



# Les Voyages Extraordinaires #12

IMMERSE · DISCOVER · IMPROVE



## QUICK TIP #1

### Help Your Governors!

When your team Tag and annotate their images, don't forget to involve your Governors. They can then access the Gallery, search by Tags and view aspects or subjects of provision, just by logging in from home.

## QUICK TIP #2

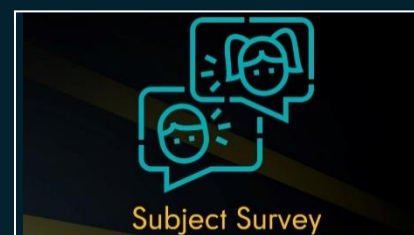
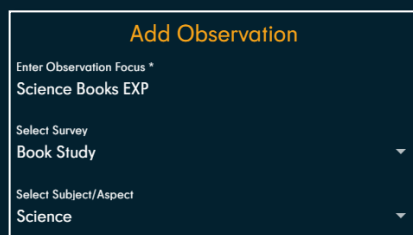
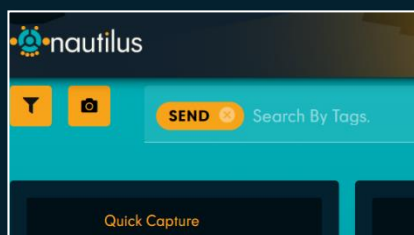
### Start with 'EXP'

When you perform a Book Study, start by evaluating the Expected Standard. Label this clearly and tag your photos with 'EXP'. This will help you to evaluate outcomes between and across year groups as well as providing validation for your team.

## QUICK TIP #3

### Download Our Subject Survey

Download our Pupil Subject Survey from our Facebook community Files area. Use for any subject and quickly capture pupil views. Designed for subject leaders to quality assure. You can download from our [FILES section here](#).



Learn more about Nautilus with a [friendly demo](#)



## Welcome to the Spring 24 ENewsletter

You'll see from this issue that we're adding more and more leadership content to inspire the work that you do. Good, sustainable school leadership is always at the heart of everything that we do, and we're always looking for opportunities to share interesting stories, ideas, solutions and successes.

After the Autumn term, where school leaders lay out their intentions for the year, the spring term is all about continuity, evaluating and securing best practice. With the expectations set and initiatives in place, evaluating effectiveness becomes more prominent. You'll see from our new features how this can be done even quicker and simpler now together with your team.

We've had a somewhat overwhelming start to the year with so many new schools signing up. This is exciting and also inspiring for us as we constantly look to develop the platform and the wider Nautilus offer. We've seen over 300 leaders attend our webinars since August, getting the most out of their subscription or simply learning more about our solutions and ideas. When you add the recording links, Youtube videos and free community content, we're working hard to put Nautilus at the heart of what you do. We hope that with all of these additional developments and support, you'll see how your Nautilus subscription becomes better value everyday.

From our team to yours, have a great Spring term.

David, David, Dan, Sophie, Dawn, Adam and Rich.

## Leadership Webinars

Here's our Spring leadership webinars. Each session is now at 10am on a Friday morning and comes with a free video link for anyone registered.

Each webinar is presented by David and David, our two former headteachers, discussing the challenges and demonstrating critical subject or aspect specific solutions. By clicking on the links below, you can learn more and select your preferred date.

### DON'T OBSERVE, CAPTURE!

A walkthrough session [LEARN MORE](#) · [BOOK](#)

**Who?** Anyone wanting to revisit and refresh, new users.

A one hour 'how to' workshop with Q&A, walking you through the platform. How to administrate and assign activities as well as a look at some of the new features. hints, tips and tricks.

### SUPER SUBJECT LEADERS

'How to capture, quality assure and improve your subject area' [LEARN MORE](#) · [BOOK](#)

**Who?** Subject Leaders.

Use Nautilus to strengthen your subject leadership. Learn how to use the subject leader toolkit to perform great collaborative learning walks and book studies for a critical point of knowledge. Use your reports and analysis to evaluate and improve your subject area.

### SMARTER SEND

'Capturing and evaluating your SEND provision' [LEARN MORE](#) · [BOOK](#)

**Who?** SENDcos, ALNcos and/or teaching staff.

A walk-through of the SEND drop-in observation tool. We'll take a look at how we can efficiently and accurately self-evaluate SEND provision and identify critical areas for improvement. Add images to your classroom visits and create your portfolio of good practice in the Gallery area. We will also consider reporting SEND to others and the process of individual feedback for your teachers.

Can't make it? No problem. Registered guests will receive a video recording link following the webinar.

# New Developments

## 'Capture Now'

The Gallery has been an incredibly useful resource for leaders to be able to collect and share all of the best practice in school. But what if you just want to point and shoot when you're not performing a learning walk or book study? With the new Capture Now button in the Gallery area, you can now instantly add images to your curriculum portfolio read for use.



## The Quickest Way to Quality Assure

Lots of schools have dusty files sitting on the server with moderated examples of the curriculum. These are time consuming to create and are seldom used. Using the Gallery to present the expectations can directly impact on staff awareness and standards. It's also critical for strategic awareness, as a subject, senior or SEND leader.

### Try this...

Select a focus for the forthcoming week, let's say Science. Ask all staff to take a couple of shots of the practical learning and the work in books, tagging with >Science >Year Group >Expected Standard

>Topic area, plus any other features such as SEND or Pupil Premium. EXP is a good starting point to visually map out whole school progress.

By the end of the week, your Science lead can see the outcomes across and between year groups. Best practice in the school. Areas for improvement or support. This is a perfect starting point for identifying strengths and areas for improvement. Your Science Governor can also access from home, with your SENDco and your pupil premium leaders accessing examples for their work too. Great to share at staff and governor meetings as well as taking care of deep dives, without simply collecting for evidence.

## A Clear View

At the start of the school year a number of longer term users were asking about the best way to manage the volume of data. We'd added filters to help but we wanted to create a more intuitive view. To do this, we've added a 'Showing Current Year' filter to the dashboard so that the default view is the data from the 1<sup>st</sup> of September. When unchecked, all of the historical data can be viewed. This is a great way to ensure clarity and to keep your dashboard streamlined and simple. We've also added an equivalent to the Walks area to avoid clutter. On the dashboard there's also a number of additional tools for sorting your activities so that you can find what you need quicker.



## New Dashboard Icons



To give the platform a cleaner and simpler feel, we've redesigned our icons and added hover-labels. The design of these icons is once again firmly rooted in our Jules Verne theme, with the helm, portholes, shells and the obligatory sea monster featuring.

Learn more about Nautilus with a [friendly demo](#)

# Capture and Evaluate the Teaching of Writing – FREE Content

Having spent years helping schools all over the world to develop writing, and working closely with grammar guru Pie Corbett, we asked Deputy Mitchell to create something special for Nautilus. David has created a **Writing Learning Walk** for you to download and add to your platform. He's also provided some guidance to help schools to set the expectation, evaluate effectiveness and capture best practice.

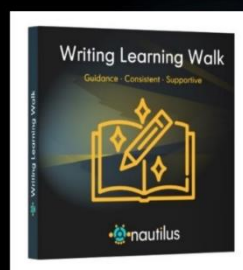


*'When it comes to evaluating standards in writing in any school, the outcomes are pivotal for making judgements about the quality of the teaching of writing. What can often be overlooked, is the actual development of the teaching of writing. A*

*writing lesson should see children quietly and independently concentrating, using a range of resources to help them to be the best writers they can be. Here's our guide to help evaluate what comes before the independent writing and before the writing outcomes are ready to assess.'*

## Writing Learning Walk

Guidance · Consistent · Supportive



A simple and focused framework to help you to share the expectations and to support the explicit teaching of writing.

Capture, tag and share the best examples. Provide instant feedback for your team.



Download free today from our Nautilus Facebook community 'Around the Moon' – Adventures in school leadership

This walk will be most successful with multiple very short visits, covering the following 5 areas:

### 1. Model Text Quality – Does the quality of the model text support the learning?

The quality of the books chosen by teachers to read to their children is of utmost importance. Pie Corbett has worked on a 'Reading Spine' primarily created to support schools ensuring they have quality texts in all age ranges. You can explore his 'Reading Spine' [here](#).

The key here when capturing the teaching of writing is, 'Does the quality of the text challenge the pupils?'

### 2. Shared Writing – What impact does the 'shared writing' having on the quality of learning?

One teaching strategy packed with impact is the shared write. This is when the teacher starts to write at the front of the class and talks through word choices, asking the pupils for contributions. There is a great video of Pie showcasing shared writing [here](#). One important rule to follow is; when you are asking your pupils for ideas re vocabulary etc, nothing is wasted. A Teaching Assistant or a child can be used to record all of the suggestions despite only one being chosen to be included in the shared writing.

### 3. Engagement – How engaged are the children in the writing process?

In every writing lesson, there should be an opportunity for children to write. Not only that, but the conditions should ensure quiet with enough time for the children to write independently, building writing stamina.

### 4. Outcomes – What is the quality of writing created by the children?

Whilst evaluating the effectiveness of the teaching of writing, it is essential to spend some time looking at the outcomes from the children. The outcomes should show that the children have taken risks, have used ideas from the shared writing session and that they have taken care with their handwriting. This is something you may need to evaluate after the writing session, pausing your evaluation in between.

### 5. Writing Culture – What are the standards like in writing across the range of other subjects?

Is the quality of writing shown in the outcomes from writing sessions mirrored by the quality of writing across other subjects? When evaluating writing, teachers and leaders tend to ask to see writing books. Whilst doing this, ask to see a few science books or project folders too.



### 'Around the Moon'

You can download Deputy Mitchell's free **Writing Learning Walk** from our Facebook community 'Files' area [here](#). If you don't yet know about our school leadership community, you could be missing on some great free learning walks, book studies and surveys. This is a space to connect with leaders [share ideas](#) and [collaborate](#).

Learn more about Nautilus with a [friendly demo](#)

Featured Nautilus School Leader

## Rizwana Ahmed MBE

Headteacher, Carlton Junior and Infant School

Rizwana is a long serving and successful headteacher who has recently been awarded an MBE for her services to education, alongside national recognition for achieving exceptional progress scores. Despite 40%+ children having English as a second language, Carlton Junior and Infant School in Dewsbury was placed in England's top three schools for pupils' progress in both reading and maths.



When you visit Carlton, you can't fail to be impressed. A large wall mural of Malala Yusuf, signed from her visit, greets you. Followed by smart and polite children and a friendly, dedicated and positive staff team. Rizwana talked to us about her experiences and what it takes to lead in a school where the challenges do not inhibit pupil potential.

'As a second generation South Asian in England, I spent some of my school years in Burton on Trent, a town in the borough of East Staffordshire. On the roads around where I lived there were some Asian families, but my family was among a very small minority. Of course, I grew up with a cacophony of languages, cuisines and outfits nevertheless, integration into the local community was a must.

My father had been in the country a few years prior to my mother joining him, and so he was quite settled whereas my mother was always feeling nostalgic and wanted to be closer to her family and because most of her family had settled in Bradford, eventually we moved to Bradford.

**'Although my own school experience was less ambitious, as I was considered an EAL child who needed to be bussed to the outskirts of Bradford to integrate and assimilate'**

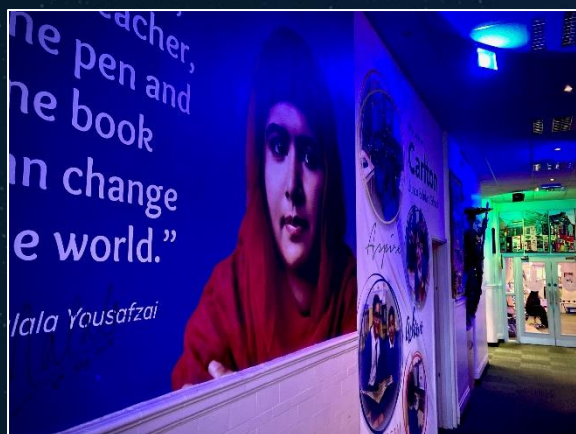
What a culture shock the city was for me compared to Burton on Trent, but integration and assimilation were key words here too. Although my own school experience was less ambitious, as I was considered an EAL child who needed to be bussed to the outskirts of Bradford to integrate and assimilate, I think this played a big part in moulding me to become the teacher and leader I am today- making sure ambition is key in the primary school years.

I started my teaching career in Manningham, Bradford in 1999 and moved to Kirklees as deputy in 2008. Having worked in Manningham I was no stranger to deprivation, low aspirations and cultural and language barriers so I was well equipped to challenge cultural stereotypes and break down the barriers. As a deputy I soon learned that Carlton was considered a 'stuck' school not just coasting but actually failing!

As a teaching deputy, I did everything that was in my power to bring about positive change but it really was an uphill struggle. In 2010, however, much to everyone's surprise, we managed to secure our first 'Good' OFSTED rating at Carlton Junior and Infant school and this is when the tables started to turn!

In 2014, I was successful in securing the headship at Carlton. This would be the real test of my leadership resilience.'

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### What has been your vision for your school?

From the onset I wanted to provide an authentic service to the community but my vision, in some people's eyes, was a long shot for what was once an underperforming school. I wanted Carlton to become a centre of excellence - to gain recognition as a teaching school.

### How have you achieved this?

As the new head I had quite a task on my hands. Firstly, shifting the mindset of the staff I inherited was integral. I felt that clarity of roles, responsibilities and expectations needed to be communicated with every individual at every level-and I set about doing this through systematic meetings, training and performance

management. Those who wanted self-improvement did, and those who didn't, moved on. Pupil and teacher relationships and community engagement were all contributing factors that needed to be streamlined and contextually relevant to facilitate a meaningful learning experience for the pupils.

Fast forward to 2020, with the gradual rise of performance data and consecutive strong OFSTED outcomes; the letter from the DFE arrived asking us to consider the option of becoming a teaching school under the new 'hub' model. In just a few months we joined with other strategic partners and earned the accolade of C&K Strategic Teaching school partner.

### What's been your secret?

It's all about people! The workforce, the community and most of all the children. Understanding people before instructing, guiding and teaching, is the key to success. You win some, you lose some but what matters is that the right people stay, are looked after, and developed to become the best version of themselves. The children only have one chance and we must make sure that this is the best chance to prepare them for the future.

### Your school has recently been described as one of the top 3 in the country. What exactly does this mean and how did you achieve this?

This success hasn't happened overnight, it's actually been gradual over the last few years due to a number of changes and improvements. It is years of hard work; recruiting strong professionals who genuinely care and are willing to learn, streamlining the curriculum and making it contextually appropriate and highly ambitious, with opportunities that accelerate learning beyond the statutory curriculum. I am absolutely thrilled that us Northerners, despite the adversities, have been ranked amongst the top performing schools in England. With the Prime minister recently commenting on our council, it needs to be shouted out through the roof tops that one of the 'top performing' schools is in Kirklees. I am immensely proud of my children and my team. Through their hard work, I too can say that the support I have been able to provide as a leader has helped them to shine. Leadership is a service not a badge of superiority.

### What are your core leadership values?

- **Empathetic leadership** –I was once a teacher, I know the pressures and therefore being approachable and available to lend a helping hand and understanding from a teachers' or parents' perspective has been central.
- **Communication clarity**– If everyone is provided with a clear direction of travel and a rationale from the onset of any initiative or change, people can then make up their mind if they are going to be a part of the journey or not.
- **Creativity and vision** – Being a visionary with innovative ideas that are completed and demonstrate impact is important. Daring to think outside the box and empowering others to do so too. Showing others that breaking away from the norms can sometimes reap unimaginable rewards.
- **Purpose** – Being one's authentic self is crucial and communicating with passion, purpose and care provides people with the reassurance that they are on a journey with a leader who will catch them if they fall and can be trusted.

You can read more about the children at Carlton Junior and Infant school from the BBC website [here](#).