

Nisai Virtual School: Report on Leadership and Management

25/09/2025

Methodology

Documentation review and interviews with Senior Leadership Team

Overall Effectiveness of Leadership and Management: Outstanding

Leadership and management at Nisai are outstanding. Leaders have cultivated a clear, ambitious vision for the school, rooted in an unwavering commitment to providing high-quality, personalised education to all pupils, regardless of their background or location. Future work will evaluate how far this vision is embedded in the operational aspects of the school's work, from operational decision-making to the daily interactions between staff and pupils.

Key Strengths

- **Exceptional Vision and Strategic Direction:** The senior leadership team demonstrate a deep and comprehensive understanding of the unique challenges and opportunities of virtual education. Their strategic planning is meticulous, focusing on a long-term vision that anticipates future educational needs and technological advancements. This proactive approach ensures the school remains at the forefront of online learning. This vision is combined with effective systems for operational delivery and a culture of continuous improvement, ensuring that strategy is seamlessly turned into effective practice.
- **Experienced and Capable Leadership:** The leadership team is highly experienced and capable. Their collective expertise in pedagogy, technology, and pastoral care enables them to navigate complex challenges effectively and make informed, pupil-centred decisions. Future work will assess how far this high level of competence instils confidence in staff, pupils, and stakeholders.
- **A Genuinely Pupil-Centred Approach:** The leadership team's most impressive quality is their authentic pupil-centred approach, which is at the heart of all decision-making. This philosophy is evident in the meticulous tailoring of timetables, personalised lesson planning, and responsive assessment. It extends to the provision of highly effective support for pupils' successful outcomes, including re-integration into mainstream education where appropriate.
- **Empowerment and Professional Development:** Leaders place a strong emphasis on the professional growth of all staff. They provide bespoke training and continuous professional development opportunities that are directly relevant to the specific demands of online teaching and pastoral support. The extent to which this investment in staff has resulted in a highly skilled, confident, and resilient workforce capable of delivering outstanding provision will be the focus of further evaluation.
- **Robust Quality Assurance Systems:** The school has implemented a rigorous and highly effective quality assurance framework. This includes regular, in-depth monitoring of teaching and learning, with leaders using teaching standards to evaluate lessons effectively. They take full advantage of the ability to access recordings of lessons, using this resource to foster continuous improvement in a reflective and supportive way. There is robust evidence that comprehensive performance management and precise, actionable feedback consistently drive improvements in teaching quality.

- **Inspirational Culture of Inclusion and Well-being:** The leadership team has successfully fostered a school-wide culture where inclusion is paramount. Leaders ensure that every pupil, including those with special educational needs and disabilities (SEND), receives tailored support to thrive. The focus on well-being is outstanding, with proactive strategies in place to support both pupils and staff.
- **Outstanding Partnerships and Collaboration:** Leaders have established strong and productive partnerships with parents, carers, and external agencies. They actively seek feedback and use it to refine and improve the school's provision. The collaborative spirit extends across the entire school community, ensuring that all stakeholders are invested in the pupils' success.

Impact on Learners

Further work will evaluate how far this outstanding leadership and management impacts on pupils' academic progress and personal development. Evidence assessing the extent to which pupils are engaged in their learning and whether they feel safe, supported, and valued, will be reviewed.

Graeme Pyle School Improvement Partner

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