1. ABOUT THE DATASET

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Title: Reflections on the journey towards outstanding: Developing positive orientations to diversity in an urban primary school

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Organisation(s): University of Reading Institute of Education

Rights-holder(s): University of Reading

Publication Year: 2025 (data collection year 2023)

Description: The data are three interviews with staff members of a primary school which had moved from OFSTED requires improvement to OFSTED outstanding grading between 2019 and 2023.

Cite as: [Flynn, Naomi](https://researchdata.reading.ac.uk/view/creators/Flynn=3ANaomi=3A=3A.html) (2025): Reflections on the journey towards outstanding: developing positive orientations to diversity in an urban primary school. University of Reading. Dataset. <https://doi.org/10.17864/1947.001450>

Related publication: Flynn, N. Viesca, K., Teemant, A. (2024) “It takes time to be authentic: The journey to outstanding practice for multilingual learners”. BERA/WERA Conference 2024, University of Manchester, UK, September 9th – 12th

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Acknowledgements: NA

2. TERMS OF USE

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3. PROJECT AND FUNDING INFORMATION

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Title: Reflections on the journey towards outstanding: Developing positive orientations to diversity in an urban primary school

Dates: November 2023

This data set was not created in the course of a funded project.

4. CONTENTS

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File listing

Headteacher\_Nov2023.docx

MiddleLeaders\_Nov2023.docx

SeniorLeaders\_Nov2023.docx

CodebookNFlynnInterviewsNov2023.docx

Interview\_schedule.docx

5. METHODS

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The data set are interviews with staff at one primary school who had been with the school between 2019 and 2023. The interviews were reflective conversations on how the school had managed its journey from an OFSTED grading of ‘requires improvement’ to one of ‘outstanding’. They were also time to reflect on positive orientations to diversity as discussed in this publication Viesca, K. M., Alisaari, J., Flynn, N., Hammer, S., Lemmrich, S., Routarinne, S., & Teemant, A.(2024). Orientations for co-constructing a positive climate for diversity in teaching and learning. In Teacher Education in (Post-) Pandemic Times: International Perspectives on Intercultural Learning, Diversity and Equity. Peter Lang

Interviews were undertaken at the staff members’ school in rooms and at times allocated by them and to suit their working conditions. They were undertaken on November 23rd 2023.

Interviews were semi-structured, and questions were:

1) To what do you attribute the growth from ‘Requires Improvement’ to ‘Outstanding’ in your school?

2) What, do you think, are the features of teaching, learning and whole school vision that have changed most significantly since 2019?

3) Reflecting on those changes, what are your thoughts about how these changes were implemented? What was successful? What took more time?

4) Reflecting on those changes, what are your thoughts about the ways in which your very diverse school community manifests positive orientations to diversity? (elements of positive orientations to diversity were shared in previous interviews and a diagram summarising these will be shared with interviewees to support this discussion – see below\*).

5) What, do you think, OFSTED saw in your school that led to their awarding Outstanding in June 2023?

6) How far do you feel that the OFSTED report captures what is successful in your very diverse school community?

Interviews were analysed using NVivo version 20. A codebook is included with the files in this deposition. Code names were derived using key terms appropriate to the theoretical framework which was Theory of Practice Architecture (Kemmis et al, 2014).