

## 4.1 The STEEP Analysis

STEEP stands for Social, Technical, Educational, Environmental, and Psychological. A STEEP analysis is a tool to audit the influences on, and environment of, a school and its pupils. This information is then used to establish ways to overcome barriers to the aspiration, access, and achievement for CLA.

STEEP analysis (and other variants such as PESTLE, STEP, ETPS, and PEST) has been widely used across business and industry for over a decade.

A school cannot solve all the Social, Technical, Educational, Environmental, and Psychological issues it and its pupils face, but a STEEP analysis can provide a way to understand the wider school environment and its influences and challenges, especially those experienced by specific groups of pupils.

### The aim and approach

STEEP analysis, as part of London Fostering Achievement, aims to mobilise a wide group of school staff and stakeholders to work collaboratively to uncover and explore the issues and barriers in the school faced by CLA.

The issues and barriers identified could be both big and small, and include themes and concepts that may seem so obvious to some stakeholders that they could easily be overlooked – some issues that may seem obvious to a teacher may not be obvious to a governor or a carer.

The keys to a successful STEEP analysis are:

- Engaging a wide variety of stakeholders (teachers, carers, governors, school leadership, the wider workforce, etc.).
- An ethos of “no wrong suggestions”.
- A spirit of all partners working together as equals.

Techniques that could be used in schools to collaboratively identify issues and solutions include:

- Workshops.
- Brainstorming.
- On-line surveys.
- Small-groups of stakeholders focussing on specific topics.

All stakeholders collaborate in identifying issues, barriers and possible solutions, responsibilities and timescales. These findings are then recorded, shared, and used as a basis for planning for provision. The solutions should also include any positive activities or actions that are already in place.

The STEEP analysis is not designed to provide all the answers. Rather, the analysis will begin the process of thinking about the needs of CLA, identifying some of the barriers those pupils face, and suggesting possible changes to practice and approach. The STEEP analysis will also serve as an informed basis for the work of the Virtual School Head, School Champion and Achievement Coach in the Fostering Achievement Project.

## **Fostering Achievement STEEP Model**

### **The STEEP factors**

#### **Social**

Social factors are those barriers that relate to the social environment and lifestyle experienced by the pupils.

These environments may be the school, the foster home, spaces such as community centres, youth centres, or commercial social areas; or virtual spaces where pupils socialise with each other and other children and young people.

Stakeholders should avoid making uninformed assumptions about pupils' social networks and norms (real and virtual). Barriers should be based on informed observations whilst avoiding naming or identifying any particular pupil or sub-group of pupils.

#### **Technical**

Technical factors are those barriers related to access and use of technology and information. This definition includes access to, and the positive and negative aspects of digital, online, and social technologies but also includes issues of access to other technologies – printed books and newspapers, telephones, television, radio, calculators, kitchen scales, even alarm clocks.

Stakeholders should avoid making assumptions about pupils' access to technology, and the ability of carers to mediate the use of technology and to model good use of digital devices and information. Carers with access to a wide variety of technologies and information can be poorly informed about on-line safety and responsible access, just as carers with limited access to technology can consider the cutting-edge usage of information and on-line resources to be part of their everyday lives.

#### **Educational**

Educational factors focus on barriers within the school environment, teaching and learning and the support of carers in educational achievement.

The barriers identified within this category should be specific to the group of CLA but should avoid criticising any particular teacher's practice, or the behaviour or beliefs of any carer or pupil. However, positive current practice and engagements can be recorded as solutions, if they are felt to be transferable to other settings or classrooms.

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It is recommended that stakeholders are encouraged to consider barriers beyond practice in teaching and learning to include issues relating to:

- **Deployment** such as the use of teaching assistants, specialist staff, community and peer mentors, and/or the use of resources.
- **Accommodation** can the needs of a group of pupils be better met through alternative timetable/venue/homework for some parts of the curriculum/week?
- **Engagement** are there any identifiable and common 'points of difficulty' for the group of pupils? For example, are there identifiable patterns of absence or non-completion of homework? Why might this be and what could be done to change this?

## Environmental

Environmental factors are those barriers relating to:

- The physical spaces within which the child lives (predominantly the home setting or the setting where the child spends the majority of their time when not in school).
- The impacts (positive or negative) of the other children and young people and adults that share and/or control that space.
- The impacts (positive or negative) of the other public or private spaces that children and young people spend time in. These impacts will often interact with, and be interdependent on, social factors and barriers.

In identifying environmental barriers, stakeholders should avoid criticism of particular environments (especially specific foster home environments) in favour of considering the more generalised barriers and impacts of the environments populated by pupils and young people. For example:

- Do these environments provide spaces that are conducive to self-directed study and reflection and help pupils effectively prepare for learning both before and after school? Do these environments provide a calm space that promotes a comfortable transition between school and home at the end of the school day?
- Do these environments contribute to the pupils' physical, mental, and emotional well-being?

Stakeholders may find themselves unconsciously basing their analysis of environmental barriers upon the circumstances of specific pupils. Whilst this should be avoided, specific insights can be useful to building up a 'composite picture' of the pupils' environment.

## **Psychological**

Psychological barriers include the personal psychological circumstances of pupils and how the people interacting with the child (in school, at home, and elsewhere) impact positively or negatively on the psychological and emotional well-being of the child.

As with the other STEEP categories, stakeholders should avoid referring to barriers faced by any specific pupils, or carers, or to any specific interventions being undertaken in the school or in partnership with any health or social bodies. Rather, stakeholders can use their knowledge to establish general barriers that may be faced by groups of pupils. These may include, for example:

- Support and environments that promote good mental health, taking account of the impact of previous experiences such as trauma and attachment.
- The positive and negative effects of peer pressure.
- Bullying and discrimination.
- The 'emotional landscape' of the foster family unit.
- Emotional wellbeing.
- Resilience and motivation.

## **Solutions and targets**

Solutions and targets arising from the STEEP analysis should be SMART (Specific, Measurable, Attainable, Realistic, Time-bound):

### **Specific**

- What exactly do we want to achieve?
- Why are we making changes or putting in place interventions?
- What will be the benefit of these changes or interventions?
- Who is involved? Who is responsible and/or accountable?
- Where will the changes or interventions take place (school, home, another location, a combination of these?)?

### **Measurable**

- What are the measurable criteria for assessing progress and improvement?
- How will we know when we have achieved our goal for improvement?

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## **Attainable**

- Can we actually put in place these changes or interventions?
- Are they possible (perhaps in terms of resource, staff availability, partnerships with other bodies, or likely pupil and carer engagement)?

## **Realistic**

- Are teachers, stakeholders, pupils, and carers willing and able to engage with the changes and/or interventions?

## **Time-bound**

- Can the suggested interventions be put in place in time to make a difference?
- Will the interventions or changes produce real improvement within a realistic timescale?

## **A fictional example of a school using a STEEP analysis**

In the following example, a secondary school had identified a group CLA, all of whom were additionally identified as falling behind in behaviour, attendance, and achievement.

As part of the preparation for London Fostering Achievement tailored programme, a workshop was held for stakeholders on a Saturday morning (to help improve the access of carers and governors to the process), which was designed to explore the issues relevant to this group of pupils.

The session was led by the Head teacher, the local Virtual School Head, a Fostering Champion, the School Champion, and the Achievement Coach. The stakeholders invited to attend included teachers, support staff, professionals from children's services, governors. The Designated Teacher telephoned and emailed carers to maximise their inclusion in the session.

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The session leaders explained the basis of the London Fostering Achievement tailored programme and set out the ground rules for the workshop:

- No naming of individuals.
- No criticising of any specific teacher, member of staff, pupil, or carer.
- Respect for all parties attending as professionals supporting the well-being and achievement of CLA.
- Positive practices and approaches can be highlighted but should be 'recorded and parked' until the wider group consider solutions.
- No overruling of others' ideas – there are 'no wrong suggestions'.

The stakeholder group was then split into five small groups with a mixture of different stakeholders. Each group was given one of the STEEP categories to consider. Each group was facilitated by a teacher.

The first session concentrated on identifying barriers. Each group was reminded of the ground rules by the facilitating teacher who then scribed on a flipchart the barriers identified by their group. After 15 minutes, each group fed back their findings to the other four groups and asked for comments.

During a coffee break, the facilitating teachers transcribed the five flip charts into one 'group' level list of barriers in the five STEEP categories.

After coffee, the groups reassembled. The facilitating teachers explained the concept of SMART solutions. Each of the five groups was then asked to suggest solutions to the barriers identified in a STEEP category different from that which they had examined earlier.

Following this session, the groups fed-back their suggestions to the other four groups, (who were also asked to contribute any positive aspects of practice that they had 'recorded and parked' in the first session).

After the end of the workshop, the facilitating teachers and session leaders wrote-up the analysis from the whole stakeholder group. This write-up was then used to inform a meeting of the Senior Leadership Team and teachers to add responsibilities and timescales. This final 'product' was then circulated to all stakeholders who had been present at the workshop, and used as a key reference document in the development of strategies and approaches to be undertaken as part of the school's Fostering Achievement in London journey. The progress against the action planning was monitored by governors.

The 'product' (the analysis and plan) is set out below.

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**Date of Stakeholder STEEP workshop:** 13 September 2014

Focus of STEEP analysis: Target group of looked after pupils, all of whom have been additionally identified as falling behind in behaviour, attendance, and achievement.

Factor	Barriers	Solutions	Who and When?
Social	<ol style="list-style-type: none"> <li>1. CLA having problems establishing and maintaining positive social relationships with their peers</li> <li>2. CLA not participating fully in wider opportunities including clubs</li> <li>3. Foster families not participating in family learning or informal opportunities in the schools, thereby missing out on support opportunities</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop a programme to support CLA in relationship building. Develop a peer mentoring programme.</li> <li>2. Ask CLA what clubs and activities they would like and offer these, using Pupil Premium Plus (PPP) if necessary. Greater partnership working with local voluntary sector groups (including the local boxing club and street dance group with high levels of pupil involvement) to better join-up the school's approach to gang culture (cross-referenced to 'Social' factors)</li> <li>3. Develop a protocol for enhanced invites for foster families to these events</li> <li>4. Develop closer working relationships with the senior staff at the care home. Prioritising CLA housed there for</li> </ol>	<ol style="list-style-type: none"> <li>1. Designated Teacher to organise training 2 x HLTA (Higher Level Teaching Assistant) in the NCB Relationships Matter programme for CLA by Dec 2014 with first group to begin January 15. Assistant Head for Inclusion to establish a peer mentoring programme by April 2015.</li> <li>2. Assistant Head for extracurricular opportunities to survey CLA by 1<sup>st</sup> November 2014. Deputy Head teacher and Virtual School Head to map the relevant voluntary local bodies (including the local boxing club and street dance group with high levels of pupil involvement) by end of November 2014. New activities in place January 2015</li> <li>3. DT and Deputy Head (DH) to establish key person programme by November</li> </ol>

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Factor	Barriers	Solutions	Who and When?
	<p>4. Persistent poor attendance amongst children living in residential care</p>	<p>phone calls on every day of unexplained absence</p>	<p>2014. All key persons then responsible for enhanced invite to Foster Carer, monitored by DT.</p> <p>4. Head teacher (HT) to write to care home by 1<sup>st</sup> October 2014. DH to follow up with a call one week later to the care manager. DT and DH to meet with care home staff by 15<sup>th</sup> October 2014 to agree working protocols.</p>
Technical	<p>1. Several instances of CLA placing themselves at risk on line including Facebook and Twitter feuds.</p> <p>2. Level of carer understanding of good practice in ICT safeguarding and access to information</p> <p>3. CLA lack research skills in terms of using</p>	<p>1. Offer all CLA online safety course e.g. CEOP Think you know</p> <p>2. Offer all Foster Carers the NSPCC Keeping Children Safe Online course. Liaise with VSH re payment for the course</p> <p>3. Establish a 6 week intervention to teach research skills to CLA run by the librarian at lunchtime using materials including those from teach-nology.com. All CLA to be offered the course on a rolling programme with active support from the library staff</p>	<p>1+2. DT to establish these courses as part of the core offer for all CLA, in liaison with the VSH. CLA to be supported with the Think you know course by the IT technicians as part of their induction to the school. Catch up to be run through ICT homework club beginning 1<sup>st</sup> October 2014</p> <p>3. Assistant Head in charge of Learning Resource Manager/Librarian to work with the librarian to develop a research skills programme by 1<sup>st</sup> November 2014. Librarian to invite all CLA to the lunchtime club, along with others who would benefit (reducing identification of CLA) beginning January 2015</p>

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Factor	Barriers	Solutions	Who and When?
	information sources		
Educational	<ol style="list-style-type: none"> <li>1. CLA unable to participate appropriately in collaborative learning activities</li> <li>2. Volunteer Learning Mentor (VLM) scheme losing momentum</li> <li>3. Poor take up of 1:1 tuition by CLA</li> <li>4. Poor homework completion rates</li> </ol>	<ol style="list-style-type: none"> <li>1. Run 2 x twilight sessions for staff on developing effective collaborative learning, with specific reference to the support that CLA will need. Cross reference social: Relationships Matter course</li> <li>2. Identify a key person in school for all CLA to ensure continuity and stability of relationships. Offer Volunteer Learning Mentors to other students, who have short term needs. Establish business mentors for year 9 CLA onwards through Chamber of Commerce programme</li> <li>3. Involve carers and social workers in encouraging the pupils to attend 1:1 session. Initiate certification and celebration of 10 sessions. Review of effectiveness of 1:1 tuition</li> <li>4. Ensure homework policy and procedures are understood by pupils, Parents and Carers. Set up a supervised homework club and invite children to attend. Involve carers in supporting children to complete homework on time</li> </ol>	<ol style="list-style-type: none"> <li>1. Learning walks by DT and HT to establish baseline practice by October 15<sup>th</sup> 2014. DH to put training into calendar to be completed by Feb 2015. Impact to be evaluated through school programme of learning walks by DT and SMT</li> <li>2. DT and DH to establish key person programme by November 2014. Heads of Year to identify pupils suitable for VLM at regular pupil support panel meetings with re allocation by Dec 1<sup>st</sup> 2014. Teaching Alliance co-ordinator to establish contact with Chamber of Commerce business mentor volunteer co-ordinator by 1<sup>st</sup> October 2014. DT to liaise with Teaching Alliance co-ordinator to identify the needs of CLA with mentoring starting January 2015</li> <li>3. One to one tuition co-ordinator to conduct internal review of programme as per school calendar (March 2015). Co-ordinator to</li> </ol>

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			<p>establish certification programme by end of September 2014. DT to facilitate contact between Foster Carers, Social Workers and co-ordinator to encourage pupils to attend 1:1</p> <p>4. Senior Leader for teaching and learning to review policy &amp; procedures &amp; share with staff and pupils by December 14. Homework club after school launched January 15. DT to liaise with Head of Years (HOY) to target pupils. DT &amp; form tutors meet with Foster Carers to share practical strategies for supporting homework completion</p>
Environmental	<ol style="list-style-type: none"> <li>1. Lack of suitable spaces for learning for CLA.</li> <li>2. Some Foster Carers lacking confidence in supporting learning at home.</li> <li>3. Lack of community engagement by CLA.</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduce all CLA to the library staff. Highlight opening times of library to all CLA and Foster Carers. Include in every newsletter and add to school website. Personal postcard invitation sent home by librarian where homework completion is an issue, and personal follow up in school</li> <li>2. When the CLA joins the school offer Foster Carers the Making the Difference leaflets from the Scottish Government. Enhanced invitation to parent/ carer taster lessons</li> </ol>	<ol style="list-style-type: none"> <li>1. DT to include introductions and information sharing as induction CLA offer. Bursar to ensure details on website by 1<sup>st</sup> October 2014. DT to alert librarian to any CLA that need inviting to use the learning space from 1<sup>st</sup> October 2014.</li> <li>2. DT to include leaflets in info pack. Send to all current FC's by 15<sup>th</sup> October 2014. Key persons to do enhanced invitation from 1<sup>st</sup> December 2014.</li> <li>3. Teaching Alliance Co-ordinator to establish contact with local Rotary club. Assistant</li> </ol>

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Factor	Barriers	Solutions	Who and When?
		<p>3. Establish a Rotary Club Interact Club for the Achievement for All pupils.  <a href="http://www.rotary-ribi.org/clubs/page.php?PgID=289945&amp;ClubID=1390">http://www.rotary-ribi.org/clubs/page.php?PgID=289945&amp;ClubID=1390</a></p>	<p>Head in charge of wider opportunities to work with 2x HLTA to establish the club by February 2015</p>
Psychological	<ol style="list-style-type: none"> <li>1. High rates of mental health problems</li> <li>2. Behaviour management is not always sufficiently aware of the impact of attachment, trauma and loss on CLA</li> <li>3. CLA seem to be especially susceptible to peer pressure</li> <li>4. CLA frequently both victim and perpetrators of bullying</li> </ol>	<ol style="list-style-type: none"> <li>1. Refresh the school's relationships with Child and Adolescent Mental Health Services (CAMHS) with a named contact for both organisations. Employ a therapist in school for 3 hours per week, using PPP.</li> <li>2. Re run attachment, loss and trauma training for staff using 3 x meeting slots. Embed training on being an attachment friendly school into all staff induction.</li> <li>3. Cover 'dealing with peer pressure' in the Relationships Matter programme (cross reference Social). Establish lunchtime drop in sessions with HLTA's or volunteers as a 'safe haven' for CLA and others.</li> <li>4. Ensure that the school policy on bullying and discrimination is up to date with latest guidance.</li> </ol>	<ol style="list-style-type: none"> <li>1. HT to write to Head of CAMHS by 1<sup>st</sup> October 2014, with follow up phone call one week later by DH. Initial meetings to be held with CAMHS no later than end of January 2015. DT and Middle Leaders to examine the use of data to identify and track pupils at risk or experiencing mental and/or emotional difficulties by January 2015. Evaluate the potential use of SDQ as a screening mechanism by December 2014.</li> <li>2. DH to put training into the calendar to be completed by April 2015. Impact to be evaluated through school programme of learning walks by DT and pastoral staff. Amend behaviour policy in light of evaluation.</li> <li>3. Designated Teacher to organise training 2 x HLTA in the NCB Relationships Matter programme for CLA by December 2014 with first group to begin January 15. Finance and</li> </ol>

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Factor	Barriers	Solutions	Who and When?
			<p>Premises committee to determine whether a room can be regularly made available for 'drop-in sessions'. Committee to report to the Full Governors Meeting on November 4th 2014. PHSEE co-ordinator and the Policy and Curriculum Committee to work with local community groups to identify possible (relevant and experienced) facilitators for drop-in sessions. PHSEE co-ordinator and the Policy and Curriculum Committee to report to the Full Governors Meeting on November 4th 2014</p> <p>4. Head teacher and PHSEE co-ordinator to review policies relating to bullying and discrimination. First draft of new policies and plans for improved teaching to be presented to the Full Governors Meeting on November 4th 2014.</p>