**Great Academy Ashton**

**Workload and Wellbeing: Response to Ofsted survey report**

A recent report on, ‘Teacher well-being at work in schools and further education providers’ (Ofsted July 2019) made some recommendations. This is a summary of our response:

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| **Recommendation** | **GAA Current Practice** |
| Fully support teachers to implement behaviour policies consistently and ensure that the overall school culture helps to optimise pupils’ behaviour | * GAA is a lead partner school within the DfE Behaviour Hub programme * Embedded “behaviour curriculum” across school * Partner school with TPRS and other Tameside schools for “Relationship Education” (i.e. trauma informed behaviour approaches) * Morning Mood established for years 7 – 10 * Strong Start/Do Now/Reflect/Finish Now routines embedded in all lessons * Values based behaviour curriculum * Deliberate practice CPD focus daily for staff * Principal and Vice-Principal are “Visiting Fellows” for the NPQLBC * Zonal behaviour support system, i.e. all areas of school are covered for behaviour support throughout the day * Social time year group zonal system * Over £750K investment into social spaces for students e.g. own blocks, internal and external spaces, canopy spaces, catering team and cleaning team. * Increased pastoral support teams including behaviour mentors, directors of key stages, mental health and well being officer, student engagement officer, TPRS youth worker, attendance & welfare officers, etc. |
| To reduce teachers’ workload leaders should familiarise themselves with the Department for Education (DfE)’s guidance to reduce workload in the areas of marking, administrative tasks and lesson planning. | * Medium term curriculum plans established in all curriculum areas * Expanded faculty structure to support capacity and workload * Centrally planned, retrieval based “Do Now” activities in every lesson * Centrally planned, plenary based “Finish Now” activities in every lesson * New “Assessment and Feedback Policy 2022” established to support marking reduction * External marking support made available for some key summative assessments, e.g. Yr11 mocks English. * Trust wide sharing of standardisation and moderation * Reduction in number of “assessment periods” to three across the year * Home learning (homework) is mainly on-line using on-line packages which self-mark and provide question level feedback and analysis * Increase in administration support to teams * Significant investment in textbook resources and externally validated schemes (e.g. White Rose Curriculum, York Science Curriculum, etc.) * Departmental time devoted to marking and assessment * Focus on “feedback” rather than “marking” * Use of self and peer assessment where suitable * Use of multiple-choice questions to check understanding * Increased focus on formative assessment in the classroom to reduce summative assessment requirements * Removal of “sims data drops” replaced with on-going data trackers so data is live. Removal of “peaks” and “troughs” data collection. |
| Senior leaders should ensure that parents are informed about the most appropriate ways of raising concern and that they have appropriate mechanisms to respond to parents | * Weekly parental communication established * Class Charts App to support parental engagement * Single point of access for parental contact for effective triage support * Parental engagement strategy established |
| Develop staff well-being by creating a positive and collegial working environment in which staff feel supported, valued and listened to. | * Staff Wellbeing Working group established * Assistant Principal with specific wellbeing portfolio * TES Pulse surveys completed fortnightly to “gauge the pulse of staff” * Trade Union keeping in touch meetings established monthly * Staff Wellbeing Policy established and active * Westfields Health support available for all staff wellbeing * Staff surveys to support understanding * Open Door policy for Principal and all senior staff * GAET Trust subject networks * All staff have paid membership of their respective subject professional associations, the Chartered College of Teaching and the Chartered Institute of Educational Assessors. * Active response to all staff surveys * Flexible working offered |
| We found that a positive working environment is a predictor of staff well-being | * Active Staff Wellbeing Group * Staff mental health first aiders * Mental Health and Wellbeing Officer appointed * Westfields Health provision * Staff rewards and recognition established * 12-days of Christmas * Staff Champion nominations * Full and inclusive staff discretionary leave policy * Staff menopause policy, support and training * Separate staff work room and staff social rooms established * Friday staff breakfast club * Staff have their own classroom and office where needed |
| Familiarise yourselves and your staff with the new education inspection framework (EIF) to avoid unnecessary workload. | * Embedded approach to the use of the EIF * Inspection preparation is held by the Principal and SLT and is not an active dialogue or focus for middle leaders or the wider staff body |