



## **Integrated Improvement: Stanway Primary School**

*Stanway Primary School in Colchester, Essex, is an average-sized primary school recently rated ‘Good’ by Ofsted, the school is part of a proactive consortium of 23 schools, all collaborating to improve standards and outcomes. To reinforce this development, the schools joined EES for Schools’ pilot for Schools Effectiveness+ (SE+), a comprehensive school improvement system. We asked headteacher, Brian Combes, about his experiences of the programme...*

“As a school, we are always looking to develop teaching and learning and to improve outcomes for our pupils. SE+ provided an opportunity to collaborate with other consortium schools on these aims. A real strength of SE+ is that it integrates self-evaluation and school improvement by identifying areas to develop and providing high- quality programmes to address these areas.

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SE+ provides high-quality self-evaluation, drawing upon the views of pupils, staff, parents and governors. Through this process we were able to identify two areas of teaching and learning as priorities for whole school development. We were able to work on these aspects through two tailored SE+ Development Programmes. Two teachers, one from Key Stage 1 and one from Key Stage 2, took the lead on each programme. We selected relatively inexperienced teachers to promote the leadership of teaching and learning more widely through the school.

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We used the SE+ Development Programme face-to-face training days as a focus for subsequent peer observations to share good practice across the whole school. We see this model as a very effective way of implementing and embedding improvements to teaching and learning.

SE+ has been great at giving us robust self-evaluation and providing an integrated framework to deliver subsequent improvement in teaching and learning. SE+ has proved straightforward to use; surveys, self-evaluation and planning can all be stored in one place. This makes it easy to share information with multiple stakeholders such as governors and other schools. As the other schools in our consortium have also been part of the pilot, it has provided us with a common language for evaluating our practice and enabled us to identify shared priorities for training and development, reinforcing our collaborative ethos.”

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