

Leadership and Management at Uphall Primary School (The Thinking School Federation)

Introduction

We believe that every person at our school is a leader and is given opportunities to inform practice at a whole school level. Our leadership model is distributed and every member of staff is given agency to adapt their practices to meet the needs of the children. Adults and children are encouraged to think for themselves and we work within a culture of mutual respect.



Our School Values

We have the highest expectations for our children and our staff team to continuously improve. The partner school in our Federation has achieved the Schools for Success award for five consecutive years and has been one of the highest performing schools in London for many years. Outcomes are continuing to improve each year at Uphall and our expectations are that they continue to rise, despite the low starting points of many of our children and high mobility.



Learning-focused leadership

Learning-focused leadership was developed by Dr Atwal to focus leadership activities in a way that relates directly to pupil learning outcomes; personal, social, emotional and academic. Every action undertaken and every decision made is evaluated in terms of its direct impact on children learning.



Pedagogical Content knowledge

All staff are experts in dialogic teaching and metacognition at the school. Leaders have implemented this model across schools in the UK and Oslo.



Consistency of Practice

The conceptual framework of The Dynamic Learning Community and working within a culture of shared values and high challenge and high trust means that all staff speak with one voice. A consistency in values and expectations is built through peer learning, lesson study and coaching and underpins a consistency of practice.



Staff Wellbeing

Staff Wellbeing is a priority at the school and is emphasised throughout our working week. The design of the Dynamic Learning Community ensures a distributed leadership model in which each member of staff has a voice. We believe that Staff Wellbeing comes from being included, supported, valued and listened to.



Professional Development

The conceptual framework for professional learning at the school is unique and reflects a model designed by Dr. Kulvarn Atwal through his doctoral research. This dynamic learning community enables each teacher to engage in a series of eight formal learning activities that then impact upon the expansiveness of the informal learning environment at the school. This model has since been emulated across the globe including Norway and Luxembourg.



Subject Leaders

We have a highly experienced team of curriculum leaders who are experts in the subjects that they lead. We have at least two Leaders for each subject where possible, including Maths, English, Early Reading, Science and PE.



Senior Leaders

There is a highly experienced Leadership Team in place who have previously led two other schools to Outstanding in every category in the past six years.



Learning Leaders

Each Year group has a Learning Leader who works collaboratively with their year group teams to learn and co-construct knowledge within a culture of mutual accountability and high trust.



Pupil Premium

Pupil Premium Funding is used highly effectively to provide professional learning, dialogic teaching, metacognition and effective feedback (as well as enrichment opportunities). As a result outcomes for disadvantaged children are above National against similar groups in all statutory assessments.

