Developing and maintaining an outstanding school

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Session aims

• To equip ambitious school leaders with the skills and strategies necessary for leading schools into outstanding education provision.
• Learn how to develop yourself and the leaders around you to inspire, motivate and support whole-school change and new levels of achievement.
• Unpick what makes an outstanding leader and hone your skills to become one.
What do you want to achieve by the end of this session?
Building a successful team

Activity

• List five traits that you believe make a ‘successful team.’
  – **Rank** these in order
  – Which of these do you believe to be a **strength** of your school and which an area for **development**
  – What can **you** do to help improve this?
• Developing the right team is **critical** to a school's fortunes. This applies not just to the senior leadership team but to every single member of staff within the school, teaching and non-teaching.

• The most key quality needed to run a great school is the need for **emotional intelligence**; an almost instinctive understanding of what makes people tick. Without this quality it is virtually impossible to build a successful team. Get the **team dynamics** right however and much else follows naturally.
Identify skills gaps

• Look at the balance of your team and try to find people who complement each other

*Successful teams are built through friendship, trust and spending time together*

• At MIHSG, people who work well together and think in a similar way will often work on projects together and share ideas to drive the school forward. Similarly, colleagues who demonstrate an understanding of a particular area will take a lead on this and act as a mentor to others.

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Identify and promote talent

- Always try to find the best in people and if they show talent utilise that within the school.

- Age should be no barrier or a reason for not giving colleagues the opportunity to progress. At MIHSG, colleagues from various backgrounds are responsible for various roles depending on their strength. E.g., the ‘anti-bullying officer’ is a member of staff that parents and pupils find approachable and enjoy a good rapport with. One of our HOYs is a very young m.o.s in comparison to many other staff. This applies to a number of staff with specific responsibilities, for example; the Islamic co, DSL, G&T,

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Play to people’s strengths

• Not everyone is good at everything, but everyone is good at something. Some members of staff have excellent communication skills but may not be particularly good at analysing data – utilise them appropriately.

• At MIHSG, staff are given the opportunity to apply for roles or they are selected based on the feedback of SLT. We currently have a member of staff who is excellent at providing feedback to pupils in their books and is now taking a lead on ‘marking scrutiny.’
Help people to develop

• "Nobody's perfect. Someone may be an absolutely superb teacher and brilliant at leading learning but lack emotional intelligence when dealing with colleagues. You need to try and give them an opportunity to improve."
Lead by example

• It is essential that we never ask our colleagues to do something we would never do ourselves. As per the teachings of the deen, we need to present ourselves as Muslim role models.
  – Practice what we preach
  – Completing the task we said we would
  – Attending meetings on time
  – Taking the time to listen to colleagues
  – Taking feedback and advice on board
  – Doing our own jobs to the best possible standard
A leaders role is to ensure that objectives are set and the right outcomes are achieved. We therefore need to ensure we do not do everything ourselves. Involve colleagues in the decision making of the school.

At MIHSG, various staff take a lead on several crucial areas and overtake and manage this and feedback to myself. For example; Performance Management, Pastoral, Head of Faculties, Assessment, monitoring of marking and lesson observations.
Be prepared to move people on

• While you always try to grow leaders and develop people who want to be part of a successful team, you also have to tackle those who don't want to be there for the sake of the children and the school. It's about holding people to account.

• At MIHSG, staff are aware that they are accountable to Allah for the manner in which they execute their duties. It is crucial that we always do our best for the pupils and there is an open forum where staff can raise concerns and changes can be made.

• Sometimes as small schools we can stick to a rigid structure, it is essential there is room for manoeuvring, especially in roles that impact directly on pupils, i.e., Heads of Year.
Take collective responsibility

• It's absolutely critical that your team understands that they have collective, corporate responsibility.

• Decisions at MIHSG are taken together, and all staff members stand by the decisions made. Where issues arise, this is then discussed together in meetings for a resolution.

• For example; in SLT, staff, HODs and other meetings. All staff are given the opportunity to contribute the SIP and the SIEF.
Be positive

• One of the prime things about motivating people and keeping them happy is having a sense of what you say to different people at different times in order to have that positive input.

• It is the teachings of the Prophet Muhammad (saw) that we should ‘treat others as we wish to be treated.’ And this applies to colleagues and adults as well. It is important that staff morale is high and people feel positive about themselves and their commitment to the school is valued.
The quality of leadership and management
• How well leaders, managers and Trustees pursue excellence, modelling professional standards in all of their work.

• At MIHSG there is a culture of high expectations and aspirations and excellence in which the highest achievement both in spiritual and academic work is recognised as vitally important.

• High expectation for social behaviour among the pupils and staff

• Rigorous implementation of SIP which based on robust self-evaluation

• Consistent application of polices and procedures
The effectiveness of monitoring and evaluation and the extent to which it is shared with Trustees

- MIHSG has a robust system of M & E at all levels: Trustees, SLT, HODs, coordinators, pastoral leaders, financial management and personnel

- Outstanding quality of teaching and achievement and progress of all groups of pupils relative to other school nationally

- Very satisfied parents and pupils (Annual questionnaire)

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The effectiveness of using formative and summative assessment to ensure that pupils, teachers and parents know if pupils are achieving their expected standard or they need catch up

- Assessment information, including test results, is effectively used by school leaders and Trustees to improve teaching and the curriculum
- Effective whole school and departmental tracking of pupils’ progress
- Effective reporting on pupils’ progress to parents (three interim, three exam performance and one detailed summative reports annually)
The curriculum

In light of MIHSG latest inspection report, our curriculum is:

• broad and balanced, provides a wide range of subjects, preparing pupils for the opportunities, responsibilities and experiences of life in modern Britain.

• outstanding provision for ECA (outward looking)

• We share with parents what is taught in the curriculum on the school’s website

• It promotes tolerance and respect for people of all faith or those of no faith through the outstanding SMSC development of pupils
Colleagues stress about ‘performance management.’

In groups discuss

– What can we as Head Teachers do to make this process easier
– How can we help colleagues to understand the importance of it
The use of performance management and effectiveness of strategies for improving teaching and learning

• MIHSG developed a good PM process that help teachers to identify their strength and areas for development
• Leaders at all levels are involved in PM process
• Effective procedures for monitoring T&L through on going lesson observations and CPD programme where staff needs are identified including NQTs.
• Under performance is tackled effectively.

❖ Performance related pay is not implemented yet
Effective Trustees

They should

• Carry out their statutory duties, such as safeguarding, and understand the boundaries of their role as Trustees

• Ensure that they and the school promote tolerance of and respect for people of all faiths and no-faith, cultures and lifestyles; and support and help, through their words, actions and influence within the school and more widely in the community, to prepare children and young people positively for life in modern Britain (active promotion of British values)

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Safeguarding

• What are the *procedures* for ‘safe guarding’ within your school?
  – Who is held accountable?
  – Who is checking that procedures are met?
  – Is there a designated lead?
  – Is everyone aware who this is?
  – Are all staff, teaching and non-teaching familiar with the policy and know what to do?
British Muslims

• What does ‘British Muslim’ mean to you and your pupils
– Share ideas in small groups how the ethos of ‘British Muslims’ can be implemented within the school and shared by all
Quality of middle leadership
Do you currently have middle leaders in your school?

What roles and responsibilities do they fulfil?
Middle Leaders

Are considered to be the ‘engine room of the school.’

– They fulfil key duties such as:
  • Head of Department
  • Head of Faculty
  • Head of Year
  • SEN co-ordinator
  • G&T co-ordinator
  • Assessment co-ordinator

• At MIHSG by using staff expertise, we are able to maximise their potential and the impact on learning of pupils.
Middle Leaders lead teams of teachers and implement **whole-school strategy** into outstanding classroom practice on a daily basis.

- At MIHSG HOD’s are responsible for carrying out observations, marking scrutiny’s and holding departmental meetings with their colleagues discussing the progress of the department, the necessary changes needed.
- They are responsible of managing the performance of their teams.
• Teachers’ and pupils’ experience of leadership comes most frequently from their middle leaders. The essential work of curriculum planning, monitoring and developing teaching belongs with middle leaders.

• Curriculum planning and ensuring all pupils are taught according to the NC to the relevant level and achieve their target grades is a crucial part of the job role of Heads of Department. This then needs to be monitored to ensure colleagues are also teaching according to the schemes of work and pupils are making the necessary progress.
• Stronger investment in middle leadership would encourage teachers to see it as a clear and aspirational step in career progression. Often senior leadership seems a distant prospect, which makes it hard to retain and develop top talent in the system.

• At MIHSG SLT are responsible for key roles within the school. This includes overseeing the delivery and implementation of the NC, pastoral care, assessment and the use of assessment in making decisions that will impact on pupils, as well as the development and implementation of the Islamic ethos of the school.
Middle leaders could **play the role of supervisors and coaches** leading the development of the teachers they manage in their own departments.

- At MIHSG SLT are aware of the SIP and DIP’s from each department and will offer support to ensure these plans are fulfilled and middle leaders are provided with the necessary training to help them develop.

- (Role of HOF)
Q/A

Jazakum Allah Khayran

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