

THE  
FUTURE  
LEADERS  
TRUST

## *2014 Impact Report*

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GREAT LEADERS  
MAKE GREAT SCHOOLS  
GREAT SCHOOLS  
CHANGE LIVES



# Mission and core beliefs

Our mission is to raise the achievement of children, regardless of background, and to provide them with equal choices and opportunities in life.

By developing a network of exceptional school leaders, we are transforming challenging schools and working to eradicate educational disadvantage.

## Every Child

All children can be successful, regardless of their background

## No Excuses

Every excuse is a step on the road to failure

## High Expectations

Children, staff, schools and communities will live up to the expectations placed upon them

## Lead Learning

The most important things that happen in schools happen in classrooms

## No Islands

When great school leaders work together, anything is possible

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**GREAT LEADERS MAKE GREAT SCHOOLS  
GREAT SCHOOLS CHANGE LIVES**

# Foreword

## From Baroness Sally Morgan

Chair of the Board of Trustees

We have created one of the highest performing school improvement networks in England. Our expertise has developed hundreds of leaders who are dedicated to improving challenging primary and secondary schools.

Leadership is not an easy business. Despite the challenges and risks involved, our newest cohort of Future Leaders is the largest so far. They join a network of leaders, all of whom are passionate, dedicated and committed to transforming the life chances of disadvantaged children.

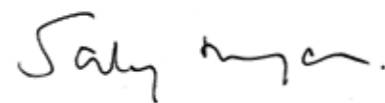
We look for these qualities in Future Leaders because it is a moral imperative that every child has the opportunity to succeed and achieve. Disadvantaged children too often become disadvantaged adults. Great schools change this. But great schools don't just happen: they need great leaders.

So every year we find more people who want to be part of our work. We ensure that they are in the schools that need them most, and we develop, support and equip them to become exceptional headteachers.

This has been happening in London and in our major cities since our first cohort in 2006. We're now working in more rural and coastal areas because these are the places where the underachievement of disadvantaged students is most severe. Nigel Whittle and Natalie Sheppard, featured inside, have made this step already. We expect Future Leaders to go wherever there are schools that need to improve.

The data in this report is not just evidence of The Future Leaders Trust's success but a celebration of changed lives. Behind every additional percentage point lies a child who now has a brighter future.

Again and again I find myself inspired by this group of people and keen to share stories about how they are transforming schools. This report is no exception.



Baroness Sally Morgan



**+4.2 percentage points**  
Improvement in disadvantaged students' attainment in 5+ A\*-C GCSEs (including English and maths) in schools led by Future Leaders in 2013

The national rate was  
**+2.4 percentage points**

# Introduction

## From Heath Monk

Chief Executive Officer

This year we've made sure that more people can be involved in our mission, whilst remaining focused on our central task of raising achievement and closing the attainment gap.

Today the Future Leaders programme operates across the country with 330 participants. To date, 85 have been appointed to headships in primary and secondary schools. This year we welcomed more than 100 new Future Leaders.

This report demonstrates that our work is making a clear and profound impact. The Trust is now supporting leaders at all tiers of school leadership. We've trained hundreds of aspiring senior leaders and heads through our provision of Leading Impact and NPQH. The Headship Institute, our provision for Future Leaders headteachers, is one of the largest networks of heads devoted to transforming challenging schools in the country.

Across England, Future Leaders are transforming schools with long-term, sustainable change, producing impressive initial improvements, attracting praise from Ofsted, and raising attainment and progress in maintained schools, academies and Free Schools.

Whatever type of school they work in, all Future Leaders share one mission: to improve the life chances of disadvantaged students. This year our heads increased the number of disadvantaged students getting five good GCSEs by an average of 4.2 percentage points, outperforming our comparison groups.

Schools with a Future Leader in their senior leadership team for at least a year also have higher proportions of disadvantaged students making expected progress in English and maths compared with similar schools.

We exist to raise the achievement of disadvantaged children by finding talented school leaders and developing them to become even better. We simply cannot accept that poverty dictates destiny.



Heath Monk



July 2014:  
**85 Future Leaders**  
have been appointed to headship in challenging schools since 2006

# Our headteachers' impact

In 2013, 46.1% of disadvantaged students in Future Leaders heads' schools achieved 5+ A\*-C GCSEs (including English and maths) compared to the national average of 40.9%.

The Future Leaders programme creates exceptional headteachers. We recruit high-potential school leaders, develop their skills, support their progress and provide them with leadership experience in challenging schools.

We know that effective leadership development is not achieved through courses or reading manuals. It happens through sustained, reflective and deliberate practice that is reinforced and supported by a trusted peer network made up of people with the same values and aspirations.

## Improvements in 2013

We measure the impact of heads who have been in post long enough to have influenced student achievement. Their overall results are higher than all our comparison groups in attainment and progress, and they improved at a higher rate.

## Sustained improvement since 2010

These improvements are not short-term fixes or quick wins. They build on similar improvements seen over the past two years. Our heads improved GCSE results by an average of 5.9 percentage points in both 2011 and 2012.

Since 2010, the six Future Leaders in post for three or more years improved overall GCSE results by more than twice that of similar schools: our heads had an average annual improvement rate of 5.2 percentage points, compared to 2.4 percentage points.



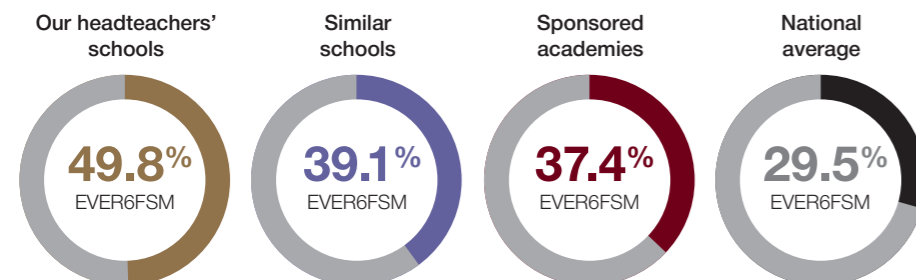
**+4.1 percentage points**  
Future Leaders heads

**+2.1 percentage points**  
similar schools

**+2.4 percentage points**  
sponsored academies

Overall improvement in 5+ A\*-C GCSEs (including English and maths) in 2013

## School context



## Improving disadvantaged students' attainment

Our mission is to improve children's life chances by raising their achievement. We focus on disadvantaged students because they are more likely to leave school without the grades to secure further study, training or employment. Raising achievement means more choices about the future.

In 2013, our heads improved disadvantaged students' attainment at a rate almost double that of our comparison groups.

This is all the more impressive because Future Leaders are not catching up with other schools but stretching further ahead.

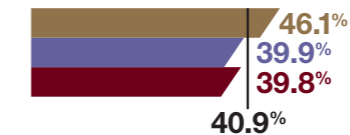
## Improving disadvantaged students' progress

The majority of disadvantaged students in schools led by Future Leaders are also making good progress in the core subjects. Unlike the GCSE attainment threshold, this includes all students. High levels of expected progress mean teachers are not simply focusing on the C/D borderline but providing an excellent education for all students. Again, Future Leaders are moving ahead of comparison groups.

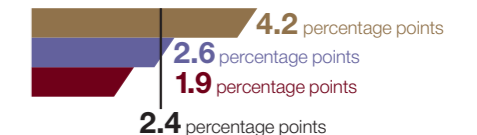
In 2013, Future Leaders headteachers improved disadvantaged students' 5+ A\*-C GCSEs (including English and maths) results at double the rate of sponsored academies.

## Disadvantaged students' GCSE performance

5+ A\*-C GCSEs (including English and maths) attainment for disadvantaged students in 2013

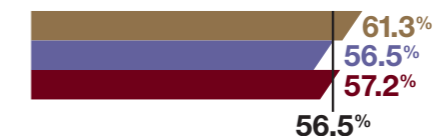


5+ A\*-C GCSEs (including English and maths) improvement for disadvantaged students between 2012 and 2013

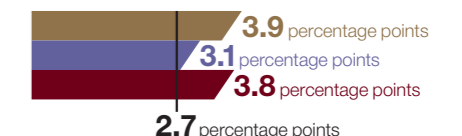


## Disadvantaged students' expected progress in English and maths

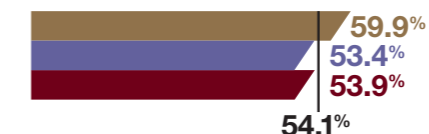
Disadvantaged students making expected progress in English in 2013



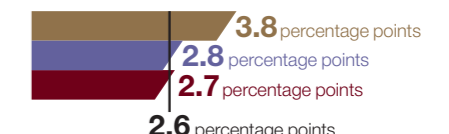
Improvement rate of disadvantaged students making expected progress in English between 2012 and 2013



Disadvantaged students making expected progress in maths in 2013



Improvement rate of disadvantaged students making expected progress in maths between 2012 and 2013



Key

- Future Leaders heads average
- Similar schools average
- Sponsored academies average
- National average

# Sustained improvement: Five years in

## David Millar

Principal, Oasis Academy Coulsdon, London

The academy was struggling when I joined. It had lost the confidence of the local community, we were below GCSE floor targets and over 25% of teaching was inadequate.

The Future Leaders programme taught me that clearly expressed values are incredibly powerful. My biggest achievement has been establishing a new ethos with staff, students, parents and governors.

Stepping up to headship meant I had to make changes. This started with two things: improving teaching and creating a strong vision for the school. The first was achieved by instituting compulsory structures for lessons and teaching practice. Ninety percent of teaching is now 'Good' or better.

In the new vision statement, we define ourselves as a loving family who work together to overcome barriers.

The vision became a reality in different ways. We replaced year groups with vertical families and older students now look after the younger ones. Student reports refer to qualities such as grit, zest and self-control. We supported a student who became pregnant with free nursery provision so she could finish her exams. Love is what drives us.

League tables and Ofsted are simply the by-products of a truly outstanding education. My job is to make sure that everyone leaves my school with what they need to be proud and happy.

In October 2013, I became Executive Principal at Oasis Academy Isle of Sheppey. I could do more in Coulsdon but what I've begun here will last and my new school has complicated challenges that must be addressed. So I'm back at the start, establishing a new school culture. I've learned a lot but what the Future Leaders programme showed me still stands: transforming a school begins with its values.

*David was appointed Executive Principal of Oasis Academy Isle of Sheppey in October 2013.*

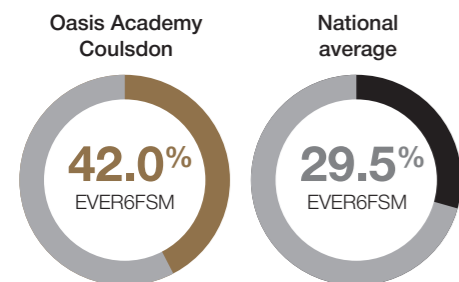


**+28 percentage points**  
Overall improvement in 5+ A\*-C GCSEs (including English and maths) since David became Principal in 2009

### Ofsted: 'Good'

"The Principal leads the academy with enthusiasm, dedication and a clear commitment to improvement, especially in relation to the progress students make..." (2011)

### School context



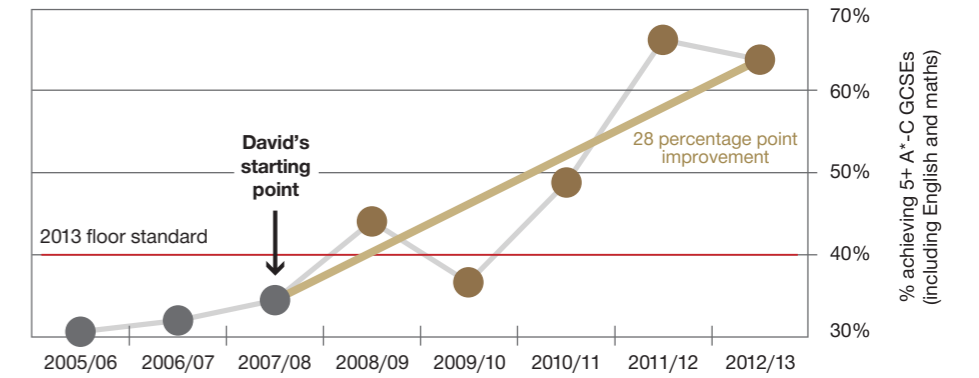
### Improved attainment and progress since 2009

Results from Oasis Academy Coulsdon show long-term, sustained improvement. Since David was appointed to headship, there has been an improvement of 28 percentage points in 5+ A\*-C GCSEs (including English and maths) results.

### Attainment and progress of disadvantaged students since 2011

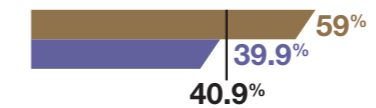
The school now outperforms national averages for disadvantaged students, despite having been below them just two years ago. It is also above the Local Authority and regional averages for attainment.

### Oasis Academy Coulsdon overall school attainment



### Disadvantaged students' GCSE performance

5+ A\*-C GCSEs (including English and maths) attainment for disadvantaged students in 2013



5+ A\*-C GCSEs (including English and maths) improvement for disadvantaged students between 2011 and 2013



### Disadvantaged students' expected progress in English and maths

Disadvantaged students making expected progress in English in 2013



Improvement rate of disadvantaged students making expected progress in English between 2011 and 2013



Disadvantaged students making expected progress in maths in 2013



Improvement rate of disadvantaged students making expected progress in maths between 2011 and 2013



### Disadvantaged students' data

N.B. Data for disadvantaged students' attainment and progress is only publicly available from 2011 onwards.

Key

- Oasis Academy Coulsdon
- Similar schools average
- National average

# Sustained improvement: Four years in

## Glen Denham

Principal, Oasis Academy Shirley Park, London

The whole community knows what Shirley Park is about. From our parents to the manager of Tesco, they'll tell you: high expectations for everyone — students, parents and staff.

As staff, we're very present. We stand on the school gate and greet students each morning. It's a chance to emphasise that they're welcome and to check uniform and behaviour too — setting the tone as they go into lessons.

Everything we've achieved here is because of our inspirational staff. When Ofsted announced our 'Outstanding' inspection report we obviously celebrated — but teachers were still setting up for the scheduled after-school sessions.

I look for teachers who are passionate about helping children learn. When a colleague delivers their first 'Outstanding' lesson after hard work and determination, I know they've done it because they want to give students the best.

Thanks to the Future Leaders programme, I'm part of a movement of educators who believe that all students can achieve. I know I wouldn't be here without that training and development.

With over 1500 students at Shirley Park in our nursery, primary and secondary provision, our work makes a difference. Each student has a story that will carry on after they leave school. When you change that many lives, you start transforming communities.

### Future Leader Louise Lee, Associate Principal, Secondary Phase

At Shirley Park we're most interested in developing people — staff and students. We have low exclusion figures because we give people second chances.

Glen believes in people. He trusts staff and students. There is always a chance to change and improve. It's part of what makes Shirley Park's ethos so powerful.

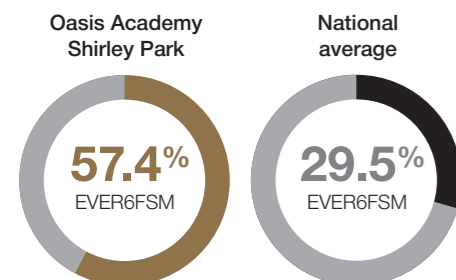
*Louise joined Oasis Academy Shirley Park in September 2013.*



**+38 percentage points**  
Overall improvement in 5+ A\*-C GCSEs (including English and maths) since Glen became Principal in 2009

**Ofsted: 'Outstanding'**  
"The inspirational Principal has fostered positive attitudes to achievement, raised the self-esteem of staff and students and demonstrated through his own approach to all aspects of academy life that everyone deserves respect."  
(2013)

### School context



### Improved attainment and progress since 2010

Results from Oasis Academy Shirley Park show long-term, sustained improvement. Since Glen was appointed to headship, there has been an improvement of 38 percentage points in 5+ A\*-C GCSEs (including English and maths) results.

### Attainment and progress of disadvantaged students since 2011

The school outperforms the national average for disadvantaged students, and is now ten percentage points ahead on GCSE attainment.

### Primary impact in 2013

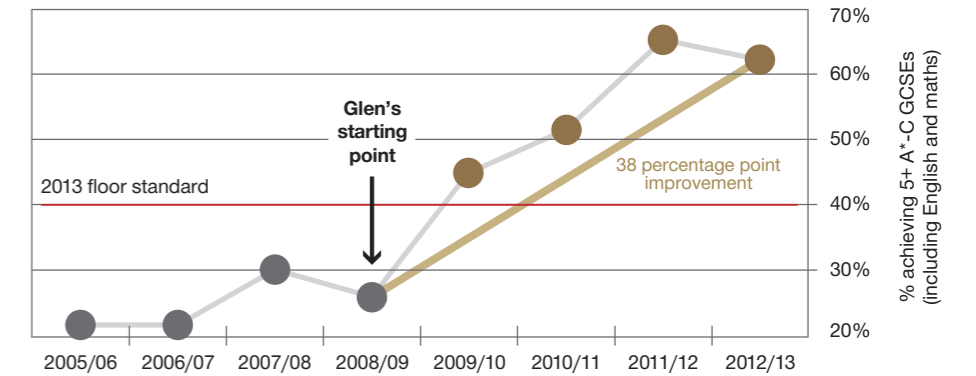
Oasis Academy Shirley Park is an all-through academy with students from 3–19 years. In 2013, Key Stage 2 results included:

- **+11 percentage points** improvement in Level 4+ in reading, writing and maths to **84%**, compared to the national average of **75%**
- **100%** of Key Stage 2 students made two or more levels of progress in:
  - reading, compared to the national average of **88%**
  - writing, compared to the national average of **92%**
  - maths, compared to the national average of **88%**.

Key

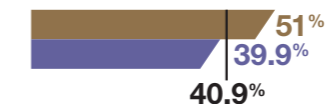
- Oasis Academy Shirley Park
- Similar schools average
- National average

### Oasis Academy Shirley Park overall school attainment



### Disadvantaged students' GCSE performance

5+ A\*-C GCSEs (including English and maths) attainment for disadvantaged students in 2013



5+ A\*-C GCSEs (including English and maths) improvement for disadvantaged students between 2011 and 2013

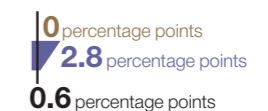


### Disadvantaged students' expected progress in English and maths

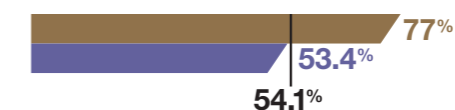
Disadvantaged students making expected progress in English in 2013



Improvement rate of disadvantaged students making expected progress in English between 2011 and 2013



Disadvantaged students making expected progress in maths in 2013



Improvement rate of disadvantaged students making expected progress in maths between 2011 and 2013



# Initial impact: One year in

## Matt Jones

Principal, ARK Globe Academy, London

We had to initiate a significant staff restructure soon after I joined in May 2012. I needed more leadership capacity, improved teaching and higher expectations.

It wasn't easy and I couldn't have done it without the support of my Chair of Governors and Vice Principals. But ultimately, the majority of staff wanted the change because we did it to improve the education and life chances of our students.

The academy needed to be united too. Globe was divided into four 'small schools' and each had a significant amount of autonomy. There was a very limited sense of a team ethos.

So I gave the three secondary 'small school' heads Vice Principal responsibilities across the whole academy — each with separate responsibilities, such as curriculum, achievement or behaviour.

We use the buildings differently too and now have subject-specific corridors that all students use. This supports high-quality teaching and for the first time students are moving around the whole site.

Some students and staff were initially anxious about the changes but we practised the new routines and there's now more of a family feel across the academy.

I am privileged to have been able to recruit a number of Future Leaders to my senior leadership team. Each has helped lead these changes and it's great to see some of them moving on and now leading their own schools.

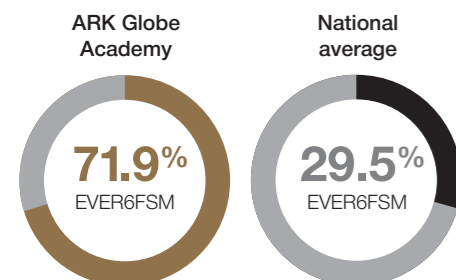
We must be explicit about a school's purpose. People who visit Globe Academy know what our mission is within ten minutes: "preparing students for university and to be leaders in their community."



**+7 percentage points**  
Overall improvement in 5+ A\*-C GCSEs (including English and maths) attainment in 2013

Teaching quality at Globe Academy improved from **54%** 'Good' or better in 2012 to **82%** in 2013

### School context



### Improved attainment and progress in 2013

Results from ARK Globe Academy show good initial impact. Since Matt was appointed to headship, there has been an improvement of 7 percentage points in 5+ A\*-C GCSEs (including English and maths) results.

### Primary impact in 2013

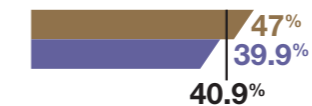
ARK Globe Academy is an all-through academy with students from 3–18 years. In 2013, Key Stage 2 results included:

- **+10 percentage point** improvement in Level 4+ in reading, writing and maths to **92%**, compared to the national average of **75%**
- **96%** of Key Stage 2 students made two or more levels of progress in reading, compared to the national average of **88%**
- **100%** of Key Stage 2 students made two or more levels of progress in:
  - writing, compared to the national average of **92%**
  - maths, compared to the national average of **88%**.



### Disadvantaged students' GCSE performance

5+ A\*-C GCSEs (including English and maths) attainment for disadvantaged students in 2013



5+ A\*-C GCSEs (including English and maths) improvement for disadvantaged students between 2012 and 2013



### Disadvantaged students' expected progress in English and maths

Disadvantaged students making expected progress in English in 2013



Improvement rate of disadvantaged students making expected progress in English between 2012 and 2013



Disadvantaged students making expected progress in maths in 2013



Improvement rate of disadvantaged students making expected progress in maths between 2012 and 2013



### Key

- ARK Globe Academy
- Similar schools average
- National average

# Initial impact: One year in

## David Hayes

Principal, Oasis Academy Oldham

My first task was to amalgamate two different schools into one cohesive academy. The only thing students from the old sites shared was their new uniform.

When I took the job in April 2012, I knew the academy was in a difficult place. Students were starting exams and I was assured results were likely to improve. But they fell further backwards and a few months later Ofsted declared us 'Inadequate'.

Even our new state-of-the-art building was broken into and vandalised.

The change had to start from within. That meant ensuring behaviour was right and focusing on basic things like uniform and attendance to help drive up standards across the school.

Students have been exceptionally receptive. There's trust and respect now and we're not afraid of challenges. We all have a "can do" culture.

I'm blown away by what my teachers are doing too. I've set the pace and the expectations — but they've put in so much of the effort.

We're now focusing on instilling the belief in students that the normal levels of expectation aren't good enough. You can always be better.

I've had difficult days and there'll be more. But being a Future Leader means I can get advice from other heads who have faced similar challenges. I can pick up the phone and get someone else's insight. That's been invaluable for taking me and the school forward.

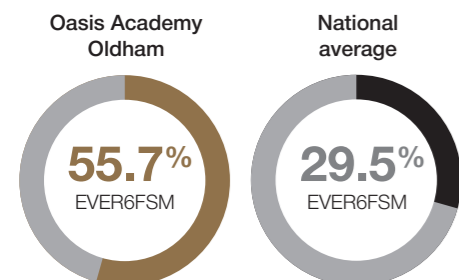


**+17 percentage points**  
Overall improvement in 5+ A\*-C GCSEs (including English and maths) attainment in 2013

### Ofsted:

"The Principal and senior leaders are transforming the culture of the academy to one of higher ambition and continued improvement. Since the last inspection there have been significant improvements in student achievement, teaching and overall student attitudes to learning." (2014)

### School context



### Improved attainment and progress in 2013

Results from Oasis Academy Oldham show impressive initial impact. Since David was appointed to headship, there has been an improvement of 17 percentage points in 5+ A\*-C GCSEs (including English and maths) results.

### Attainment and progress of disadvantaged students in 2013

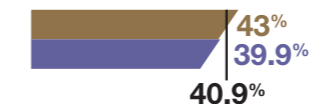
The overall improvement is reflected in the improvement for disadvantaged students and the school now outperforms the national average, having previously been more than ten percentage points behind.

The improvements seen in 2013 also mean that the expected progress of disadvantaged students is now catching up with the national average.



### Disadvantaged students' GCSE performance

5+ A\*-C GCSEs (including English and maths) attainment for disadvantaged students in 2013



5+ A\*-C GCSEs (including English and maths) improvement for disadvantaged students between 2012 and 2013

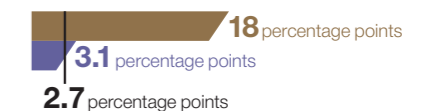


### Disadvantaged students' expected progress in English and maths

Disadvantaged students making expected progress in English in 2013



Improvement rate of disadvantaged students making expected progress in English between 2012 and 2013



Disadvantaged students making expected progress in maths in 2013



Improvement rate of disadvantaged students making expected progress in maths between 2012 and 2013



#### Key

- Oasis Academy Oldham
- Similar schools average
- National average

# Priority areas: Coastal schools

## Nigel Whittle

Principal, Havelock Academy, Grimsby

Grimsby is 90 minutes from the nearest city and ‘at the end of the railway line’. It makes it harder to recruit quality teachers and leaders to work with our amazing students.

I was Deputy Head in a challenging school in Blackpool when I was approached by The Future Leaders Trust to apply for the headship at Havelock Academy. I talked to the school and immediately wanted to be a part of their vision — it mirrored my own.

Relocating was a big decision. But I decided I would have a greater impact on children’s lives by becoming a headteacher. I wouldn’t have done that without Future Leaders; the training, the coaching and the support has been life-changing.

So in November 2012 my wife, twin girls and I moved to the east coast.

When I joined, Havelock was beginning to improve. But there was still the challenge to raise aspirations and make people be ambitious for more.

I told them that we would increase GCSE results by 12 percentage points. I needed everyone to believe it and work towards making it real.

That summer, staff, parents and students were overwhelmed by their successes. We moved up the local league table by two places and improved results by 11 percentage points.

Many said they never thought they would be part of a school where such achievements happened.

Schools must provide remarkable opportunities whether it’s in sports, the arts or academic subjects. My mission is to provide every student with the choice and experience that a great set of qualifications will give them.



**+11 percentage points**  
Overall improvement in 5+ A\*-C GCSEs (including English and maths) attainment in 2013

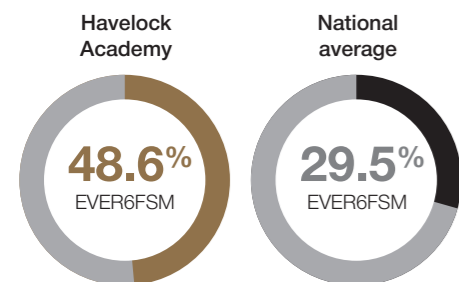
### Ofsted:

“The Principal, supported by the senior team, provides a very strong steer to the school.

He leads an unrelenting drive to improve teaching and progress and has the highest expectations of his staff.”

(2013)

### School context



### Improved attainment and progress in 2013

Results from Havelock Academy show impressive initial impact. Since Nigel was appointed to headship, there has been an improvement of 11 percentage points in 5+ A\*-C GCSEs (including English and maths) results.

### Attainment and progress of disadvantaged students in 2013

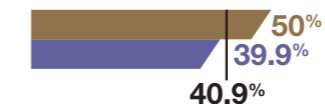
The school now outperforms the national average for disadvantaged students’ GCSE attainment, having previously been almost 10 percentage points behind. Expected progress in English also surpasses the national average.

The school’s huge gains over the last year have also narrowed the attainment gap substantially and brought results far closer to the national averages for expected progress in maths and overall GCSE attainment.



### Disadvantaged students’ GCSE performance

5+ A\*-C GCSEs (including English and maths) attainment for disadvantaged students in 2013



5+ A\*-C GCSEs (including English and maths) improvement for disadvantaged students between 2012 and 2013



### Disadvantaged students’ expected progress in English and maths

Disadvantaged students making expected progress in English in 2013



Improvement rate of disadvantaged students making expected progress in English between 2012 and 2013



Disadvantaged students making expected progress in maths in 2013



Improvement rate of disadvantaged students making expected progress in maths between 2012 and 2013



### Key

- Havelock Academy
- Similar schools average
- National average

# Priority areas: Coastal schools

## Natalie Sheppard

Principal, Portsmouth Academy for Girls

I grew up in Portsmouth and I'm proud of the city. But the schools need to be better and I moved back to be a part of that. Education changes things fundamentally.

Portsmouth is a divided city with lots of independent schools relative to its size. My mum sent me to one of them because she felt I wouldn't have a chance in the state sector.

University was always the goal at the school I went to and I felt the power of expectation from the moment I put on the school blazer and felt an associated pride.

I did my PGCE at Goldsmiths and was placed in a challenging school in East London. I stayed on and was able to see the positive impact that increased government funding can have in schools and therefore on students' achievement and aspirations.

A colleague recommended the Future Leaders programme and its values clearly spoke to my conscience. The training has been brilliant and I love being part of a network of people who share the same values.

After my first year, I joined ARK Globe Academy. These were formative years, and I was able to contribute to a transformational change in school culture. It helped prepare me for headship.

I knew I wanted to move south to help lead change in Portsmouth's schools. When I saw that the Thinking Schools Academy Trust was looking to expand in Portsmouth I applied for their new headship post. That school is now Portsmouth Academy for Girls and I am proud to be Principal.

Future Leaders has prepared me for this role. We serve a community in the highest quintile nationally for deprivation and I am grateful for the opportunity to lead the school because these students have a right to the education that I got. They deserve a better future.

*Natalie became Principal of Portsmouth Academy for Girls in September 2013.*

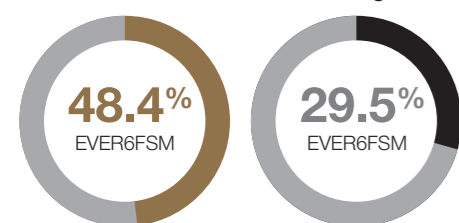


**Portsmouth schools in 2012**  
Attainment of 5+ A\*-C GCSEs (including English and maths) was **below the national average** overall and for disadvantaged students

### School context

Portsmouth Academy for Girls

National average



# Start-up success

## Luke Sparkes

Principal, Dixons Trinity Academy, Bradford

As a start-up, we had to do everything from scratch. But it was a chance to craft a school culture with the highest standards.

Half of our students come from Bradford's five poorest wards. Teaching and learning is very important but I wanted to embed principles of aspiration. The key was getting the culture right.

Our school culture is based on what I saw in the US Charter Schools that I visited as part of the Future Leaders programme. They inspired my vision for Dixons Trinity Academy.

There are clear rules about uniform, homework and equipment because students have to be ready to learn. They receive a same-day detention if they don't meet our expectations. But students know why we do it this way and they buy into it.

I emphasised culture when recruiting too; I need staff who will go the extra mile.

Sometimes we literally ask for more miles: during our residential trip we climbed a mountain. Students got to see that it can get harder the nearer you get to the top, but that sitting on the summit feels amazing.

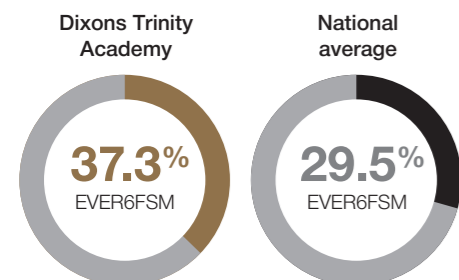
We also talk about 'climbing the mountain' to university or a worthwhile alternative, so students can thrive in a top job and have a great life. Schools are here to make that happen.

Getting 'Outstanding' from Ofsted was great but we have bigger ambitions. I want students to make their own decisions about their future and not to have choices denied them because of poor exam results.

- Over **95%** of pupil premium students made or exceeded expected progress in English and maths
- Formal lesson observations in 2012/13 graded **91%** 'Good' or better

*Dixons Trinity Academy opened in September 2012 with Luke as Principal.*

### School context



Dixons Trinity Academy was the first secondary Free School to be declared 'Outstanding'

### Ofsted: 'Outstanding'

"The academy's core values of hard work, trust and fairness are fundamental in securing students' outstanding achievement and behaviour.

The vision and ambition of the headteacher, combined with the unrelenting commitment of other leaders and teachers, are crucial elements of the academy's success." (2014)

"To have secured an outstanding rating just 18 months after opening is testament to the hard work and dedication of everyone in the school. That includes, of course, your pupils."

Letter from Rt Hon. Michael Gove MP



"Coming to Dixons Trinity Academy has changed me, I feel happy; I don't want to miss any time at school! If I had gone to another school I might not have even thought about what I wanted to do. The academy is going to help me to reach my goal in life — I have no doubt about that!"

Alex, student, Dixons Trinity Academy

CLIMBING THE MOUNTAIN TO UNIVERSITY



# Start-up success

## Claire Edis

Principal, Bolingbroke Academy, London

The summer before we opened, one of our feeder estates was involved in the London riots. We needed to bring children from different areas together and show them the academy was there for them all.

We were set up by a group of parents who felt there weren't enough good local schools, so we were established in a 'climate of hope'.

Some negative media coverage suggested that 'middle-class parents wanted their own school' but ARK Schools, the sponsor, and I both said we wouldn't be involved if the school didn't take children from both the local estates and the wealthier parts of the community.

Cohesion was a key objective.

A year after the riots, there were still some local tensions. And we had a school full of new students, many of whom had only really mixed with people similar to themselves.

So we ensured our first cohort mixed in positive ways. Structured seating plans, with children from different areas next to each other, have seen new friendships blossom. Family dining means students have responsibility to serve lunch to each other or tidy away plates.

We have a truly comprehensive intake, with some even coming across from the private sector. My aim is to give students the social capital they need — from first aid skills to rowing on the Thames to visiting the theatre.

School should broaden horizons so that students are not confined by a lack of role models, experience or income.

Everyone has the right to a great education; it ignites dreams.

■ **75%** made expected progress in English with 40% exceeding expected progress

■ **85%** made expected progress in maths with 50% exceeding expected progress

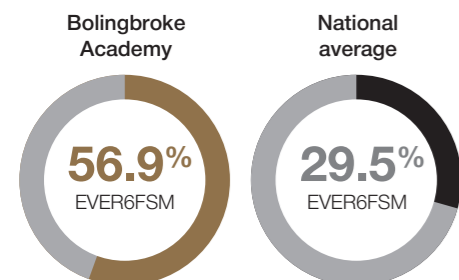
*Bolingbroke Academy opened in September 2012 with Claire as Principal.*



### Ofsted: 'Good'

"The Principal has established a clear vision, ethos and culture for the academy. This has allowed the academy to develop a very strong and consistent message of ambition and excellence throughout its community." (2014)

### School context



"Bolingbroke Academy is now two years old and it's full of staff who love teaching and happy, inspired students. Finding someone was a difficult task and we would not be in this fantastic position without Claire. She is a role model for all members of our school community."

Ron Rooney,  
Neighbourhood Schools Campaign, Wandsworth

"A few lines to say thank you for making the start of my son's first few weeks at secondary school so positive, enjoyable and full of learning.

We are very impressed so far with Bolingbroke Academy; you, the senior team and all the staff, and are delighted to be a founding family. We can't wait to watch it all unfold and consider ourselves very fortunate to have this opportunity."

Letter from a parent



## Our primary heads

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Last year, 17 primary school leaders joined the Future Leaders programme. Around half of them have already been appointed to headship in a challenging school.

### Sebastien Chapleau

Principal,  
La Fontaine Academy

After completing his PhD, Sebastien became a primary school teacher and community organiser in London. He joined our primary pilot and became a Future Leader in 2013. The programme enabled him to develop his whole-school vision and understanding of values-based leadership. He is now Principal at La Fontaine Academy, a language-specialist primary school in south London, scheduled to open in September 2014.

### Jo Riley

Headteacher,  
Randal Cremer Primary School

Jo developed a passion for inclusion in education after the first school where she taught entered Special Measures. She joined Future Leaders as a Deputy Head and found the programme gave her the confidence and skills to apply for headships. In September 2013, Jo was appointed as Headteacher at Randal Cremer Primary School in east London and Ofsted have praised her work so far and her ambitious plans for the future.

### Roxanne Hammond

Head of School,  
Mill Hill Primary School

Roxanne began her NQT year in a primary school very similar to the one she had attended. She would have been eligible for the Pupil Premium. Her passion for SEN and inclusion has meant she has taken every opportunity to improve specialist provision within mainstream education at school and local authority level. Roxanne describes Future Leaders as a development journey like no other. It has transformed her mindset and given her the confidence and belief that she could change lives.

### Emma Williams

Headteacher, Balham Nursery School  
and Children's Centre

Originally from Australia, Emma has worked in Early Years around inner London for a decade. After a recommendation from her headteacher, Emma applied for the Future Leaders programme. She found the mix of training, coaching and peer-support to be instantly motivating and it has fuelled a constant drive to improve the provision and standards for all the children in her school. She was appointed Headteacher in May 2014, the first Future Leader head of a nursery school.

### Sarah Mitchell

Acting Headteacher,  
Gonville Academy

Sarah has been at Gonville Academy for the past 10 years, initially as a classroom teacher and then as part of the senior leadership team. Guided by the passionate belief that every child should get a fantastic education, she joined Future Leaders to prepare her for headship. The programme has challenged and inspired Sarah, developing her leadership skills through the support of like-minded colleagues and training. She has been appointed as Acting Headteacher at Gonville, starting September 2014.

### Tracey Griffiths

Acting Headteacher,  
Barn Croft Primary School

Tracey has taught in London for 18 years and worked as a senior leader since 2007. She first heard about Future Leaders at a conference in 2013 and was encouraged by her headteacher to apply. As the first and only member of her immediate family to go to university, the programme has reinforced her belief that the best teachers need to be in the most challenging schools. She was recently appointed Acting Headteacher at Barn Croft, starting September 2014.

# Our senior leaders

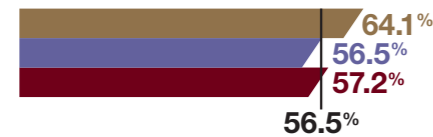
Future Leaders receive training and development tailored to leading and transforming challenging schools.

As part of a senior leadership team, they develop the skills and experience to improve teaching and learning, create an inspiring school culture, and lead people effectively.

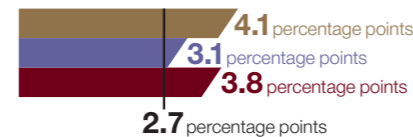
Their personal and professional development is tried and tested through an annual Impact Initiative. Future Leaders develop and deliver an improvement strategy focused on a whole-school issue. Data suggests that they are having an impact in schools where they have worked in senior leadership teams for one or more years.

## Expected progress in English and maths in 2013 in our senior leaders' schools

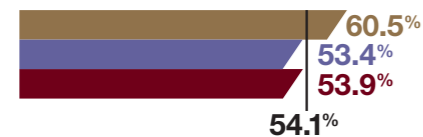
Disadvantaged students making expected progress in English in 2013



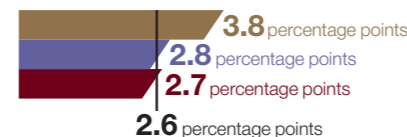
Improvement rate of disadvantaged students making expected progress in English between 2012 and 2013



Disadvantaged students making expected progress in maths in 2013



Improvement rate of disadvantaged students making expected progress in maths between 2012 and 2013



### Key

- Schools with a Future Leader for 1+ years
- Similar schools average
- Sponsored academies average
- National average

## Lee Sargeant

*GCSE attainment*

St John Fisher Catholic High School

### East Midlands

From **34%** to **46%** attainment in 5+ A\*-C GCSEs (including English and maths)

Lee focused on raising Year 11 attainment after just 34% of students gained 5+ A\*-C GCSEs (including English and maths) in 2011/12; low maths achievement was identified as the main cause.

Data showed that teachers' grade predictions were not accurate and that students who needed support in maths weren't getting it. Lee provided assessment training for all teachers, coached colleagues in the maths department and worked to raise student aspirations.

Results in 2013 increased from 34% to 46% attainment in 5+ A\*-C GCSEs (including English and maths). The number of students making expected progress in maths by the end of Key Stage 4 also increased 18 percentage points to 60%.

In October 2013, Ofsted noted that "subject leaders monitor data rigorously and this in turn, has led to more focused observations of teaching and learning to secure improvement."

## Kate Wright

*Attendance and behaviour*

North Shore Academy

### North East

**+2.9%** point increase in whole-school attendance

In January 2012, North Shore entered Special Measures. Behaviour and attendance were both rated 'Inadequate' with 16.5% of students persistently absent in 2011/12. Kate was tasked with improving attendance.

A detailed action plan was created with the new Attendance Manager, where absences were monitored daily and followed up with home visits and official meetings. She also created ways to celebrate those students with improved and good attendance.

Whole-school attendance rose by 2.9 percentage points to 92.9% in 2012/13, and persistent absentees fell to 9.4%, a 7.1 percentage point decrease from the year before. Ofsted described these improvements as 'Outstanding' in July 2013.

## Andrew Davidson

*Aspiration*

Oasis Academy Brightstowe

### South West

From **30%** to **64%** aspiring to university with a clear purpose

While GCSE results at Andrew's school had recently improved substantially, students lacked an appreciation of further and higher education, and many were choosing courses below their capabilities.

Andrew devised a clear strategy that combined a variety of elements into an aspirations programme. This included work experience placements, mentoring sessions and a rowing club.

By the end of the year, 64% of students surveyed aspired to attend university with a clear purpose in mind, increasing from 30% the previous year.

## Lizzie Williams

*Teaching quality*

King Solomon Academy

### London

From **62%** to **93%** of lessons judged to be 'Good' or better

Lizzie found her school's system of lesson observations was not improving teaching effectively. She replaced the existing method with the model of 'Instructional Leadership' where teachers were observed weekly at an agreed time for 15 minutes.

Teachers were not given a grade but instead one area of teaching practice was identified for improvement, and discussed at the next observation.

Ofsted found the school to be 'Outstanding', writing: "The absolute commitment of all staff to the continuous improvement of teaching and learning throughout the academy is exceptional." Inspectors judged 90% of observed lessons to be 'Outstanding'.

# The Future Leaders programme

We provide leadership development and specialist training that enables high-potential individuals to become inspiring headteachers and transform challenging schools.

We recruit qualified teachers from a variety of backgrounds, including those with significant professional experience outside the teaching profession.

They share our belief that every child can achieve.

Future Leaders are placed in senior leadership positions in schools that serve economically disadvantaged areas. Through our training and support, they acquire the skills and experiences to become inspiring and effective headteachers within two to five years.

### Training and development

Future Leaders receive regular training, skills development and personal coaching that focuses on leadership and improving whole-school issues, such as teaching quality, behaviour and school culture.

### Evidence of impact

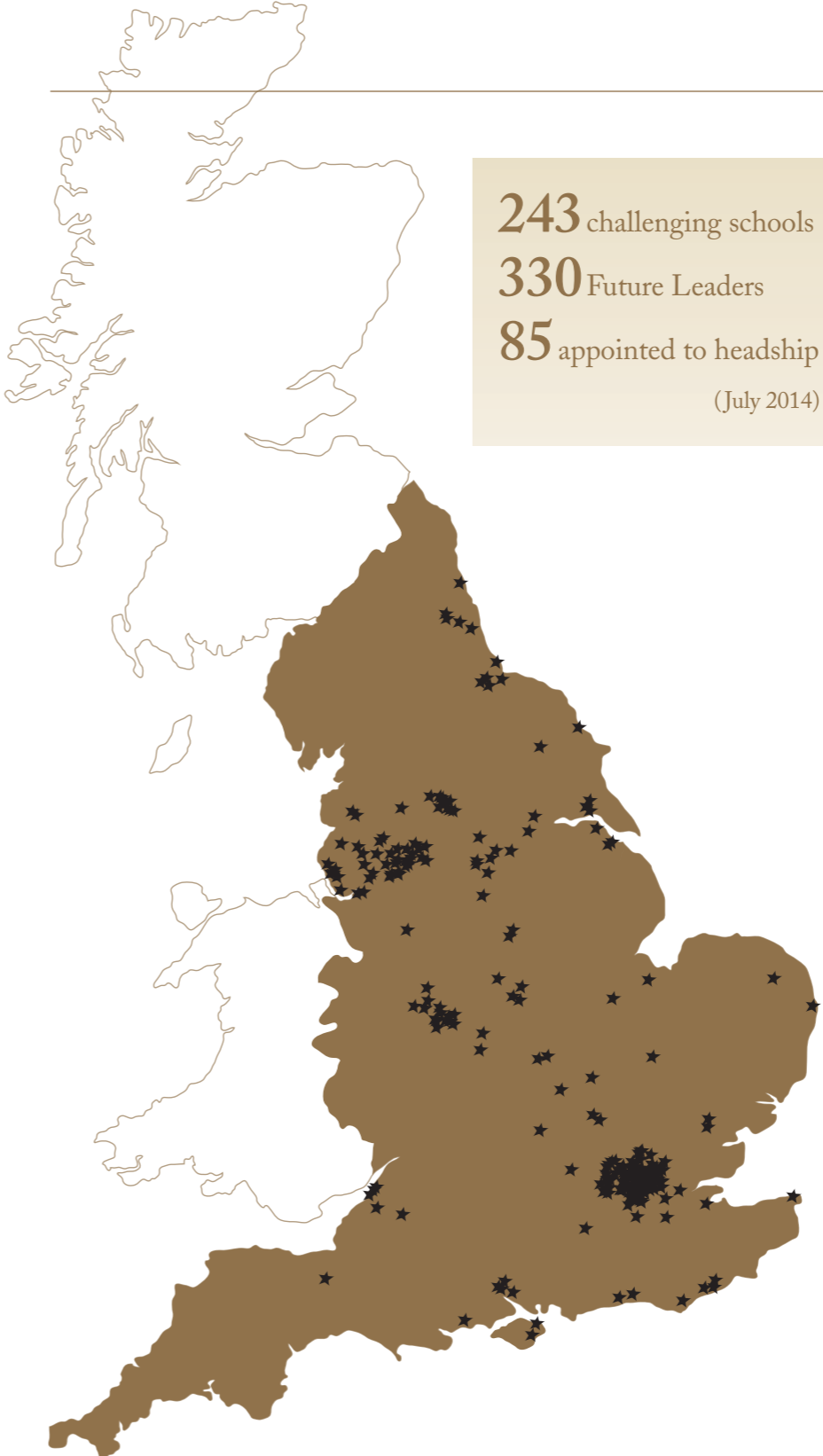
Future Leaders show their impact by devising and leading an Impact Initiative that focuses on improving one whole-school issue.

### Our network

Three hundred and thirty like-minded professionals share practice and advice, exchanging services and expertise through our online Marketplace forum.

### When great leaders work together, anything is possible

Our objective is to develop our network of Future Leaders even further because it will allow us to make a greater impact on the attainment and aspirations of even more disadvantaged students.



### Other programmes

These programmes allow us to bring our mission and leadership expertise to more schools.



### Leading Impact – NPQSL (National Professional Qualification for Senior Leadership)

Leading Impact is a one-year programme for new and aspiring senior leaders that gives them the tools to respond to the demands of whole-school responsibility. It is delivered from regional hubs across the country.



### NPQH (National Professional Qualification for Headship)

Our NPQH programme is for those who are within 12–18 months of their first headship and ready to refine their skills. We are the only provider licensed to deliver nationally and we focus exclusively on preparing participants for headship in challenging schools.

# Glossary

## Attainment gap

The difference in attainment between disadvantaged students and all other students.

## Challenging school

A challenging school is one that meets The Future Leaders Trust's eligibility criteria for Free School Meals and attainment.

## EVER6FSM or Disadvantaged students

Pupils who were eligible for FSM in any of the previous six years, or who are 'looked after' children for more than six months.

## Free School Meals (FSM)

Students are eligible to receive free school meals if their parents or carers are eligible for certain benefits.

## Similar schools

A key comparator group based on the data from challenging schools that have never hosted a Future Leader in their senior leadership team.

## Sponsored academies

A key comparator group based on the data from state-funded schools with government-approved sponsors that have never hosted a Future Leader in their senior leadership team.

## Pupil Premium

Additional funding given to schools to support their disadvantaged students and close the attainment gap.

## Expected progress

The academic progress that students should make in English or in maths in primary or secondary school.

## Floor standards

The minimum government standards. In 2013, a secondary school would be performing below the floor standard if fewer than 40% achieved 5+ A\*-C GCSEs (including English and maths). A primary school would be performing below the floor standard if fewer than 60% achieved Level 4 or above in reading, writing and maths, and less than the median percentage made expected progress in each of those three subjects.

## Persistent absence

Measured as a student being absent for 15% of the academic year. This equates to 38 or more missed days (or half days) of school.



# Work with The Future Leaders Trust

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We have ambitious plans for the future and want to transform the lives of more children by recruiting more Future Leaders each year. To do this we need to grow our network and secure the resources to support it.

**To discuss funding or to provide other support, contact:**

E: [fundraising@future-leaders.org.uk](mailto:fundraising@future-leaders.org.uk)

**To develop or recruit staff, including headteachers, contact our Schools team:**

E: [schools@future-leaders.org.uk](mailto:schools@future-leaders.org.uk)

**To join one of our programmes, contact our Candidate Services team:**

E: [recruitment@future-leaders.org.uk](mailto:recruitment@future-leaders.org.uk)

**For further information:**

T: 0800 009 4142

**Follow us on Twitter:**

 [@FutureLeadersCT](https://twitter.com/FutureLeadersCT)

**Head Office**

65 Kingsway  
London, WC2B 6TD

“There’s no better way to support educational improvement than through supporting The Future Leaders Trust.”

Rt Hon. Michael Gove MP, Secretary of State for Education



**THE  
FUTURE  
LEADERS  
TRUST**



National College for  
Teaching & Leadership