

Lancashire Education Awards



Application Form

Please note that sharing good practice is an essential part of the Lancashire Education Awards and by completing this form you agree to be contacted by interested schools. The contact information and information you provide on this application form will thus be published on a website should your application be successful.

Establishment name:	Appley Bridge All Saints Primary School
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Lancashire Establishment no (e.g. 02013 or A1005). If you do not have a Lancashire number please provide your full school address and phone number	08066
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Network/cluster name (if you are applying for an award for network/cluster work and more than one establishment will receive an award. Please list all the schools that would receive the award.	
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Headteacher/principal/ head of centre name	Mrs Janet Dunn
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Lead contact name (if different from Headteacher; this person will be contacted for queries/to provide evidence, etc.)	
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Lead contact email address (will need to be checked regularly)	head@appleybridgeallsaints.lancs.sch.uk
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Project title (will appear on certificate, maximum 15 words)	Developing the role of Middle Leaders to become a strength of
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the school.

Award applied for (please put an X in the appropriate box):

Award category	X
Innovate <i>A project that demonstrates practice that is new or ground breaking, which successfully engaged and enthused learners.</i>	
Achieve <i>A project had measurable impact on raising outcomes for pupils.</i>	
Invest <i>A project that has had a positive impact upon an aspect of the wider school community.</i>	X
Collaborate <i>A project that involved work across more than one school or work with other agencies.</i>	
Inspire <i>A project that demonstrates embedded exceptional provision of an aspect of the curriculum. Practice will have been developed and refined over time.</i>	

Project summary (maximum 200 words)

In 2013, the school was judged by Ofsted to be 'good' overall and for Leadership and Management in particular. One of the areas to improve was the development of middle leaders. At that time, the quality of teaching was checked almost exclusively by the Headteacher and middle leaders did not have the skills to lead improvement. Following the report, the role of subject leaders became a focus of the School Improvement Plan annually until 2017 with each year building on the previous plan. In December 2017, when Ofsted inspected again, they concluded that Middle Leaders are effective and a strength of the school. The journey to the current position has been a steady and strategic one. All subject leaders were very experienced staff but were not familiar with a culture whereby the monitoring and evaluating of standards by middle leaders was the norm. It began with key staff attending training and cascading the information to colleagues. The appraisal process has played a key role, as has an encouragement of applying for quality marks and funding to develop specific aspects of a subject. Staff now feel proud of their subjects and talk of having ownership as a result of being empowered to drive improvement.

How did you identify the need for this project? What were you hoping to achieve?

The need for this project was identified through self-evaluation and confirmed by Ofsted in 2013; to improve leadership and management by:

- developing middle leadership so that it has a clear impact on raising achievement and improving teaching, particularly by devising ways for middle leaders to check on the quality of teaching.

Prior to 2013, lessons were regularly observed, pupils' work was regularly scrutinised and progress was carefully monitored. However, too much of this was undertaken by the headteacher. Middle leaders needed support to develop their skills in order to play a greater part in checking on the quality of teaching and leading improvement.

The intention was that by the time of the next inspection (3 to 5 years) middle leaders would have an impact on raising achievement and improving teaching. They would routinely and effectively monitor and evaluate their subject(s) and this would be recognised by Ofsted.

Who led the project?

The Headteacher

What steps/actions did you take?

The first task was to find a relevant 'Role of the Subject Leader' course and this was attended by two key staff, one in KS1 and one in KS2. These teachers were not Senior Leaders but were well respected staff. Immediately following the course, they led a staff meeting to cascade the information which resulted in all leaders understanding that they needed to do more monitoring and evaluating which would then lead to an improvement in standards.

The Senior Leadership Team looked at everyone's roles and responsibilities and some roles were changed, including Maths, English and Science.

In 2015 Lesson Study was introduced by the Deputy Headteacher. The staff were introduced to this in a staff meeting and planned lessons together for the first time. The principles of Lesson Study were unfamiliar to the staff but in the feedback sessions, most reported finding the process very useful. The process has been repeated regularly since.

Appraisal targets for all teaching staff were written to work towards the goal in Autumn 2013, 2014 and 2015.

Various subject leaders applied for externally accredited awards eg quality marks in Geography, Science, Healthy Schools, as well as Church School distinctiveness awards from the Diocese. Currently History and LOTC awards are underway in order to keep subject leaders focused and

give them a goal to lead improvement.

Theme weeks have featured in school for many years but are now more thorough and planned in advance, linked to the school development plan. Maths, art, RE, science and history (World War 1) were particularly successful in improving standards across the school.

Leaders now lead staff meetings, initially to introduce their subject when the new curriculum was launched in 2014 following training and their own CPD.

Some subject leaders have applied for funding eg History Lottery Heritage for WW1 theme week and the memorial garden. This has meant their subject can be further enhanced and inspire the pupils (and staff!).

Annual action plans are expected, including funding details, from all subject leaders and these are presented by the leaders at a staff meeting.

Reports are presented to the Pupils, Standards and Effectiveness committee on a rolling programme, 2 per term in each of the Spring and Summer meetings. This gives governors a chance to find out directly about progress and standards in each area of the curriculum, and to ask questions.

Work scrutinies were firstly modelled in staff meetings by SLT and then carried out by subject leaders with feedback given to colleagues. Any concerns are reported to the Headteacher.

Moderation of work with cluster schools, especially English and maths takes place regularly in addition to an annual inset day when subject leaders can meet together.

A list of expectations has been drawn up and discussed with staff, to include pupil interviews, scrutinies, observations, details of training and other relevant information.

What was the impact of the project and how was this measured/assessed?

The most obvious benefit has been the increase in enthusiasm and discussion amongst staff about each subject.

Thorough action plans are evaluated and revised annually, relevant training is attended and cascaded to all staff. This leads to continuous improvement.

Governors appreciate direct information and updates and having the chance to challenge and question subject leaders rather than always receiving information for the Headteacher.

Ofsted (December 2017) stated:

'At the last inspection, you were asked to develop middle leaders so that their work has a clear impact on the quality of teaching and pupils' achievement. You responded swiftly and effectively. Middle leaders are now a strength of the school. You have empowered them to be effective leaders of their respective subject areas. They now speak of a 'sense of pride' and 'ownership' of their subject.'

'My final line of enquiry related to the quality of middle leadership. My inspection findings show that there is now strong subject leadership throughout the school. Highly effective subject leaders make a valuable contribution to the leadership of the school. You have empowered

them to take ownership of their respective areas. They clearly relish the opportunity not just to raise achievement, but also to develop pupils' love of learning in their subjects. You have encouraged them to be outward looking in their approach. For example, some leaders have been successful in achieving externally accredited quality marks and attracting funding to raise the profile of their subjects in the school. This team of middle leaders encourages all staff to work collaboratively. They take great pride in their work and are successful in creating an enriching curriculum for pupils.'

What are the next steps? How will you follow up this work?

Ensure the standard and effectiveness continues, in particular the school's expectations for new staff and for annual action plans compiled using findings throughout the school.

Subject leaders will continue to develop their subjects, as required, and as national changes are brought in.

Future quality marks will be applied for or renewed in order to focus subject leaders on the key priorities to improve standards.

Please attach any supporting evidence – this will be considered alongside the application.

Evidence could include: school improvement plans, governors minutes, e-scrapbooks, examples of children's work, PowerPoints, photographs, letters from parents, anything that demonstrates the outcome of the project.) **Please be mindful that files containing large numbers of high resolution images/video clips may not be received.**

Supporting evidence attached:

School Development pages, Ofsted reports 2013 and 2017, appraisal targets, certificates, governor committee meeting minutes, staff meeting minutes, action plans, action/impact statement.

Do you have any other advice for establishments that might be considering a similar project?

Get key staff on board first, they will help drive improvement and set a standard for colleagues to follow.

Consider the right pace for your staff- don't expect a quick fix.

Seek external validation in the form of quality marks.

Adviser/LCC Consultant's supporting statement (the application will not be considered without this)

As school adviser, I have worked with the school throughout this period of development from one inspection to the next. The culture of the school has changed markedly as a result of this work in school. Though stepped change and a clear programme of professional development and support, leadership is clearly distributed across the school and all staff recognise the role they play in improving teaching and learning in their allocated subject.

Adviser/LCC consultant name

Mrs Lynsey Austen

Date of application

25th January 2019

Please email your completed form to advisory.support@lancashire.gov.uk. You should also save the completed form to your computer/network before closing it.