Gathering evidence through observing others

Use this tool for...

<table>
<thead>
<tr>
<th>Narrowing the Gap</th>
<th>Leadership (learning)</th>
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| • Identifying opportunities to collect diagnostic evidence to help you select the right intervention  
• Framing evidence to help you refine your activities  
• Summative evidence of impact | • Observations for research and development rather than for other purposes such as PM  
• Providing the evidence about starting points and progress against the six key dimensions of leadership for NtG |

What it is

A framework that allows you to focus on specific aspects of observed leadership practice and then to analyse the data from a number of observations

<table>
<thead>
<tr>
<th>The six areas of Leadership of NtG</th>
<th>Opportunities for observation</th>
<th>Things you might want to see or hear</th>
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| creating and securing agreement to a clear vision, prioritising the most vulnerable | Partnership and school planning meetings | • Identification of a range of positive outcomes (e.g. attainment plus well being plus participation and engagement)  
• Frequency with which needs of vulnerable learners are mentioned/time taken to focus on their needs  
• Collection of evidence about the target outcomes & monitoring progress |
| focusing the organisation, working in partnership with others | Partnership and school planning meetings | • Use of evidence about likely success of strategies to select actions for improving outcomes  
• Decisions taken to pool resources to make provision for vulnerable learners that wouldn’t be possible for partners acting alone |
| developing and motivating the workforce | INSET sessions or developmental meetings | • Points at which there is explicit discussion of the needs of and/or outcomes for vulnerable students  
• Connections made between professional learning, school priorities and improved learning outcomes for vulnerable young people |
| using data and managing resources and people effectively | Partnership and school planning meetings | • Quality and range of data made available across the partnership  
• Extent to which decisions are grounded in analysis of data  
• Decisions being made about the deployment and involvement of staff and other resources behind the agreed strategies |
| creating a learning environment | Teacher practice  
• Shadowing a group of vulnerable students | • Observation of teacher practice based on mini-enquiry activities and work with specific groups of youngsters  
• Moments when vulnerable students do engage actively that can be built upon  
• Moments when vulnerable students withdraw/are least likely to participate |
| responding effectively to local circumstances and working effectively with communities | School council meetings  
• Community engagement activities | • Active steps by council to support vulnerable students in speaking at/through school councils  
• Amount of dialogue engendered in the local community and the way in which their needs are identified and addressed  
• Instances where community involvement impacts on progress of the initiative |

Some of the questions it answers

- What were the changes in practice that we could spot that were contributing towards successful narrowing of gaps?  
- What changes did we make to the way we consult and work to improve outcomes?

Effect on the evidence

Planning evidence collection around the six leadership areas in the NFER literature review increases the likelihood of success and enables the project as a whole to demonstrate impact

Output

Descriptive evidence that can be used for both project development and the evaluation of its impact

What using it involves

- Agreeing the role and purpose of observation data for your project at the beginning of your work on NtG.  
- Sticking to the same/similar framework for observation to produce a comprehensive evidence base for the future

Developed by CUREE on behalf of the National College