Headteacher's Summer 1 2016 interim report to SBLT com (read across pages open at 80%)

Effectiveness of leadership and management: current self-evaluation: **good**

Current proactive school improvement activity

- Governors continue to visit with greater frequency and depth.
- Operational leadership now further delegated across senior and experienced staff.
- Headteacher able to engage in quality assurance work with colleague SENTIENT head-teachers and Babcock.
- A leadership group of measurably most effective teachers has been formed post teacher PM half-way point to support less consistently effective peers.
- Backline leadership organically improving at a rapid pace.

Impact of improvement activity? So what? (most pertinent, current evidence)

- Governor understanding of the school is deepening and therefore they can call it to account more confidently.
- Leadership capacity is greater and the critical maintenance of good order and discipline and the positive climate for learning (all perpetually at risk without strong leadership) have been protected in a context where wider staffing denuded and a measurable spike in risks and challenges made safe.
- There have been improvements to safeguarding and learning and teaching as a result of work with sister schools and LA (Babcock) specifically a revisiting of best SEMH practice and greater rigour and focus in weekly coaching and best practice sessions.
- The emerging teaching leadership group a result and more focussed work with vulnerable teachers another.
- Both the bursar role and the innovated SDO support officer role are embedding; the former has ameliorated uncertainty created by current funding model and allowed essential spending on staffing and supporting students at risk of PEX, the latter has ensured we are ever present at all professional meetings and increased our capacity daily and accumulatively to document, reflect and act on the multiplicity of safeguarding risk. (governor visit reports, minutes of committee and FGB meetings, behaviour and safety indicators, examples of team development work in safeguarding and learning and teaching)

Emerging challenges and obstacles to improvement; threats to school effectiveness

- Multiple legitimate and unavoidable staff absence through significant health issues, training commitments and jury service impact on capacity
- Spike in high risk behaviours from complex youngsters increases demand and pressure on denuded capacity.
- Exam and accreditation pressures on students and staff and labour intensive nature (majority of children have one to one support of some kind in public exams and others carefully risk managed with off-site exam centres and multiple invigilators compounds pressure on already denuded capacity).
- Anticipated Ofsted visit inevitably impacts staff anxiety and stress levels adding to already tough environment.

Consequent reactive school improvement (consolidation) activity

- Senior leaders have had to step into teaching and operational lead roles to fill gaps
- Senior and experienced staff have had to commit considerable discretionary effort to meet challenges and manage risks and emerging leaders contributed freely and generously.
- Across the team and functions many colleagues have shown great solidarity and generosity of spirit and old school "vocation" in ensuring this coalescing pressures are managed safely.
- The value and worth of team briefings/ best practice/coaching sessions has been both emphasised and the quality of sharing, reflection and action maintained at a high level.

Impact of improvement (consolidation) activity? So what? (most pertinent, current evidence)

- The school is measurably stable and good order and discipline and the positive climate for learning have been prodtected and promoted despite coalescing pressures.
- Progressive work in safeguarding and learning and teaching has continued despite operational risks and pressures
  (behaviour and safety indicators, examples of development work in safeguarding and teaching and learning)

1. Identified improvement challenges 2015-16 leadership and management

- The school has a number of staff promoted to leadership positions to address a deficit in operational leadership capacity that hinders strategic improvement including the quality of governance; specifically the strategic work of the head-teacher alongside governors and making sure there is a robust accountability to them.
- Exposing those new leaders incrementally to their roles and responsibilities in the safe operation of the school day to day and in the challenge and support of the team in their respective roles for example quality of teaching.
- Teachers (most powerfully those on UPS) providing leadership commensurate with their experience and status; being robustly self-critical and both self-improving and supporting the improvement of others and making a wider contribution to the safe operation of the school.

Consequent proactive (planned) school improvement activity

- New leaders will be incrementally exposed to both operational challenges and their specialist responsibilities
- The head-teacher will incrementally achieve a lower profile in operational leadership and shift focus to school improvement and with governors rework self-evaluation, school improvement and reporting so there is more robust accountability.
- The teaching team will be challenged to be robustly self-evaluative and subject to greater scrutiny and accountability.

Pertinent Ofsted grade descriptors: the effectiveness of leadership and management; "good"

- ✓ Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school.
- ✓ Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics.
- ✓ Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work.
- ✓ Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- ✓ Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils.

Challenge the headteacher and SLT committee members and dig deeper...

- Both D and V have made visits in this period were their experiences comparable and consistent did they experience a school that is *"stable"* one where "*good order and discipline and the positive climate for learning have been protected and promoted despite coalescing pressures."*
- Do the available indicators of behaviour and safety support this? Unpick the with behaviour lead AHT DJ?
- What has been the pattern of incidents in this period? Do they expose leadership frailties or strengths?
- Invite CO and AM both emerging leaders and members of the elite teaching group to attend committee and be subject to questioning and scrutiny about their work and its impact.
- AH is an associate governor so present to challenge about the effectiveness of financial planning and monitoring; are we able to staff the school to keep it stable and progressing? What about the cost pressures or personalised learning for complex and high risk youngsters?
- Have you had access to basic safeguarding measures of activity? What about an anonymised example of recent safeguarding activity where SDO SO active? How are the children safer because of this role and its embedding?

Quality of teaching, learning and assessment: current self-evaluation **good**

Current proactive school improvement activity

- With observation and feedback on PM focus at midway point completed and teaching looked at in the round identifying teachers in need of challenge and support to improve has been completed and a range of steps taken to provide that challenge and support.
- Teachers who continue by all measures to be reliably good and sometimes outstanding over time have been given explicit status and prominence and a role in supporting and challenging their less measurably effective peers for example peer observation and "buddying".
- The EPS service has delivered training in SEMH best practice aimed at the group requiring improvement but accessed also by many in the wider team.
- The school continues to participate in the Exeter SENTIENT quadriad quality assurance group and accessing the "outstanding" practice of peer schools and leaders.
- The ASD team will re-engage with us after half-term.
- The organisation of classes and the timetable have been reviewed and significant changes made to support and scaffold individual improvement.
- The team has also embraced TAC approach where complex and charismatic youngsters impacting other children and wider classroom and school climate.

Impact of improvement activity So what? (most pertinent and current evidence)

- Teachers identified have accepted need for consolidation and improvement and latter tangible already in some cases for example improved environment and "buddying" building confidence and assertiveness and teacher pupil relationships improved
- Team around the teacher session led by "leading teachers" and peer observation have bettered understanding in improving staff and informal observation and support work has noted fewer children in conflict and exiting classes.
- EPS work in one case has clearly led to greater composure and positivity in presentation and this in turn diminished dispute and conflict in class.
- As a result of the work of the "quadriad" best practice in teaching and safeguarding refreshed and staff self-awareness and vigilance in both upped and navigating safely behaviour spike and staff losses as a result and school remains measurably purposeful.
- A number of students more stable as a result of changes and new groups largely successful with one exception but that group and those individuals stabilising post crises.
- TAC has been very powerful and measurable risks and incidents down significantly for child subject to piece of work as staff insight and practice both sharpened by activity.

(examples of development work in safeguarding and teaching and learning anonymised examples of work done with teachers requiring improvement, notes and slides from EPS work, behaviour and safety indicators, anonymised evidence of positive trends in complex high risk youngsters)

Emerging challenges and obstacles to improvement threats to school effectiveness

- As described above the same pressures and challenges impact our work in learning and teaching.
- Our external moderator BP out of the country so critical QA activity incomplete

Consequent reactive school improvement activity

- As described above across the team and functions colleagues have shown great solidarity and generosity of spirit and old school "vocation" in ensuring this coalescing pressures are managed safely.
- SR to seek QA from West Exe as mainstream benchmarking more aspirational .

Impact of improvement activity? So what? (most pertinent and current evidence; see above)

- As a result of esprit de corps and generosity of spirit and hard work momentum to call teaching team to account and take proactive steps to improve teachers and teaching has been maintained.
- The children and young people have accessed a positive climate for learning despite pressures as a result and also benefited from the improvement s described.

(examples of development work in safeguarding and teaching and learning anonymised examples of work done with teachers requiring improvement, notes and slides from EPS work, behaviour and safety indicators, anonymised evidence of positive trends in complex high risk youngsters)

2. Identified improvement challenges 2015-16 quality of teaching, learning and assessment

- Good or better teaching and consequent good or better learning outcomes are constantly at significant risk in our setting as children and young people mercurial, complex and risky and the positive climate for learning in class and in the wider school community continuously tested and any cracks in best practice quickly exposed and deepened.
- In the context described above protecting and promoting teaching and consequently learning that are at least good demands relentless resilience, proactivity, creativity and a sharp self-awareness and commitment to self-improvement in the teacher <u>and these cannot be assumed and are in truth sometimes lacking unless healthy accountability maintained.</u>
- Governors and senior leaders must ensure teaching team is both supported but more pressingly and importantly challenged to deliver robust best practice and emerging frailties quickly identified and addressed.

Consequent proactive (planned) school improvement activity

- There will be an on-going professional conversation about best teaching practice (and behaviour management); where strong it will be shared, celebrated and embedded and core best practice will be explicitly identified and made central to teacher performance management and when it is absent or faulty this will be promptly addressed
- We will continuously engage with credible others to moderate and inform our judgments and consequent interventions.
- We will continuously scrutinise how teaching is organised and what is taught and seek variety and enrichment across the curriculum.

Pertinent Ofsted grade descriptors: the quality of teaching, learning and assessment; "good"

- ✓ Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
- ✓ In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.
- ✓ Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.
- ✓ Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
- ✓ Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.
- ✓ Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.

Challenge the headteacher and SLT committee members and dig deeper…

- Ask for part 2 type discussion of nuances and challenges of addressing teacher weaknesses
- Access and scrutinise the notes and feedback from leading group and their work with less effective peers; how do we know if it is working?
- Ask is there any measurable improvement post EPS training? What is it?
- What are the most powerful and measurable improvements a result of the work of the quadriad?
- Dig deeper about TAC activity and evidence of its benefits to the child.
- What is underpinning the "esprit de corps"? What generates discretionary effort?

Personal development, behaviour and welfare: current self-evaluation: good

Current proactive school improvement activity

- Post the Exeter Quadriad group visit weekly coaching and best practice sessions and daily briefings have been reinvigorated with a sharp focus in best safeguarding practice specifically how to manage the multiplicity of risks the children bring and equally the innate frailty in us as practitioners.
- Risk management has been revisited and documented differently in an effort to improve accessibility and knowledge.

Impact of improvement activity? (most pertinent and current evidence)

- The breadth of risks from benign neglect through physical and sexual abuse to CSE and radicalisation prompted both by type and actual children have been revisited and tested through repeated and repetitive discussion and written tests improving reinforcing and awareness and knowledge.
- The critical nature of prompt sharing from slivers of information and the intuitive nagging worry to the obvious injury and explicit allegation or disclosure have been revisited also and tested heightening awareness and vigilance in team
- The pragmatic reality of essential sharing and team-working and the far greater power of the collective to identify and manage risk reinforced and tested and this increased vigilance and awareness in team.
- As a result a range of sharp risks to the children and young people have been made safe.

    (examples of team activities in safeguarding, anonymised example of revisiting risk management and sharing, governors can access dedicated safeguarding email account to get sense of day to day activity)

Emerging challenges and obstacles to improvement threats to school effectiveness

The same challenging context described in previous sections;

- Multiple legitimate and unavoidable staff absence through significant health issues, training commitments and jury service impact on capacity
- Spike in high risk behaviours from complex youngsters increases demand and pressure on denuded capacity.
- Exam and accreditation pressures on students and staff and labour intensive nature (majority of children have one to one support of some kind in public exams and others carefully risk managed with off-site exam centres and multiple invigilators compounds pressure on already denuded capacity).
- Anticipated Ofsted visit inevitably impacts staff anxiety and stress levels adding to already tough environment.

Most pertinent to this section has been the *"Spike in high risk behaviours from complex youngsters increases demand and pressure on denuded capacity."*

Consequent reactive school improvement activity

- Managing some super risky episodes and making safe the children involved through pragmatic and creative work with children, their parents and carers and attached professionals .
- The wider team in the wider school offering freely discretionary effort and strong team spirit to maintain wider stability.

Impact of improvement activity? (most pertinent and current evidence)

- The children and risks managed and made safe and matters stabilised.
- The wider school despite huge pressures accumulating and spiking remains stable and safe and purposeful.

(anonymised examples of high risk events, current indicators of behaviour and safety, two governor visits have coincided with tough school days and both governors committee members their written/verbal reports highly pertinent)

3. **Identified improvement challenges 2015-16   personal development, behaviour and welfare**

- Pupil personal development, most powerfully and pertinently, developing appropriate behaviours that support learning a constant challenge and always at risk…as is wider positive climate for learning.
- Pupil behaviour is perpetually risky and challenging and in some cases risks extreme.
- The children and young people's welfare similarly presents daily complex and challenging safeguarding risks.
- Staff frailties in such a rigorous setting and context can both create and compound risk.

Consequent proactive (planned) school improvement activity

- The conversation about known and emerging risks and challenges and best or faulty practice in safeguarding, student welfare and behaviour management is privileged and prominent every day
- The team is challenged daily to do things consistently well, better and or differently to meet the constant challenge and risk and any emerging frailties tackled and the most powerful best practice embedded in their performance management.
- The school's behaviour management mechanism is constantly refreshed and reinvigorated and focuses on and reinforces and rewards key behaviours and attitudes

Pertinent Ofsted grade descriptors: personal development, behaviour and welfare; "good"

- ✓ Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.
- ✓ Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.
- ✓ The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe.
- ✓ Pupils conduct themselves well throughout the day, including at lunchtimes.
- ✓ In secondary schools, pupils use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training.
- ✓ Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.
- ✓ Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.

Challenge the headteacher and SLT committee members and dig deeper…

- Explore and scrutinise the "coaching" and "best practice" examples in safeguarding.
- Understand and challenge the "pragmatic" approach to managing so much and diverse sharp risk; how is it possible to do so effectively?
- Explore and understand better the impact on pupil behaviour, welfare and safety of this period of coalescing and undermining factors for example staff absence.
- Pertinent would be how can new prop up the morale and effectiveness of "ever present" staff who absorb then a disproportionate amount of workload during these periods.
- Seek to understand the high risk events and scrutinise their management and get clarity on outcomes.
- Visiting governors must share with committee what struck them about the experience of the school in difficulty?

Outcomes for pupils: current self-evaluation **good**

Current proactive school improvement activity

- The conversations about best practice in teaching and safeguarding as described above have been maintained and with vigour.
- The specific conversation with teachers identified as vulnerable and not currently able to consistently "boss the room" has been challenging in both senses for the team and for school leaders but it has been sustained.
- The focus on those students imminently leaving is sharpening as GCSEs and future destinations both must be navigated successfully; school lead and exam officer both prominent.

Impact of improvement activity? (most pertinent and current evidence)

- As described above both individuals and the community have been kept safe despite a very significant spike in very high risk behaviours.
- Teachers have not been allowed to "drift" and where there has been "slippage" or attempts to dilute accountability or agreed improvement steps it has been robustly but professionally addressed.
- The opening public exams have been tackled by students and staff with positivity and commitment and the school though wobbling at times has absorbed the considerable impact of the exam effort (it is very labour intensive and brings powerful stresses)
- Leaders in sponsoring Y11 students through their proactivity and persistence have maintained "packages" and fought hard to promote attendance and engagement at a time when some leaving students can become very challenging.

(behaviour and safety indicators, anonymised example of improvement "conversation" with teachers, report from exam's officer on extent of work to deliver public exams safely, DJ update on leavers "packages" challenges and successes)

Emerging challenges and obstacles to improvement threats to school effectiveness

As described in every section:

- Multiple legitimate and unavoidable staff absence through significant health issues, training commitments and jury service impact on capacity
- Spike in high risk behaviours from complex youngsters increases demand and pressure on denuded capacity.
- Exam and accreditation pressures on students and staff and labour intensive nature (majority of children have one to one support of some kind in public exams and others carefully risk managed with off-site exam centres and multiple invigilators compounds pressure on already denuded capacity).
- Anticipated Ofsted visit inevitably impacts staff anxiety and stress levels adding to already tough environment.

Consequent reactive school improvement activity

- Not becoming solely focussed on the operational as would be easy and maintaining healthy accountability for the team around safeguarding and teaching.
- Managing and making safe the spike in risk and risky behaviours.
- Pragmatically and creatively overcoming the challenging context described.
- Preserving positive relationships across the community and stakeholders.

Impact of improvement activity? (most pertinent and current evidence)

- The school, its community and stakeholders in good shape despite sustained and very challenging half-term.
- Risks made safe.
- Solid and successful start to public exams.
(behaviour and safety indicators, staff morale survey)

4. Identified improvement challenges 2015-16 outcomes for pupils

- Keeping our children and young people safe requires relentless vigilance and wholly reliable action.
- Positive pupil outcomes in behaviour, wellbeing and learning and ultimately in leavers' destinations are always at risk in our setting because of their mercurial, risky and complex nature.
- Teaching and teachers also present "risk" as the critical level of vigilance tough to sustain and can and does drop.
- Monitoring leavers over time and providing pragmatic support as they can "fall out" of further education and training.

Consequent proactive (planned) school improvement activity

- The "conversations" about best practice in safeguarding, behaviour management and teaching will be privileged and lead to tangible intervention to consolidate what is good and address what is weak.
- The teaching team will be continuously held to account for its practice and emerging weaknesses tackled at an individual and collective level.
- We will track leavers over three years as available data anonymised and lack any detail or context; where there are difficulties we will act pragmatically to provide what support we can at "arm's length

Pertinent Ofsted grade descriptors: pupil outcomes; "good"

- ✓ In a wide range of subjects, the progress of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll is close to or is improving towards that of other pupils with the same starting points.
- ✓ Overall progress of disadvantaged pupils, disabled pupils and those with special educational needs is above average or improving.
- ✓ Where attainment overall is low, it shows consistent improvement.
- ✓ Pupils are well prepared for the next stage of their education, training or employment and have attained relevant qualifications.
- ✓ The proportion of pupils progressing to higher and further education establishments, apprenticeships, employment or training is close to or above average. These pupils do so at a level suitable to meet appropriate career plan

Challenging the headteacher and SLT committee members and digging deeper...

- What have been the key areas of practice addressed and improved and how in both safeguarding and quality of teaching?
- What is the narrative for those leaving school in a few weeks? Challenges and risks?
- How safe are the high risk children and what of the risks they bring?
- How have positive relationships been sustained and promoted despite the pressures and risks that have coalesced?

On-going monitoring of school improvement: evidence to support report to safeguarding-behaviour, learning and teaching committee

document	Context	Pertinence
1. behaviour and safety indicators	• a summary of behaviour and safety indicators to date for example how often and why are children held? How is attendance?	• Personal development, behaviour and welfare
2. examples of development work in safeguarding and teaching and learning	• evidence of ongoing dialogue and professional conversation about best practice in both.	• Leadership and management/learning and teaching and assessment/ personal development, behaviour and welfare
3. anonymised examples of work done with teachers requiring improvement	• evidence of proactivity in addressing frailties in teaching.	• Leadership and management/learning and teaching and assessment
4. notes and slides from EPS work	• evidence of proactivity in addressing frailties in teaching and in meeting complex needs and challenges in student behaviour.	• learning and teaching and assessment/ personal development, behaviour and welfare
5. anonymised evidence of positive trends in complex high risk youngsters	• evidence of impact of work to meet complex needs.	• learning and teaching and assessment/ personal development, behaviour and welfare
6. report from exam's officer on extent of work to deliver public exams safely	• describes complexity and challenge and effort in our risky setting to maximise exam chances.	• personal development, behaviour and welfare/ pupil outcomes
7. AHT DJ work on leavers' "packages" challenges and successes (anonymised extracts)	• How are high risk and complex youngsters doing as their finish line approaches?	• learning and teaching and assessmnt/ personal development, behaviour and welfare/ pupil outcomes
8. anonymised example of revisiting risk management and sharing	• Risks multiple and diverse; how to stay alive to them?	• personal development, behaviour and welfare/ pupil outcomes
9. anonymised examples of high risk events	• gives governors an insight into actual events	• personal development, behaviour and welfare
10. staff morale survey	• impacts effectiveness	• Leadership and management/learning and teaching and assessment/ personal development, behaviour and welfare/ pupil outcomes