Leadership & Governance

Areas of Strength	Focus Areas for Development
• The Head teacher and Senior Leadership Team have a clear vision for the school and its pupils which is shared with staff and the wider community and linked to in annual school development priorities. *(Vision, Priorities)* • Comprehensive action planning linked to school priorities ensures a strategic approach to school development and improving outcomes for all pupils. Both senior and middle leaders are actively engaged in school improvement and have a sense of collective responsibility. *(priorities action plans)* • An experienced and passionate group of curriculum leaders have been well-supported to develop and implement a knowledge-rich curriculum. Joint action planning with the SLT curriculum lead, shared development of best practice around monitoring and informal networking on pedagogy all combine to produce effective subject leadership. *(overviews, action plans, monitoring)* • Staff are encouraged and enabled to share good practice, with middle leaders regularly running CPD sessions in a range of areas and providing bespoke mentoring and coaching where required. Formal and informal support networks have been fostered in the development of high-quality phonics provision through the school. Two teachers are Mastery Specialists with the local Maths Hub. *(CPD schedule)* • A programme of purposeful CPD is mapped out each year, linked to the school's priorities for development. Time and support is planned in to ensure new initiatives are embedded successfully. Additional CPD is also provided for individuals where appropriate for development in their own role. *(CPD schedule + records)* • Staff are consulted regularly, using feedback forms, email surveys and a formal annual staff survey. The results of these surveys have helped to shape various aspects of the school's CPD offer, improvements around workload management and some curriculum redesign. Most recently flexible working arrangements have been introduced with teachers being able to complete their planning time at home, and differing priorities for teachers and support staff have been identified. *(staff survey, ad hoc questionnaires)* • Performance management systems are supportive but rigorous, with specific, nuanced targets set in collaboration with teachers who are then actively engaged in their own development and achievement of the targets. Progress on targets is evaluated formally in review meetings but also referred to when relevant in observation and work scrutiny feedback. *(PM proformas, observations)* • The school provides bespoke support for teachers at all stages of their career to improve their practice. The school has developed a teaching and learning handbook, with video exemplifications of core teaching strategies. Teachers work with a senior leader as their coach to develop their practice using this guidance. *(Jubilee Pedagogy document)*	• Ensure subject leaders are given time and mentoring to carry out their roles effectively, including monitoring the implementation of curriculum progression from early years upwards • Succession planning for governing board: work towards appointing new Chair • Continue to support opportunities for middle leaders to engage externally e.g. LA Moderation, Maths Hub, EHCP panels • Ensure the school is well prepared for continued financial constraints with sustainable staffing structure • Continue to work towards the staff body and governing board being representative of the school community

- The wellbeing of staff is considered in many different ways. Workload is always a consideration, evidenced by the review of the marking policy, giving teachers additional time out of class to complete coordinator roles, and using high quality schemes of work to reduce unnecessary creation of resources. Unnecessary meetings are minimised, with parents' meetings, pupil progress meetings, performance management meetings and similar taking place during directed time. *(timetables, CPD schedule)*
- There are high levels of staff retention in both teaching and support staff, with staff reporting that they feel happy to come to work, have positive relationships with their colleagues and feel trusted to do their jobs. *(staff survey)*
- The school has arranged regular visits from a clinical psychologist who offers confidential support to any staff member with a professional or personal wellbeing issue through the WAMHS project. They have also run general training sessions on reflective practice, stress and wellbeing for pupils and for teachers, and on mindfulness. Content has been tailored according to suggestions from staff and feedback has been positive. *(staff survey)*
- There are positive and respectful relationships between pupils and staff, and between staff and the parent and carer community. Regular and open communication between home and school ensures effective support for pupils' learning and family wellbeing. Use of more electronic communication (virtual meetings, texts, emails) in addition to face to face meetings has been retained following the pandemic, with staff and parents reporting positively the convenience of this. *(surveys, ParentMail records)*
- Jubilee has a strong governing board led by a dedicated and enthusiastic Chair. Many governors have a link role focusing on a particular area of the school so that they are well informed about the current school context, meeting with relevant coordinators and leaders through the 'link governor' system, and challenging when necessary. Governors have undertaken regular skills audits and self-evaluations; their combined experience reflects a diverse range of skills. Systems of governance hold the school to account highly effectively and have sustained high quality outcomes for pupils over many years. *(governing board minutes, link reports)*
- An EDI statement and guidelines underpin all governor visits to the school, which school leaders are held to account on by governors. *(link governor reports)*
- The school's PTA has adopted an EDI statement to foster inclusive engagement of parents in its fundraising activities. *(PTA EDI statement)*
- The school has a Staff Code of Conduct, Governor Code of Conduct and new Parent and Carer Code of Conduct that emphasise the behaviours that acknowledge difference and treat all stakeholders with equal respect. *(relevant policies)*
- The school has a strategic approach to sustainability and climate change, with solar panels and green screens recently installed, recycling initiatives and links with teaching and learning via the school council and science curriculum. *(sustainability and climate change action plan)*