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Les Voyages Extraordinaires #16

## SCHOOL LEADERSHIP SOLUTIONS

QUICK TIP #1

Edit Photo Tags

Why not work through your photos and videos, adding useful tags? If you can tidy up and add classifications for year groups, subjects, and other attributes, your filtering will become more insightful.

QUICK TIP #2

Uncheck the Descriptors

A really simple way to get more insight from the bar charts on the dashboard or Headlines area. For example, uncheck the Highly Effective, Effective and Develop, to reveal your areas for development.
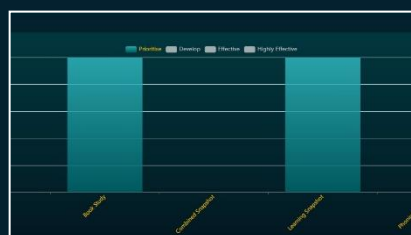
QUICK TIP #3

Update Your Content Live

When you have created content in the Builder, you can then update it as often as you like. Simply click to edit on the framework, amending as you choose. Great for keeping your content relevant.
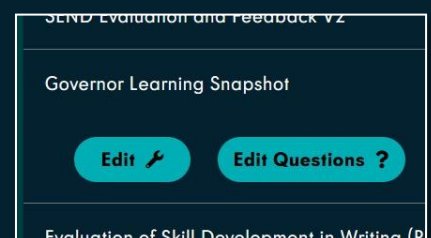
'There are only two ways to influence human behaviour,
you can manipulate it, or you can inspire it.' – Simon Sinek

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Welcome to the Summer 25 Nautilus Newsletter

Dear school leader,

As we head into the summer term, we know that things will be busy, exciting, and emotional. Your diary will no doubt be packed with numerous dates and events, all in addition to the day-to-day running of the school.

From my experience, there can be a quite a few pressure points to look out for with exams, recruitment and staffing, report writing and transition, as well as performances, shows and residentials. For these reasons, it's important to strike the right balance between productivity and workload for you and your team, without reaching the end of the year completely exhausted.

I found that I could easily end up adding the same dates to the diary without considering the impact on overall workload. The other day, I saw a post presenting a monitoring timetable for the term, with every visit and activity mapped out. This reminded me of how we sometimes create pressure points with methods that may be thorough but with questionable impact.

This newsletter presents ideas and developments to counter some of the approaches we often create or inherit. With the underlying principle of lighter-touch, more insightful, and developmental approaches to school improvement, we can increase impact while reducing workload. It makes better sense to collect and capture information over time, rather than to rely on standalone activities.

With our new developments and features, we have created a toolkit to help you learn more from your activities. I love the idea that we can visit classrooms for 10 minutes, capture and evaluate key insights, and then use photos and videos to share, celebrate, and promote what we discover. It also allows you to get to know teachers better over time, creating collaborative professional dialogue, sharing ideas, solutions and strategies.

I hope that the ideas and developments in this summer newsletter help you and your team feel secure about all of the great work and that you've done together this year.

Wishing you and your team a great summer term.
David Rushby
Former Headteacher · LA SIP · Co-creator of Nautilus

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NEMO

Your Ai Dashboard Assistant

Whenever we develop the platform, we strive to consider not only how to add a feature but also how much impact it can have. This means discussing and drafting ideas around alternatives, user experience, accuracy, and efficiency. We knew that AI could be significant, but we needed to determine how best it could serve school leaders.

From our experience, school software has relied on drop-down filters to generate reports. For example, to present insights, we might filter by year group, class, subject, SEND, Pupil Premium, gender, summer-born students, and so on. After that, we would download a report and hope that it was simple and clear. With hundreds of possible configurations, it can be easy to lose track of which report is most useful, as well as interpreting for governors or other stakeholders. As we all know, school data can expire as we're still processing what it says, making it essential to ensure any reports are as up-to-date as possible.

This is where we see our new AI making a big difference. If we head to the dashboard and click Nemo in the bottom left corner, we can simply ask him directly what we want and how we would like it to be presented. He will then draw upon your recent insights, presenting them for you to use. We can also do this with each individual walk, book study or survey too. We can ask Nemo to present the school strengths and areas for development, create a 'supportive one paragraph statement' about any subject, aspect, cohort or key stage, identifying best practice, or pinpointing areas requiring additional support.

With just a click, users can copy this information for use in a SEF, email, governor report, or an anonymous report for staff following a learning walk. Perfect for acknowledging effort, validating the process and sharing valuable insights together.

Ultimately, this makes the process faster, more insightful, and more intuitive. Nemo directly draws from the evaluations and feedback submitted by your team, making it critical for same-day actions and impact. We believe this eliminates the frustration and limitation of drop-down filters, providing school leaders with exactly what they need to fully utilise their insights.

'There are only two ways to influence human behaviour, you can manipulate it, or you can inspire it.' – Simon Sinek

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Education Jenga

The conversation about inspection appears to be going around in circles. Insiders are communicating with outsiders, to try and reach an outcome that suits both. Consultation is good, but it may not work unless we tackle this thing at source. As we take a step back to recognise the sheer amount of additional initiatives, we can begin to see the we may be losing sight of how to provide quality teaching and learning, let alone how to inspect it.

David Rushby, LA SIP, former headteacher and co-creator of Nautilus

Only if we start by looking at the curriculum, can we begin to see the problem. We're now learning that the constant loading of content and expectation, does not create effective and sustainable education. This approach neglects what we know about child development, it doesn't make children smarter and it begins to make the whole system wobble.

The curriculum is big. Very big. And always getting bigger. The sheer breadth and detail from early years upwards would tell us that teaching is fast, and silently, becoming superhuman. Sink or swim learning curves for newly qualified teachers reflect this. It should not be normal that the only way to actually 'cover' the curriculum content, is to leave school, go home and switch the laptop back on, just to get by.

As we progress from the infinite content of early years, through the key stages, every primary subject has now become a specialism. Every teacher went to bed as coordinator, and woke up as a 'leader'. Accountable for staff development, outcomes, assessment, strategic improvement and quality assurance. Simultaneously, the same teachers are now expected to deliver another nine or ten subjects, each one under the same scrutiny from their peers.

'Senior leaders and people with a responsibility for teaching and learning, will then evaluate their internal evaluations, and quality assure their quality assurances.

Challenges with retention and sustainability bubble.

This will now become the norm.''

Over time, additional initiatives will be added to this curriculum. Phonics and reading will incur additional detail and scrutiny. Personal development will be redefined and regulated. And whilst schools go about their mainstream business, delivering a mainstream offer, the doors will open for any pupil with SEND, regardless of need, lack of expertise, specialist provision or a bespoke curriculum. Teachers will then, for each lesson, start in the middle with their age-related curriculum, and somehow, attempt to make it work for every child. Pupils who are disadvantaged are woven into this narrative without proper exception. As the curriculum accelerates, they are either at the 'expected standard' or not, even when we know that their standard of living is not at the expected standard. Self-esteem often takes a hit, with the realisation from a young age that life, and school, may not be entirely fair.

After we cram each day with as much as possible, in a world where tea breaks occur on the move using safety-first thermos cups, we then assess the same content, informing young children or families whether or not, they are above or below the norm. Having put all of this into place, we inspect this. To do this, we ask every school to inspect themselves first, before presenting this in a document, ready to quality assure the head and senior leaders, quality assuring their subject leaders, who subsequently quality assure their colleagues.

As the children celebrate, with heads full of things that they may never need, they head for high school. A place where it's normal to make the day longer to cover more content. The sheer number of exams and depth increases, whilst we then discuss teacher retention issues, pupil attendance, behaviour and disaffection.

'School staff increasingly seek self-care, whilst the framework provides a nod to workload.'

I would have to say that I've met a lot of good, expert inspectors in recent years. When I talk to them, I know that they're being explicitly fair because more often than not, this is their experience too. In my view, whilst we seek to make inspection fit for purpose, it really doesn't matter 'how' we change inspection, until we address 'what' we're inspecting. It's time to stop and rebuild secure foundations. The curriculum review must prioritise quality not quantity, tackling the systematic structure of our offer. Adding more bricks, and having a taller tower, will directly increase risk, reduce effectiveness and compromise sustainability. Less can definitely be more.

If we know exactly 'what' we want the tower to look like in the first place, and we have a vision for the purpose that it can serve, then we can begin to agree about 'how' best to inspect.

The WIN / WIN

It feels like we're in a process of change. That usually means that we have to live with a little uncertainty, in order to reach the right outcome.

#Win

Firstly, the curriculum review is timely. So far it makes fair references to the things that schools are experiencing. This may not feel like any kind of a revolution, but it's good that the challenges are being exposed and are now appearing in black and white. With this in mind, we can hope for a more ethical approach, prioritising quality and overriding this current machine. We really cannot overlook the fact that the curriculum is everything, and so it's right that we start here, seek to guide, and then focus on teacher skillset development.

#Win

Again, consultation regarding inspection is good, as is the work taking place to recruit and train inspectors with the right experience. I have personally seen positive change with the approach to inspections. Some of the recent changes and discussions are interesting. The tone of inspections appears to have changed. Some of the high stakes consequences appear to have been reconsidered, where coasting, closure and safeguarding judgements have previously all created unmanageable stress.

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Platform Updates

Framework Updates

We're currently updating all our default system frameworks over the summer term. The differences will be seemingly minor, but significant when considering how important it is to stay up to date and current.

② Pedagogy

How effective are the strategies and techniques for learning?

- ○ **Priority area**
- ○ **Area for development**
- ◉ **The strategies for learning are effective**
- ○ **The impact of subject knowledge is highly effective**

Comments   ☐ Commendation   ☑ Next Steps

🖉 Consider whiteboard the tools to present the lesson. There are some great whiteboard packages with simple tools to model.

Not more then 4000 characters long.

Back   **Next**   **N/A**

For some of the prompts, we'll be refining them to ensure that we can prioritise efficiency, recognition and collaboration. As an observer, this places the emphasis on either providing recognition, or creating an opportunity to share an idea and collaborate. We've also made sure that we focus on curriculum impact, rather than judgement.

The first thing to note is that the lines have enquiry and the frameworks themselves haven't changed. We're just updating the terminology and prompts. This will not affect any content that you have created.

These developments can help to make sure that the common language that staff leaders use, can be as current and accurate as possible. Secondly, we believe that this is much more collaborative in the never ending pursuit of finding the challenge and support sweet spot. If we're going to implement successfully, it's important that we don't create a pass or fail exercise.

We'll make these adjustments from time to time to keep Nautilus aligned to national and international trends.

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Article

AI may not replace teachers, but could teachers effectively using AI replace teachers who are not?

David 'Deputy' Mitchell, School Improvement Partner, former Headteacher

It's a regular Friday afternoon in school. Both the children and you (their teacher) are in great spirits as the weekend is fast approaching. Then, the sucker punch as I receive an email from the headteacher reminding you that your Subject Leader's report for English needs to be presented to the Curriculum Governors Sub-Committee on Monday evening at 6pm.

Bang! Just like that, your weekend is gone, secure in the knowledge that all your spare time will be used to:

1. Locate the information needed

2. Analyse the information gathered

3. Draw some conclusions

4. Prepare a report

How different life could be for a teacher who engages with technology and AI?

Imagine how different things could be if all your analysis was in one place – just one click away?

Imagine how different things could be if an AI Assistant could sift through your subject leadership information and data and pull out all your key points, illustrating the strengths in English across the school and the things that need working on?

Imagine how different things could be if your AI Assistant could write your report using your analysis data?

'How different life could be for a teacher who engages with technology and AI?'

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Here's a walk through guide, to help you and your subject leaders to quickly utilise the insights that you have collected, using Ai to maximise impact, build on the work that you do, and save time.
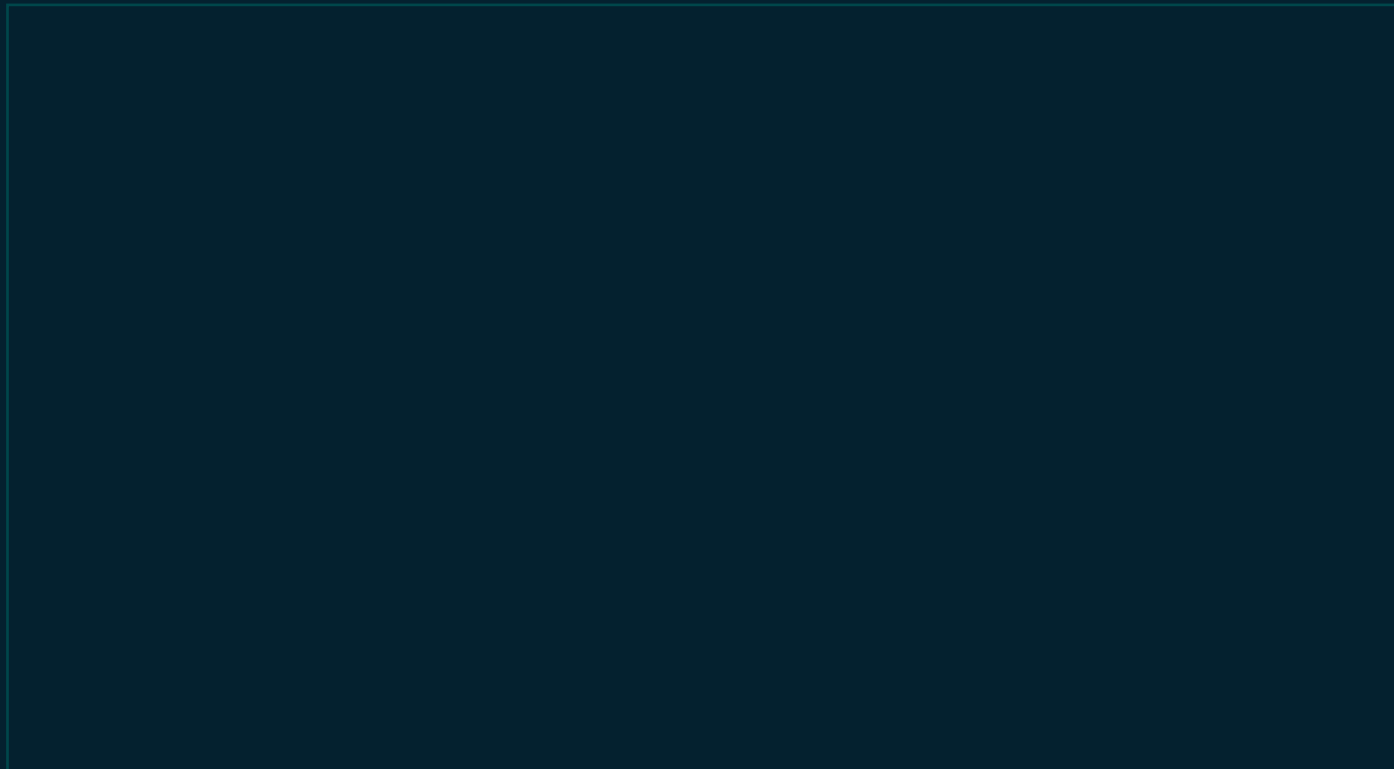
1. Head to your Dashboard:

2. Click on the 'Ask Nemo' logo in the bottom left corner.

3. Either use the prompt which is already there for you which will analyse the last 20 activities, or edit the prompt as you wish.

4. Read through the analysis and edit the prompt as you see fit. In this example, I added the word 'detailed' before 'summary'. As you can see, it is written in a school improvement style, ready to be lifted and placed into a supporting document.

5. To add some context to these judgements, you can easily include a report from a recent Learning Snapshot or Book Study. In the top right of your dashboard locate the relevant activity you'd like to include and click on the glasses icon.

6. Explore the dashboard for that activity and click on the PDF icon to download an analysis report.

7. Select the information you'd like to see included within the report ticking the boxes from the options.

8. You'll now have a subject leadership report that you did not have to write but using the data you have inputted into Nautilus over time. Now go and enjoy your weekend!

Here at Nautilus, we have been cautious in our approach to using AI. Ethical use of AI is something we value and whilst using the above features will save hours of time, we have ensured that accuracy and efficiency are of utmost importance.

Why not take a walk on us? Click here if you'd like to start a free 30-day Nautilus trial.

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Implementation

Onboarding Your Team

We understand how important it is to successfully implement Nautilus. To help your team to learn more, to understand how the system can help them, and to on-board everyone, we've created a simple 5 step guide to help you to onboard your team. This offers a few prompts to help you to identify the benefits and articulate how the system can support everyone. We know that it's important to have clarity, so that everyone understands why you may be doing things a little differently.

5 Suggestion to Help You to Onboard Your Team

It's a Process
We've come from a place where observations occurred three times a year with monitoring scheduled in between. If we can create a simpler, more flexible process, then we can build our picture. This isn't about standalone activities, it's about contributing to a secure, bigger picture over time.

Collaboration
There are so many ways to improve collaboration. Professional dialogue between staff, sharing ideas and solutions. Helping each other to lead effectively. Evaluating or moderating together with internal and external leaders.

Accuracy
With multiple contributors and lighter touch activities, we can start to think about accuracy. Previously, lesson observations were notoriously inaccurate, not reflective of business as usual and consequently with less meaningful feedback.

Recognition
We're wired to prioritise school improvement, but what if the primary reason was to provide recognition? Teachers thrive on recognition and yet making it timely, sincere and constructive is not as easy as it sounds. Create a culture where staff feel valued, retention and job satisfaction area is achievable.

Know Your Why
The big question. We can help you to capture and evaluate all of the great work that you do, but you'll need to know why it's important to improve your how you do this. The idea of developing skillsets in the classroom can only be good for pupil outcomes, as well as sustainable and effective school leadership.

Good Practice

Creating Your Leadership Toolkit

We know that you know your school better than we do. Using the Builder to create your own learning walks, book studies and surveys couldn't be simpler. But what's the best way to develop manageable and effective content?

Ok so you've discovered the Builder. It's a great place! You and your team can begin to create lots of walks, drop-ins and monitoring, adding all of your paper-based proformas that have been scattered across the server. As you do this, and as your leaders do the same, you begin to find that your dashboard becomes cluttered and that the insights are less clear. Here's a little bit of guidance to help you to create your own content, and keep you insights nice and sharp.

Keep it Small

If possible, try and keep your toolkit small. There's a temptation to add more and more, but the truth is, most of your work can fit nicely into just a few simple frameworks.

Focus on Teaching and Learning

If you can create content that focuses on curriculum impact rather than being subject specific, you can then simply add the filters to add insight. If we create a walk that focuses on teaching and learning, we can then add Maths, Science, PE as a filter. So one framework, one set of expectations, for any subject.

Concise is More Efficient

We've found that the amount of content in the activity directly impact efficiency. The more you can simplify and distil, the more efficient you can be. This then impacts directly on the feedback process, keeping the dialogue quick. This approach also helps to guide rather than to dictate.

Create Lines of Enquiry

When we designed our Snapshot, the objective was to take any lesson, and break it down into four areas. Behaviour, pedagogy, learning and impact. Anything and everything fits into these areas, without overloading feedback.

Language Matters

Every school is different. If you need to turn things around quickly, you may need to be more direct. But on most occasions, this is all about recognition and opportunities for development. Our frameworks are designed with specific lines of enquiry and prompts. The prompts serve to either; prompt recognition, or prompt an opportunity to collaborate and share ideas.

> 'Create content that focuses on curriculum impact rather than being too subject specific.'

Overall, we think that a core of just three or four frameworks can make up any toolkit. A good learning walk/observation, book and work study, and a pupil and parent survey. Add any other specific tools for key priorities and occasional, focused use. When adding filters for subject, SEND, pupil-premium, class, cohort, KS and whole school, the insights are fairly infinite. Surprisingly, there are different rubrics for different purposes. You could provide specific descriptors, checklists or performance criteria. We've designed ours to be simple, developmental and feedback orientated.

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Video Capture

Whenever a school shares an idea, we then add this to our development proposals, ready to assess viability and value. After this, we seek to identify exactly how it could be implemented. With video, we've often talked about the school server as the 'hospice for evidence', a place bulging with gigabytes of film and video. What we didn't want to do was to replicate this. To just add another space to store wobbly footage of another ninety minute leavers assembly.
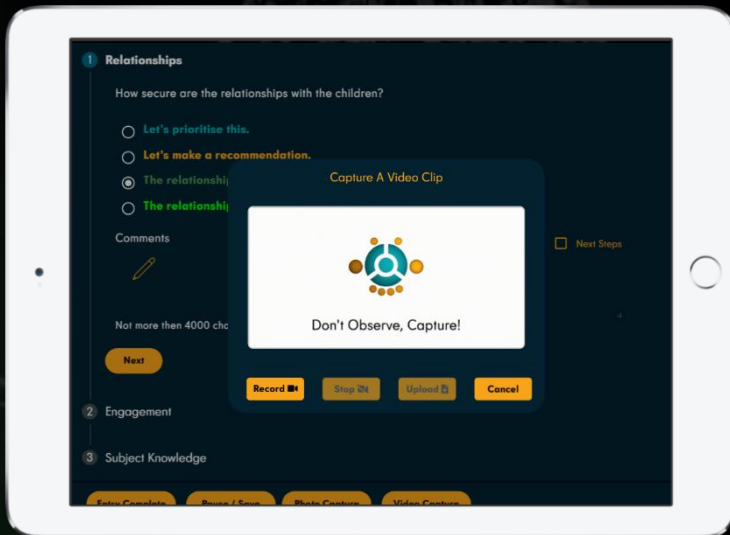
As we let this idea percolate, the development began to take shape. This was largely thanks to one school who specified how they would use it for assessing reading. This was the catalyst as we began to draw up our design. The result is a new feature to help you to record 20 seconds of learning, ready to be tagged and annotated. This is then shared in your Gallery to promote and exemplify.

Here's a few more ideas to help you to get started with the video capture. These suggestions will help you to capture the full breadth of your curriculum. We love the fact that we're really starting to make every short lesson visit count, moving away from the limitations of observation and creating a much more holistic approach.

'As we let the idea percolate, the development began to take shape. This was largely thanks to one school who specified how they would use it for assessing reading.'

Reading

This feature is perfect for capturing the most significant and complex area of your provision. Record any pupil contributions from early years and phonics, to assessing decoding and fluency as the children grow. Tag with the reading level, and characteristics, share the expectation between your team. Help your team to see and hear what the children can do, securing a better understanding of reading development.

SEND

If we're going to be fully inclusive, then we're going to have to think beyond test and assessment scores to demonstrate achievement. With video, we can capture achievements across the curriculum, language and communication milestones, or group work.

PE, Music, MFL, Performance, Dance

These are all areas that may not have been challenging to film, but may have had little impact. Benchmark achievements, help teachers to know what success looks like, secure effective subject leadership and promote.

Submit Content Direct to Your Gallery

This is the quickest and simplest way to curate a Gallery fully of great learning. Show your team how to add and tag content, straight to the Gallery, using the Capture Now button. Systematically add content as you go, asking staff to submit examples to help leaders to quality assure.

Pupil Views

Schools have talked to us about how important this is. Imagine a page full of children sharing what they think about Maths? How they're doing, if they feel supported and successful. Tag with Pupil View, subject, and year group.

We know that you'll come up with your own great ideas, we just thought that these suggestions would be useful to get moving, see quick dividends, and begin to consider the full potential in your school.

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KHDA Toolkit

Evaluate · Capture · Create

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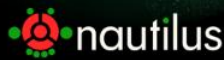
New Content

We've now completed our new KHDA self-evaluation toolkit, ready to support accurate and efficient self-evaluation.

Here's how it works:

· All of the inspection frameworks are presented in survey form.

· Use them to evaluate effectiveness over time, add commentary and signpost evidence.

· See your dashboard build, presenting your strengths and areas for development.

· Generate Ai summaries for self-evaluation

At the same time, all of our Nautilus iPad Learning Snapshots, book studies and surveys now have the KHDA objectives signposted. So as you perform your typical monitoring and observations, you can simultaneously evidence the inspection objectives.

With the entire framework broken down into manageable individual areas and descriptors, you can then use your iPad to evaluate. Add commentary, views, evidence and indicators, edit and amend if required.

See each inspection area build over time. Click to view strengths and areas for development.

View each individual contributing report. Identify and filter strengths and areas for improvement.

View your live Overall inspection judgement.

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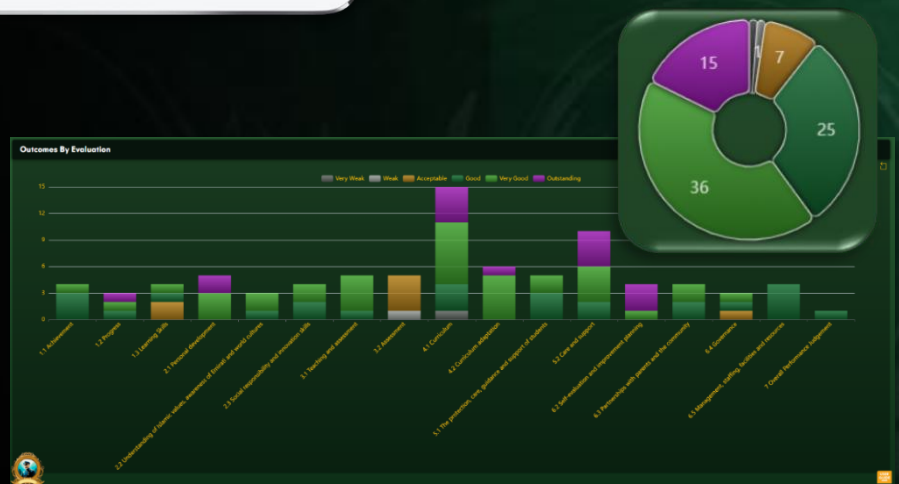
Use the Ai dashboard assistant to present your findings and analysis. Customise your requests to learn more, and shape the response for purpose.

Capture your teaching and learning as you perform your evaluations. Curate a Gallery of best practice, spotlighting the impact of your curriculum. Tag with the in-built KHDA framework to search and present critical evidence.

Why?
Ensure that your self-evaluation process can be as efficient as possible, enabling leaders to collate, view and secure their knowledge. Utilise the insights to directly inform strategic planning, reports and areas for developments.

How?
Use and iPad to quickly capture judgements, evidence and commentary. See your self-evaluation overview on your dashboard. Use Ai to create summaries, present critical insights or generate reports. Add multiple contributors, to add credibility.

Free School Leadership Webinars

A CLEAR HEAD
Securing clarity and confidence

How to perform your learning walks, book studies and surveys with an iPad or tablet

A FREE Nautilus webinar

WITH PHOTO CAPTURE

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Learning walks · Book Studies · Drop-ins · Surveys · Create Your Own
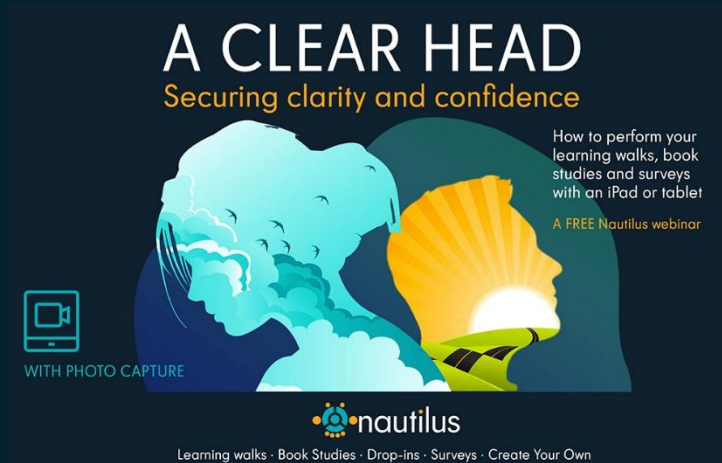
A Clear Head – Featured Webinar

This is a session for any school leader with a responsibility for whole school teaching and learning.

In this webinar, we'll share the processes and toolkits that can enable your leaders to efficiently capture their subject or area. Allowing you to curate all insights, securing confidence and clarity.

Select the date that you would prefer, and if you can't make it, don't worry. We'll send the video link through to you afterwards.

DON'T OBSERVE, CAPTURE!
Who? Anyone wanting to revisit and refresh, new users or interested leaders
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. LEARN MORE · BOOK

SUPER SUBJECT LEADERS 'How to capture, quality assure and improve your subject area'
Who? Subject Leaders and headteachers
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. LEARN MORE · BOOK

SMARTER SEND 'Capturing and evaluating your SEND provision'
Who? SENDcos, ALNcos and headteachers
A walk-through of the SEND toolkit. 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. LEARN MORE · BOOK

A CLEAR HEAD 'Securing clarity and confidence'
Who? Headteachers and Executive Headteachers
Until now, many headteachers have had to rely on test scores, with paper-based moderation and observations scattered across the school server. This can make it very difficult to feel knowledgeable about current teacher skillsets, effectiveness, strengths and areas for improvement. This is a webinar all about helping busy headteachers to secure an accurate view of teaching and learning. LEARN MORE · BOOK

THE 10 MINUTE LEARNING WALK 'Creating the perfect learning walk'
Who? All school leaders
In this webinar, we'll demonstrate the secrets behind an effective learning walk, helping you to create genuine distributed leadership, accurate evaluations and meaningful feedback. With years of school leadership experience, and having designed learning walks for over 500+ schools globally, our two former headteachers will present some critical school improvement solutions. LEARN MORE · BOOK

HIGH LIFE 'Efficient and accurate quality assurance
Who? High school leaders
This is a webinar all about building a clear overview of standards in teaching and learning, securing confident and sustainable leadership and providing timely and supportive peer feedback. It's also about creating sustainable, effective and healthy secondary school leadership. LEARN MORE · BOOK

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ESTYN
Self-Evaluation Pack
Evaluate · Capture · Collaborate

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SCHOOL
LEADERS
GROUP
CONNECT · SHARE · LEARN

ESTYN

Self-Evaluation Pack

Three frameworks to help you to self-evaluation the Welsh primary curriculum.

Suggested ideas, hints and tips

When you use any self-evaluation framework, create a new 'SEF' tag. You can then use this to filter this content on your dashboard. Also select 'non-specific' if your evaluation is not subject specific.

Use either as a light touch, more frequent evaluation, or as a standalone activity. For example, you may use framework number 1. 'Teaching and Learning', as a drop-in, or as a key stage or whole school entry. You may use this as a leadership activity, populating each entry with evidence, signposting or voice-typed commentary. Repeat the activity to build a more secure overview. Work with challenge partners and external leaders to validate. Open the framework, edit and add to any entry. Tag any supporting photos or videos to support with 'SEF' to view them quickly in the Gallery.

Use the Builder to edit the frameworks live if you'd like to update or tweak things. It's up to you how you want to set the expectation, tone and purpose of the activity.

Head for your dashboard and apply the 'SEF' tag filter. You'll now see all of your reports, and data. You can filter further to identify and key strengths or areas for development. Use Nemo to create an Ai summary for your SEF, or for school improvement purposes. We're sure that you'll find different ways to use this pack, we just think that it works well as an additional opportunity.

HOW TO ACCESS AND DOWNLOAD

Visit our Facebook school community 'Around the Moon' here
Click on the **FILES** tab, select and download.
Go to the Builder and click 'Import Survey'.

HEALTHY LEADERSHIP

No more standalone, paper-based observations, monitoring and surveys

Save the planet. Save time. Save money.

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nautilus.education