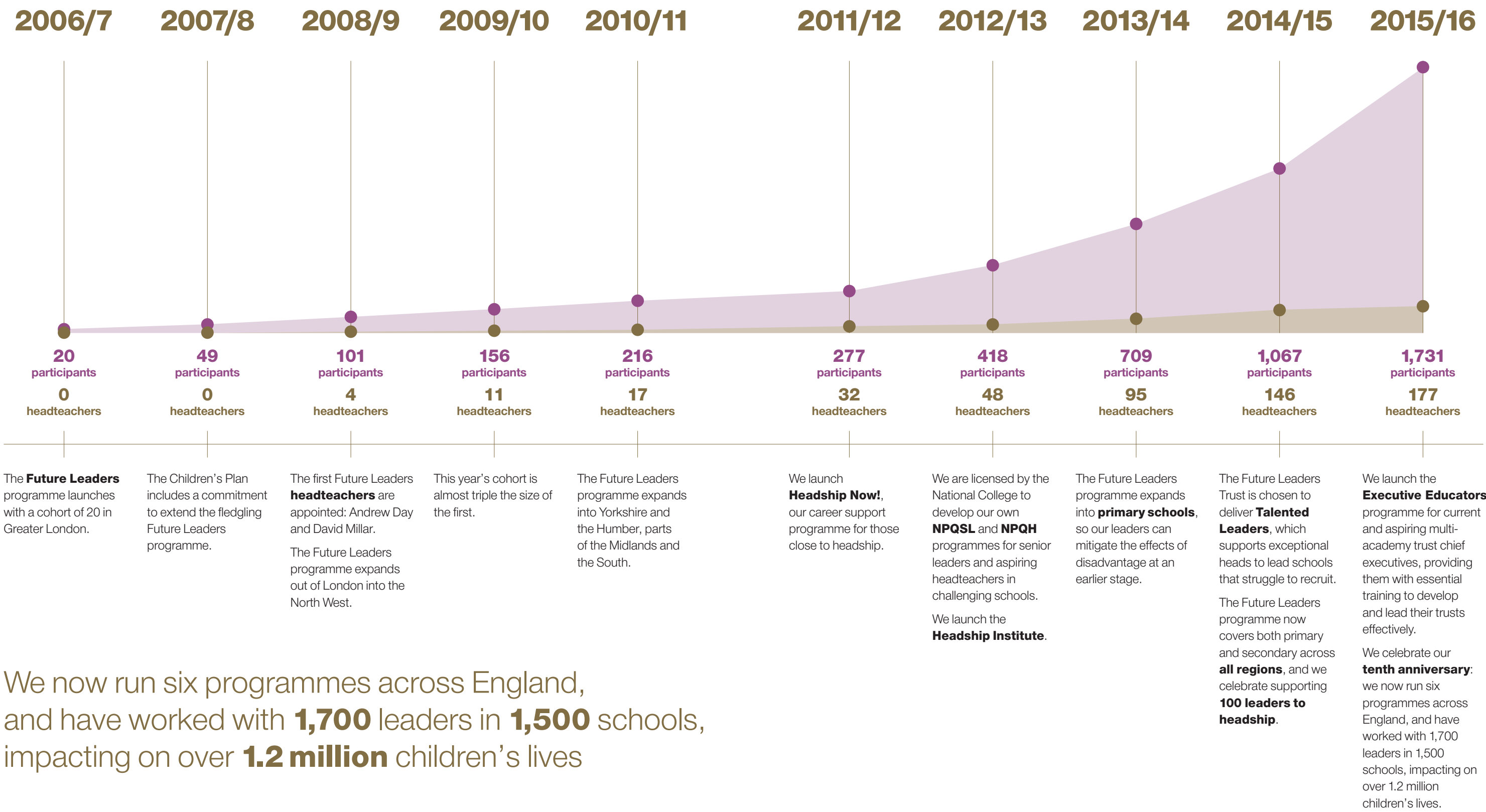


What do we mean by similar schools?

We compare the performance of schools led by Future Leaders to those with similarly disadvantaged students. For primary, these are all the schools eligible for the Future Leaders programme, which meet criteria based on disadvantage and attainment. For secondary, this is a matched sample based on the FFT similar schools list.

Year on year our impact measurement shows that Future Leaders deliver on their commitment to **improve outcomes for every child**

A decade of changing lives



We now run six programmes across England, and have worked with **1,700** leaders in **1,500** schools, impacting on over **1.2 million** children's lives

In 2016 we are joining forces with **Teaching Leaders**, growing our network to over 3,000 leaders. Together, **we will change the lives** of many more disadvantaged children

GREAT LEADERS MAKE GREAT SCHOOLS GREAT SCHOOLS CHANGE LIVES

In the past ten years our school leaders have had an impact on the lives of **over a million children**.
Now we look to the future.

For further information:

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W: www.future-leaders.org.uk

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 @FutureLeadersCT

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