TITLE OF PROJECT: REFLECTIONS ON THE JOURNEY TOWARDS OUTSTANDING: DEVELOPING POSITIVE ORIENTATIONS TO DIVERSITY IN AN URBAN PRIMARY SCHOOL

INTERVIEW QUESTION SCHEDULE

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?

\*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. pp. 59-78. ISBN 9783631872222 DOI: [10.3726/b21759](https://doi.org/10.3726/b21759)