

Section 1 Leadership and Management = (1) Outstanding

Descriptor

In order for the leadership and management of a school to be judged outstanding, it must meet all of the good criteria securely and consistently, and it must also meet the additional outstanding criteria.

Outstanding (1)

- The school meets all the criteria for good in leadership and management securely and consistently.
- Leadership and management are exceptional.

In addition, the following apply:

- Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.
- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.
- Staff consistently report high levels of support for well-being issues.

Evidence Base: SIP/PDP/SIP Questionnaires Spring 2021 and 2022

Summary Statement

The effectiveness of leadership and management in **embedding ambition and driving improvement** is outstanding because **the relentless pursuit of school improvement is shared by all stakeholders**. All members of the LMT are models of excellence, they have high aspirations and a clear focus on pupils' achievement and attainment. Strategic planning reflects and promotes ambitions and goals within all key areas. The LMT inspire, motivate and influence staff and pupils to work towards achieving the goals of the school. The Headteacher relentlessly drives school improvement with a clear focus on both the strategic and operational goals of the institution.

The team are knowledgeable and innovative with respect to **driving teaching and learning, the wider curriculum and meeting individual needs**. We meet our statutory duties but more than that, all staff have a clear focus on raising standards and ensuring our continued capacity to improve through the development of strong, effective teams, effective CPD opportunities and leadership at all levels. There is a shared understanding of our strengths and of what we have to do to improve.

Leaders and managers and those responsible for governance ensure that the education that the school provides has a demonstrably positive impact on its pupils'. The Senior Leadership and Management Teams and other leaders inspire the school, and **this is rooted by our vision, values and goals**.

The effectiveness of the work of the Leadership and Governance Team is seen on the positive outcomes for children in evidence from teaching and learning reviews. Children consistently make good or better progress from low starting points. **Coherent and effective systems interweave all strands of school improvement work through the School Improvement Plan, termly Professional Development Plan, the Appraisal Cycle and Reports to Governors**.

Professional Development

The Leadership and Management team has a clear understanding of the quality of teaching and learning across the school. We use a wide range of assessment data (IDSR, Arbor MIS, Tapestry, PIXL, cohort data, data relating to individual pupils, with ongoing assessment throughout the course of lessons and units of work.) to inform teaching and the curriculum which inspires pupils to learn. This takes into account our performance compared to similar schools nationally as well as an evaluation of our overall effectiveness. Well-focused improvement plans are based on our secure and broad knowledge of our strengths and areas for development.

Leaders are required to identify training and development needs as part of their appraisal and school improvement planning. A Framework for CPD for all for all staff groups in teaching and support staff roles is well established and identifies opportunities for staff at each stage of their career. This results in a wide **ranging professional development offer**. A termly leadership and management day identifies whole school and bespoke phase/individual training in relation to the teaching principles of the school. Phase leaders and postholders deliver weekly continuous professional learning sessions that are focused on key priorities using research to inform best practice for both teachers and support staff. Staff engage in rich discussion and share best practice, referencing lesson coaching videos, books and teaching resources. Leaders have implemented lesson coaching training which has developed staff pedagogy on teaching and learning. Termly curriculum network work groups share best practice and keep abreast of local and national initiatives that would impact on their area of responsibility. The school enables the teaching staff to access a range of professional development opportunities as part of Tower Hamlets Education Partnership (THPE), E1 Schools Partnership and quality assured external CPD providers.

Weekly teaching and learning professional development meetings for all staff (teaching and support teams) and phase development meetings are used to ensure that teachers are regularly developing their pedagogy. The frequency of meetings enables swift actions to be put in place when expectations are not being met. Individual bespoke support is tailored according to need. Professional development meetings are evaluated by staff and as part of this process, staff have the opportunity to suggest future training that will enhance their pedagogy. Staff received regular CPD during COVID 19 to ensure effective home education and teachers developed pedagogy through research. The impact of CPD is monitored through improved teaching over time and pupil outcomes.

Our appraisal systems are linked to teacher standards and salary progression. Staff who do not demonstrate competency in the national teaching standards receive a bespoke programme of support. There are also many opportunities for staff to broaden their experience and develop their capacity to become leaders in education. This programme of development has resulted in highly committed and effective staff at all levels.

Our monitoring is rigorous and includes lesson observations, book looks and termly learning environment walks. These ensure consistency across phase and year groups to achieve high-quality outcomes for all pupils. Phase leaders support staff to achieve their key areas for development.

The leadership and management structure ensures that all staff have the opportunity to engage with middle and senior leaders on a formal and informal basis regularly. All leaders complete a risk assessment in relation to work load and well-being before any initiative is cascaded to the wider staff. Stakeholder questionnaires are sent annually to all staff and governors and the analysis is used to inform future

planning. The school improvement plan specifically identifies workload and well-being as an ongoing action for the school to review and implement.



A thorough induction programme supports all new staff (both teaching and non-teaching) to benefit from the effective and efficient systems at school e.g. marking, planning, resourcing etc. Where issues of workload have been brought to the attention of senior leaders, swift action has been taken to support our members of staff e.g. extending deadlines and providing additional time within contracted hours. Staff were given an opportunity to share their views on wellbeing and workload before and during the pandemic through a whole school survey. Exit meetings are offered to all staff at the end of their service. Any reoccurring themes in relation to workload are considered and where appropriate addressed.

Workload and Wellbeing

The positive and open ethos shared by staff is the strongest demonstration of the impact of the Leadership and Management Team. Phase Leaders raise any workload and well being issues during weekly meetings within the Senior Leadership Team. Sickness absence meetings are held promptly to identify and address any wellbeing issues. Referrals are made to Occupational Health and other pastoral services to support with return to work, medical or wellbeing needs. The school is committed to engaging fully with the principles outlined in the DFE Wellbeing Charter.

Governance and Statutory Duties

The leadership and governance team has grown together and continues to do so as middle leaders further strengthen and develop our work. Middle leadership is developed so as to ensure sustainable leadership at all levels. Our staff embody the school motto of “Learning Together” as middle leaders gain promotion to senior posts and all staff are supported in challenging themselves through effective professional development. Governing Board Committees regularly meet to carry out more than their statutory duties in supporting and challenging school improvement. Visits by Governors and training for the Governing Body has had a greater impact on ensuring that Governors take a well-informed role in school improvement. Governors are linked to classes across the school to and to members of the Leadership and Management Team. The school judges the effectiveness of the governing body to be a strength of leadership and management. Governors discharge their statutory responsibilities and ensure that pupils and staff are safe. Governors know the strengths and weaknesses of the school through regular contact and dialogue with stakeholders around the school and community. Governors engage often with parents and pupils and are able to challenge the work of the school in an informed manner.

The process of self review is supported by external scrutiny where appropriate and all challenges are reviewed so that remedial action is implemented without delay.

Engagement with Stakeholders

The school has strong, positive relationships with parents and carers. We know that these relationships underwrite the progress our pupils make. Parents and carers feel welcome at the school. Staff work closely with parents to ensure they have the resources and knowledge to support their children’s learning at home. Parent workshops and published school documents and videos on the website provide informative and supportive information in order that children’s outcomes are maximised.

Parents are provided with clear information about the curriculum and expectations for their child's age (see end-of-year expectations). They also attend workshops that embed these expectations. Published assessment information, parent/teacher conferences and end-of-year reports provide parents with information about the progress their child is making in relation to the expected standards.

The school has strong working relationships with a number of community organisations, these include: direct support for pupils' learning, pupil participation in local community events and a programme of fundraising e.g. Herbert Smith Freehills, Royal Bank of Canada, Felix Project, Spitalfields City Farm, The E1 Schools Partnership.)

Safeguarding

The school meets the duty for safeguarding children as stipulated in the statutory frameworks (see Safeguarding Policy and Flowcharts). More than that, there is a strong culture of safeguarding throughout the school. Staff are able to articulate what is done to keep children safe and how they must fulfil their statutory duties. There is an effective pastoral support offer for children and families with robust systems for tracking and monitoring safeguarding concerns. Children are confident and are able to express their thoughts and feeling in a range of situations. This is evidenced in lessons, especially in P4C sessions across the school, and in the robust systems for tracking safeguarding.

Safeguarding is shared and discussed with staff regularly (during the weekly whole staff briefing and through statutory training). In addition to statutory training (Child Protection, PREVENT, First Aid), regular staff briefings and further training given as and when required The Vulnerable Children's Register records and tracks all concerns relating to children which have been raised and the action taken. Use of CPOMS ensures that all incidents and concerns are meticulously recorded and a clear picture of children's wellbeing is maintained. There are regular highlighting meetings (with HT, AHT, Pathways Team & AWA) to review the Vulnerable Children's Register and identify actions where concern or needs are identified. This means that there is a comprehensive network of support for children and families

There are clearly signposted systems in place for referrals of concerns by all staff – highlighting (pastoral or emotional needs). There are half termly highlighting meetings where all vulnerable children and any concerns raised are reviewed and action identified where necessary. Termly Pupil Progress Meetings also include reference to children's pastoral and emotional needs.

Families, staff and children are updated on the Prevent strategy through workshops and curriculum links. A culture of vigilance means that staff are well prepared to take action when required. This is evidenced in case studies where a risk of extremism or radicalisation has been identified.

Health and safety, including premises

Robust systems for monitoring compliance ensure that Health and Safety has a high priority across the school. Ongoing investment in premises development has ensured that the building is fit for purpose and supports a learning environment to facilitate our curriculum vision. Policy trackers ensure that these are reviewed regularly and that the school fulfils its statutory responsibilities. An ethos of vigilance and a commitment to best practice also

Pupil Premium and Sports Premium (Outcomes for disadvantaged pupils)

Despite constant reductions to the school's budget, the Governing body ensures that children receive good provision for learning in a bright, stimulating and safe environment. Pupil Premium Grants (PPG) are spent effectively and appropriately so that children make good or better progress. (See Data Summary and Outcomes for Children). The gap in attainment and progress measures for disadvantaged children have closed over time and in places exceeds that of other children. (See Data Summary)

There is little to discern children with FSM/Ever 6 eligibility from other children due to the general socio-economic fabric of the school community. PPG money is targeted specifically at children who are identified as being eligible. However, the wider impact of measures is monitored through termly Pupil Progress Meetings. (See Pupil Premium Statement)

The Sports Premium Grant is used to good effect to promote an enthusiasm for being active and sporting in addition to this, in a community where childhood obesity is a concern, targeted intervention is applied.

Gaming and removal of pupils from the school roll

Pupils are only removed from the school roll following consultation with the LB Tower Hamlets Attendance and Welfare Advisor where families have breached the attendance guidelines. Any child who is removed by their family from the school roll without a receiving destination is deemed to be a Child Missing in Education and is managed in line with local safeguarding arrangements. Thomas Buxton Primary School is a highly inclusive school as is evidenced in its exceptional SEND offer. All children are provided with the best curriculum offer adapted to their individual needs as best our resources allow.