**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.
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| 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.
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| 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
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| 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
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| 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
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| 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
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