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| STEETON PRIMARY SCHOOL SELF EVALUATION 2022-2023  LEADERSHIP & MANAGEMENT: GOOD  Updated Wednesday, 24 May 2023 | |
| Strengths | We consider Leadership and Management at Steeton to be Strongly Good. This is the shared view of the Governing Body and the senior leadership team.  Our Vision – *Your inspirational Community* – and FOREST[[1]](#footnote-2) values are well understood throughout school and, by continual leadership action to refresh them, are developing as a “golden thread” that runs through all that we do. We have a strong Governing Body that ensures that the vision and values are integrated into our School Development Plan (SDP) and Curriculum Intent. The Governing Body is clerked by an experienced governance professional who advises it on its statutory and other responsibilities, including for the school’s policy framework, and challenges it to improve governance continually alongside the other improvements in school.  Through our system of Link Governors for the four main areas of the Ofsted framework plus Early Years and Parent & Community Involvement, the Governing Body is fully involved in the annual cycle of school development planning, monitoring of implementation, evaluation of impact and thus to the development of the next SDP. The senior leadership team considers this Link Governor system to be a valuable investment of time and the SDP to be a “living” document that they use to focus school action.  Steeton Primary School has strong partnerships with Sandy Lane Primary, with Myrtle Park Primary School just recently joining our family of schools. Our schools are three distinct community schools, each with its own characteristics, vision and ethos who work together under one executive leader. Through this leadership we are able to use our shared strategic direction, in order to jointly utilise resources, skills, knowledge and talent within our group.  With the support of Link Governors, the senior leadership team has developed a highly devolved leadership structure consisting of middle leaders and subject monitors with responsibility for the four phases, core and curriculum subject areas. These leaders have worked with the DHT to develop the Curriculum Intent for their areas, ensure that linkages between curriculum areas are identified and leveraged and that implementation maintains fidelity to the Intent. The curriculum is fully integrated with the Pupil Offer and Forest School: together they address the needs of Steeton’s pupils as identified by research. This is discussed in more detail in the Quality of Education section of this document.  Our Curriculum was fully implemented in September 2022. We expect the new curriculum to continue to have a positive impact on pupil outcomes across school but particularly at the end of Key Stages 1 & 2. However, we can also see an improvement in outcomes across the following softer indicators:   * Curriculum impact meetings[[2]](#footnote-3) * Evidence in books which shows strongly improving quality of work across the curriculum. * Monitoring and evaluation of the quality of teaching and learning. * An increasingly high level of pupil engagement as demonstrated by the buzz of purposeful activity seen throughout school. * Internal pupil tracking data, gathered for the purpose of planning and targeting teaching and learning.   Staff are supported in the delivery of high-quality teaching and learning through a carefully planned programme of CPD which is linked to Performance Management, which is in turn driven by the School Development Plan.  This includes   * Training in subject knowledge * Sharing of knowledge, ideas and practice * Collaboration with our partner school, Sandy Lane and Myrtle Park Primary Schools. * A joint development programme for our Head of School and her opposite number at Sandy Lane and Myrtle Park led by the Executive Headteacher. * Training in school systems and procedures * Opportunities arising from the highly devolved leadership structure for middle and aspiring leaders to develop leadership skills and demonstrate their suitability for progression. E.g. the full range of NPQ programmes * SEND groups, established by the SEND leader, to develop expertise among classroom staff in meeting the needs of children with particular areas of SEND need. * Opportunities for staff to provide support to other schools, so consolidating their knowledge and developing their confidence.   We are keenly aware of the pressure that staff work under. All tasks have been evaluated in terms of their contribution to improved outcomes. Marking policy now distinguishes between “acknowledgement” marking, which is now handled by means of oral feedback in the classroom and more in-depth marking. No teacher is expected to write the same comment on multiple occasions. Investment in whole-school digital access ensures that pupils receive real-time feedback and staff can adjust learning promptly to ensure that learning is not delayed, while reducing the time spent on marking.  Feedback from the summer 2022 Wellbeing Survey commissioned by Governors was positive .We are pleased that the rate of staff turnover which stands at less than 5% suggesting that staff are happy working at Steeton.  Staff have the opportunity to complete stress surveys and feedback their views and opinions about issues affecting their working life through a programme of staff supervision, led by our Inclusion and Welfare Officer. We also signpost staff to personal counselling opportunities fully supported by school.  Covid has also affected the wellbeing of pupils, and staff have worked hard to support children in returning to school and re-establish learning routines and behaviours. This is discussed in more depth in the Behaviour and Attitudes section of this document. Throughout the period of Covid lockdowns we have maintained close contact with families, particularly those of our most vulnerable pupils. Contact has taken the form of regular telephone contact and home visits as required, both to satisfy ourselves of pupils’ safety and wellbeing and to deliver food parcels. Our Named Governor for Safeguarding and Child Protection has overseen this work, as well as conducting routine monitoring.  The Governing Body established a temporary Estates Working Group to review the whole of the complex school site and resolve with the local authority a long-standing issue that had rendered part of the property unusable. The actions recommended by that Working Group have largely bene completed and the remainder are being taken forward under the oversight of the Resources Committee and the named Governor for Health and Safety, who undertakes termly Health and Safety Walks with the Site Manager.  Our pupils, parents, staff and the wider community are at the heart of our school and we welcome their views and opinions on how we can improve or adjust our practices and procedures to meet their needs. We consult frequently on proposals and ideas using a variety of channels depending on the issue. Examples of recent consultations with parents include the review of Relationships & Sex Education policy, exploration of the demand for Nursery provision, demand for before and after-school clubs. |
| Areas for development | Our strategic priorities for 2022-23 are:   * To work with the local authority to resolve the budgetary issues caused by the substantial gap between the school PAN and actual pupil numbers – and in the meantime to:   + continue efforts to promote the school to parents of potential new pupils;   + protect funding of after-school clubs and books to support Reading For Pleasure;   + oversee a fundraising campaign in support of key educational drivers. E.G visits, IT hardware etc * Through the Joint Committee of the Steeton and Sandy Lane Primary Schools, ensure full leverage of the opportunities presented by the partnership. * With the local authority and others, identify opportunities to provide school to school support to other schools, possibly (but not necessarily) leading to a third school joining our partnership with Sandy Lane in due course. * Review the advantages and disadvantages of the various options for academisation in light of latest national and local policies. |
| Next steps | * Work with pupils to produce one or more videos focused on aspects of the school Vision and Values, drawing on the experience of the Year 5/6 production of the excellent Big Idea video. Examples of potential themes:   + What does “Your Inspirational Community” mean to you?   + Who or what inspires you?   + What future career options would you like to pursue and what do you need to do in school to achieve that? * Explore the scope, within budget constraints, for displays related to jobs, careers and professions * EHT to continue to support, develop and challenge the Heads of School at Steeton Primary School, Sandy Lane Primary School and at Myrtle Park Primary School. * Continue to develop the collaborative programme of Head of School CPD between Steeton, Sandy Lane and Myrtle Park * Continue to develop middle and aspiring leaders identified from within the collaboration to equip them to drive further curriculum development, sharing ideas and best practice across the schools. * Consider work-force reform issues relating to curriculum development in sharing innovative ideas and using IT as appropriate to support teachers as they develop their practice. * Further strengthen the strategic links with Sandy Lane Primary School through the Joint Committee to secure best collaborative advantage. * Continue to develop the teaching and learning collaborative which has been established between both schools for the promotion of outstanding teaching and learning. Includes:   + Embedding the curriculum development that has taken place in both schools to continue to drive the work forward.   + Meeting regularly to share strategies and the pedagogy of what good and outstanding teaching and learning look like across all areas of the school’s broader curriculum. This will further improve the quality of teaching, which the Link Governors for Quality of Education will monitor.   + Continual review of assessment for learning across all curriculum areas and its use by teachers to help children progress. * Continuing to develop the use of Learn By Questioning (LBQ) to engage learners. * Continued monitoring of the impact of workload on performance, mental health and wellbeing – including through:   + One-to-one “touching base” discussions   + Staff surveys- Relationships data   + Performance Management procedures   + CPD needs   + Career development wishes   + Termly staff surveys * Continue to run the annual Governing Body staff survey * In appointing new Co-opted Governors to the positions that became vacant in summer 2022, seek to increase the diversity of the Governing Body. * Continue to operate and monitor the effectiveness of school safeguarding policies, procedures and practice. |

1. FOREST – Friendship, Opportunity, Resilience, Empathy, Self-awareness, Teamwork [↑](#footnote-ref-2)
2. Curriculum impact meetings: Subject monitors and class teacher meetings to gauge the impact of each subject’s curriculum intent. [↑](#footnote-ref-3)