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

Current planned proactive school improvement activity

1. Operational leadership continues to be delegated
2. Governors have been visible in school and meetings continue to be focused on tangible challenges and improvement priorities and in addition there has been ongoing informal sharing of risks and challenges.

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

1. AHTs have continued to lead and faced sharp learning curves but these essential to their development and growing skill and confidence and the school has remained stable and purposeful through a risky and challenging period.
2. Governors increasingly fluent in the work of the school and therefore better placed to call us to account for example the work of safeguarding governor in scrutinising how and why children are held.

(Behaviour and safety checklist AUT 1 2016, Attendance AUT 1 2016, FTE AUT 1 2016, Governor visit reports AUT 1 2016)

Emerging challenges and obstacles to improvement; threats and opportunities

1. The loss of talented and influential staff at all levels and across functions has made operating the school safely hugely challenging and required huge energy and discretionary effort this whilst impeding planned exposure to operational leadership challenges has equally created unplanned and helpful if challenging exposure
2. Losses widening and compounding…

Consequent reactive school improvement activity

1. HT and SLT have had to offer considerable discretionary effort as have the remaining team both teaching and support and "leadership" shown across the team.
2. Resources committee to meet urgently and agree proposed response from HT

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

1. School has remained measurably stable as described and evidenced above and natural leaders have emerged and this reflected in accelerated development.
2. Creative and progressive steps to develop and retain talented staff at heart of response and already impacting and allowing school to remain stable.

(Behaviour and safety checklist AUT 1 2016, Attendance AUT 1 2016, FTE AUT 1 2016, anonymised teacher PM evidence to pay committee)

1. **Identified improvement challenges and risks?** Delegating operational leadership and behaviour management has created risks and caused setbacks and will continue to do so but must be persisted with because only by facing and tackling that risk, challenge and adversity can emerging school leaders grow in confidence and effectiveness.**(governors recognise and accept to develop capacity adversity and some wobbles in good order and discipline necessary and unavoidable)**

   Consequent proactive (planned) school improvement activity? We must persist in creating high quality operational leadership capacity and senior colleagues must be further exposed to risk and challenge in order to grow and we must accept we may have to go backwards to go forwards in behaviour management so capacity is authentically secure. **(managing dynamic budget as pupil numbers grow to increase front line teaching and support capacity that in turn supports senior leadership development and promotes wellbeing)**

2. **Identified improvement challenges and risks?** Sustaining and consolidating the progress made in governance that could slip or be lost unless we maintain the rigour and enthusiasm that has characterised the new team in 2015-2016. We must be sure they can call us to account incrementally more confidently and robustly.

   Consequent proactive (planned) school improvement activity?
   The matter of developing and embedding governor understanding of and insight into our specialist work through both a frequent "critical-friend" presence in the school and an established timetable for scrutiny with increasing governor awareness of and fluency in the use of all available and potential measures and indicators:

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.

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

Current proactive school improvement activity

1. The review of teachers' (including SLT and HT) performance and pay was rigorous and driven by performance.
2. Necessary housekeeping: teachers self-audit planning and assessment and report to AHT SR plus spot check on clarity of objectives and differentiation (moderated by support team feedback).
3. Teacher GCSE grade estimates revisited and reported to SR
4. Early scrutiny of teachers seeking improvement s in "bossing the room" as a part of their PM.
5. Support and learning walk activity from SLT builds picture of QoT and challenges emerging.
6. Audit of "curriculum offer" across team.

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

1. Retaining and developing talented and committed staff and increasing leadership capacity and talnet pool.
2. Teachers identifying frailties in their work or indeed confidence able to alert SR and secure support others seeking and able to assert their confidence and autonomy in these core professional duties: spot check evidences teachers prepared and have clarity about what next and levels of challenge (support team feedback in step).
3. Governor request so FFT and end of key stage predictions set against of current challenges and "reality" of young people's lives as year 11 begins and both allows teachers to provide context and be challenged about final outcomes.
4. Teachers seeking improvement embracing scrutiny and evidencing progress.
5. Evidence of improvement bolstered and also emerging frailties spotted and acted on for example a class group split for Science.
6. Statutory requirements met and accreditation offer also sound key area for development: all subjects seek to match innovation and creativity in PE (outdoor education) and alternative and vocational provision where evidence of both strong: element of surprise and "out of left field reintroduced into SIP and teacher PM

(anonymised teacher PM evidence to pay committee planning and assessment audit AUT 16 2016 AHT, clarity of objective-challenge and differentiation self-audit AUT 1 2016-17, GCSE teacher prediction update, learning and teaching QA activity summary AUT 1 2016: in each case SR has hardcopy and will give verbal report)

Emerging challenges and obstacles to improvement threats and opportunities

1. The loss of talented and influential staff at all levels and across functions has made operating the school safely hugely challenging and required huge energy and discretionary effort but most pertinent to this section put quality assurance work in learning and teaching at risk...
2. It has also impacted on the delivery of the curriculum.

Consequent reactive school improvement activity

2i. NQT took on additional PE teaching both practical and theory in absence of teacher.
2ii. Physics graduate and qualified TEFL teacher on LSA team takes on IT in absence of teacher.

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

2i. IT and planned accredited course continues to be delivered.
2ii. PE and planned accredited course continues to be delivered.
  Feedback from support team and SLT walkabout evidences both progressing and succeeding.

(learning and teaching QA activity summary AUT 1 2016: in each case SR has hardcopy and will give verbal report)

1. **Identified improvement challenges and risks?** Scrutiny of quality of teaching in the round evidences how in our setting predictably given the shifting, mercurial and complex nature of our students the challenge to good order and the positive climate for learning in each classroom is relentless and established and highly, talented and competent teachers can be undone. The threats of our own passivity and stoicism and student energy outdoing our own are ever present**… (governing body recognises leadership team risk overload in small school setting with multiple responsibilities that often include teaching that itself a huge challenge in this setting)**

    Consequent proactive (planned) school improvement activity? The collective team imperative then supports those teachers individually at risk and we must continue to focus our energy on the "conversation" about best teaching practice (and imbued in that will be best behaviour management) in all its nuances: how can we do things consistently well, differently and or better? It will require a relentlessly proactive pragmatic/creative response: one as relentless as the risks and challenges the students and student combinations present. **(develop further teacher accountability for GCSE outcomes by Y11 contextualised predictions that sit alongside FFT and what would be good progress)**

2. **Identified improvement challenges and risks?** An elite of bright complex and risky young people over time have demonstrated a need to access a different rhythm to their learning and school life or they become disaffected and disengaged and this impacts not only their behaviour and learning but is detrimental to the wider school community: it can lead to exclusion both literal and figurative.

    Consequent proactive (planned) school improvement activity? The growing use of alternative provision, personalised packages and vocational learning have proven repeatedly successful and whilst challenging to set up and sustain and maintain high quality their positive and inclusive impact on both individuals and wider community very powerful and necessary.

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

3. 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.
4. 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.
5. 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.
6. Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
7. 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.

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

Current proactive school improvement activity

1. A new academic year brings the urgent need to revisit best practice and redistribute and reflect on key guidance in all matters of safeguarding and wellbeing across school life plus update KCSIE (Keeping Children Safe in Education)
2. Safeguarding risk assessments in child protection and dedicated work on CSE and PREVENT tackled through revisiting and refreshing.
3. "Price Training" in safe physical intervention is refreshed for some and begun for others by in-house tutor CM (individual student risk assessments and plans for holding reviewed and updated.
4. Best practice sessions bookend each week (Monday and Friday mornings) and focus on safeguarding.
5. Daily rigour in risk management "what do we need to do reliably well, better and or differently?" and what risks are the children bringing has been sustained.
6. Review of all statements (EHCP) and personal development reports to ensure school thematic approach pertinent.
7. Internet safety activity across school community
8. PSHE begins to roll out and privileging CSE and PREVENT.
9. Diversity and inclusivity revisited by team in established spirit of "empathy" undermining radicalisation.

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

1. Team and individuals clearly and measurably aware of its of their responsibilities
2. After six week break ensures team updated and refreshed and alive therefore to risks across student body.
3. Promotes safety of students and staff with de-escalation and best preventative practice to the fore in step with school's culture and values (student plans reviewed and updated)
4. It keeps safeguarding prominent and privileged in the thinking of the team and is evidenced by the children and young people made and kept safe.
5. Team sharing and anticipating of risks in student body and frailties in our practice and systems maintains vigilance and addresses those risks and frailties.
6. There is greater power and impact in a corporate and collective approach and the audit of all statements (EHCPs) proved pertinence pf those themes to CYP's personal development.
7. All teachers delivered short impactful starter activities around internet safety as the key tool used by those who would exploit and or radicalise: this making clear their individual responsibility and challenge complacency and the assumption somebody else and PSHE would address it.
8. AHT SR and PSHE lead and senior teacher MH have begun rolling out PSHE relaunch and it is significant delivery confined to two proven practitioners as this has ensured good behaviour and learning.
9. Reminds team of core values not rooted in political correctness but in what is ethical and rational and good: reconnecting with core shared values bolsters and improves our practice.

(see documents 3,4,5 and 10-17)

Emerging challenges and obstacles to improvement threats and opportunities

1. The loss of talented and influential staff at all levels and across functions has made operating the school safely hugely challenging and required huge energy and discretionary effort and made keeping the innately risky children and young people safe more challenging…
2. Individual frailties have impacted and a health and safety near miss the result.
3. Individual strengths have emerged.
4. Extent of risk and response in safeguarding leads to review of SIP priorities and concern this core element not privileged explicitly.

Consequent reactive school improvement activity

1. Because personal development, behaviour and welfare critical and "good" or better school/team performance non-negotiable leading others both through seniority and temperament and commitment have stepped up and stepped in.
2. Best and safest practice revisited and developed.
3. Necessity has exposed people to greater responsibility and others to greater workload.
4. SIP is reviewed and changed "To be certain safeguarding, student welfare and behaviour management is privileged and prominent every day

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

1. The school community has remained safe, stable and purposeful.
2. Health and safety "near miss" managed and responded to and supported by DCC H&S team (individual subject to professional guidance)
3. Meetings and mealtimes (critical times and benchmarks for an SEMH community) have been led by "emerging leaders" successfully adding to our leadership capacity and contributing to safety and stability.
4. Safeguarding, happiness and wellbeing reinforced as core responsibility and focus

(see documents 3, 9 and 18)

1. **Identified improvement challenges and risks?** Staff reflection and sharing adds to ever present sense we are but must remain super vigilant in and reliably promote and consolidate protecting and safeguarding.

   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 and the team is challenged daily to do things consistently well, better and or differently to meet the constant challenges and risks and any emerging frailties are tackled and the most powerful best practice embedded.

2. And we need to do more to help children be autonomously, proactively safe and happy and make others safe and happy? **(governing body recognises in this setting modelling more powerful than being didactic)**

   Consequent proactive (planned) school improvement activity? Develop in parallel PSHE curriculum and an whole school approach where high quality relationships between students and staff mean the children and young people can be challenged and supported to be autonomously safer. **(governing body embraces and endorses school position of seeking to develop empathy through example and wider culture of genuine "kindness" best defence against radicalisation)**

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.

On-going monitoring of school improvement: Spring report to safeguarding-behaviour, learning and teaching com

Supporting document	Context	Pertinence
1. School improvement 2016/17 and teacher PM 1a. review of progress	• The key areas governors agree will be our focus	• Leadership and management, learning and teaching, behaviour and safety, pupil outcomes
2. School self-evaluation Aut 2016	• A framing document governors should always be mindful of updated half-termly.	• Overview of where the school judges itself with supporting evidence using Ofsted framework.
3. Behaviour and safety checklist AUT 1 2016	• Scrutinises all recorded serious incidents for example holding children: what for, how long…	• Ensures governors have clear access to key risks and they have been managed safely and ethically
4. Attendance AUT 1 2016	• A core and critical safeguarding measure and risk that must be both monitored and reported on scrupulously.	• Governors must be reassured children potentially "missing" from education are tracked and action taken to address risks and that scrutiny and intervention tangible.
5. FTE AUT 1 2016	• Something the school is seeking to improve but facing difficulties progressing.	• FTE is an absence that has potential safeguarding risks and the obvious dent in learning.
6. Anonymised teacher PM evidence to pay committee	• Leadership capacity a core issue across school life and middle management talent emerging and being recognised.	• Evidences leadership capacity growing within teaching team.
7. Planning and assessment audit AUT 1 2016 7a. Curriculum audit AUT 2 2016 7b. Curriculum offer-briefing for governors	• Health check on basic "teacherly" duty and responsibility: leading teachers requested greater autonomy in this. SR has hardcopy and will provide verbal report at meeting	• These can become neglected or even not fit for purpose unless checked and scrutinised: credible and leading teachers sought self-evaluation model and this agreed.
8. Year 11 GCSE estimates	• SR will develop narrative and responses so GCSE is not only predicted through FFT and historic progress but by what are invariably mercurial youngsters, shifting contexts and emerging challenges for example one Y11 student taken into care,	• Governor request so FFT and end of key stage predictions set against of current challenges and "reality" of young people's lives as year 11 begins and both allows teachers to provide context and be challenged about final outcomes.
9. Clarity of objective-challenge and differentiation self-audit AUT 1 2016-17	• Unannounced spot check on next lesson. SR has hardcopy and will provide verbal report at meeting	• A way of checking short term planning happening.
10. Learning and teaching QA activity summary AUT 1 2016	• Summary of quality assurance work in learning and teaching	• Particularly pertinent to governor scrutiny of progress in securing planned improvements in identified individuals.
11. Safeguarding guidance for staff 2016-2017	• Key practical guidance for staff across a range of risks and responsibilities.	• Governors must be reassured accessible doable safe practice being promoted and disseminated.

12. PREVENT/CSE/CP risk assessments updated and anonymised. (12i 12ii 12iii)	• Safeguarding risks are checked and addressed daily and reviewed half-termly for trends and patterns.	• Governors must be reassured risk assessment is "dynamic" and meaningful.
13. Student plan for holding anonymised.	• Physical intervention or "restraint" is so often the trigger and or root of crises in SEMH schools over time.	• Governors must be fluent in how and why and how often and this document supplements and supports school's stated policies and guidance and the half-termly behaviour and safety reporting.
14. Safeguarding training and best practice AUT 1 2016-2017	• Describes briefly the twice weekly best practice sessions.	• Governors must have reassurance and evidence welfare and safety rigorously pursued in school.
15. Themes emerging from reports and statement review what next	• The children and young people's formal needs and consequent provision are strikingly themed and similar in personal development.	• Governors must know that the school calculatedly chooses this approach as more coherent and impactful than a multiplicity of individual targets the team can neither recall nor deliver.
16. diversity feedback October 2016	• we are agreed modelling developing in the children and young people empathy and kindness the most powerful insulation against radicalisation.	• In post Brexit times staying strongly connected to what is decent and fair and inclusive even more important if we want to produce decent compassionate fair minded young adults.
17. How diverse is the staff team		
18. How can being different help		
19. A health and safety near miss	• A student "prank" leads to parental complaint to Ofsted who in turn make clear it is a matter for the school and DCC.	• Governors must be reassured this "near miss" addressed appropriately and through the correct channels.
20. Governor visit reports AUT 1 2016	• Vital to informed and credible "critical friendship"	• SEMH schools can deteriorate with frightening speed.

7. Planning and assessment audit AUT 16 2016/ 7a. Curriculum audit AUT 2 2016	SR has completed hard copy and will supplement with verbal report
8.Year 11 GCSE estimates	
9.Clarity of objective-challenge and differentiation self-audit AUT 1 2016-17	