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

Current planned proactive school improvement activity

1. Delegation of operational leadership is sustained and widened with more and different combinations of staff leading in more operational areas. 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. This has been supported and supplemented by the incremental presence of senior primary support staff working in the secondary school. More experienced teachers are leading lunches and meetings/dispersals.

2. Governors have maintained their regular presence in school and meetings continue to be focused on tangible challenges and improvement priorities and in addition there has been ongoing and increased informal and habitual "virtual" sharing of risks and challenges as they emerge and coalesce with key governors in an ongoing dialogue with head.

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

1. In a tough context of a long term and staff absence compounded by the tail of a measurably difficult period of student risk and difficulty stretching back to the late Spring of complex risks and challenges the school community has remained stable and the critical positive climate for learning protected and promoted.

   The headteacher has despite high challenge and staff absence combination been able to support and facilitate emerging leaders and on occasions be wholly absent without good order and discipline being compromised or put seriously at risk (that is not to diminish how tough it has been at times).

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 and unannounced visits with single central record scrutinised.

   "Virtual sharing with key governors using email and the internet has allowed ongoing scrutiny for example of the necessary decline in the use of FTE or trends in holding children. Governors have also been able to scrutinise activity in CSE and PREVENT as risks emerge. This is powerfully useful and necessary when SEMH schools can get into difficulty and sometimes fail with great speed.

(Incremental reporting: behaviour and safety t, attendance, FTE, CP/CSE/PREVENT risk assessments, Governor visit reports)

Emerging challenges and obstacles to improvement; threats and opportunities

1. The loss of talented and influential staff at all levels and across functions continued and made operating the school safely on some days hugely challenging and required energy and discretionary effort this whilst impeding some planned exposure to operational leadership challenges equally it continued to create unplanned opportunities to grow.
2. Monday emerged as a super risky day necessitating a bolstering of leadership and super risky students and combinations also threatened whole school stability.
3. The school formally grew in numbers and coupled with staffing resignations and promotions urgent recruitment essential plus stabilising existing work force.

Consequent reactive school improvement activity

1. HT and SLT continue to offer considerable discretionary effort as did the remaining team both teaching and support and back office and it remained powerfully true "leaders" were and are emerging across the team and functions.
2. Leadership adjusted and strengthened, class groups, timetables and curriculum all manipulated to promote stability.
3. Resources committee met and agreed steps and reported to and secured support from FGB.

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 of a number of support staff.
2. School measurably stabilised and for example both pragmatic and punitive steps diffuse super risky/challenging youngsters
3. Creative and progressive steps to develop and retain talented staff impacting positively and allowing school to remain stable. New and additional staffing secured. : these contribute powerfully to community's stability and safety

(Incremental reporting: behaviour and safety t, attendance, FTE, CP/CSE/PREVENT risk assessments, Governor visit reports)

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 completed and there is a clear audit trail of outcomes and minutes that evidence rigour and fairness and a focus on outcomes generated.
2. Further scrutiny of teachers seeking improvements in "bossing the room" as a part of their PM is undertaken and changes to roles from modifications to resignation are addressed further observations are completed.
3. Work is done with the schools' educational psychology service to observe and moderate judgments of good and outstanding with AHT SR.

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

1. Retaining and developing talented and committed staff and increasing leadership capacity and talent pool remains core as it most powerfully impacts learning ad wellbeing.
2. Teachers feel healthy accountability and interventions from modification to resignation plus targeted work on identified frailties are leading to better teaching and this measured by moderated judgments. As has been previously shared at both this committee and FGB those teachers identified have been improved by this work.
3. SR judgments are in step with senior EP's and therefore we can both reliably make self-assessment of QoT and also reliably report to governors.

                              (pay committee minutes/notes from observations and moderation activity)

Emerging challenges and obstacles to improvement threats and opportunities

1. The loss of talented and influential staff at all levels and across functions has continued to make operating the school safely challenging: pertinent to this section quality assurance work in learning and teaching at risk...
2. It continues to impact on the delivery of the curriculum.
3. Loss of advisor BP leaves gap in moderating SR observation judgments.
4. The teaching team is reminded to address the link between their assessment for learning and their consequent planning and students feedback that "challenge" and "fun" important to them.

Consequent reactive school improvement activity

1. Critical work to continue to observe and moderate those observations happens.
2. School secures experienced IT teacher on long term supply
3. School engages Dr Curtis from schools' educational psychological service to work with SR
4. Teaching team reminded of their responsibility to be robust in their professional housekeeping: this is driven by measurably skilled and committed peers (AM) seeking greater and healthy autonomy.

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

1. Healthy accountability for teachers is maintained and judgments made credible by moderation allowing governors to reliably monitor QoT
2. IT and planned accredited course continues to be delivered.
3. Challenge of credible scrutiny and judgment through observation is sustained and encourages better teaching.
4. Teachers must feel a healthy accountability: that it is reasonable that they autonomously address planning and assessment and that if they need support or input they are proactive in seeking it

            (notes from observations and moderation activity/peer scrutiny teachers to present to committee)

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. Dedicated safeguarding visits from nominated governor.
2. The notion of recovery and fresh starts and forgiveness has been promoted across the community and this linked to greater slef awareness and self-control a recurrent theme in statements and EHCPs.
3. Pupil premium project: child sponsors are agreed and work done to describe and develop role.
4. Updates to school child protection policy and its "portfolio" of pertinent policies and guidance means redistributing and reflecting on and this includes revisiting KCSIE (Keeping Children Safe in Education) and the team's knowledge tested.
5. Safeguarding risk assessments in child protection and dedicated work on CSE and PREVENT revisited and refreshed each half term
6. CP training is delivered to whole school by Babcock/LDP: staff attend domestic violence and CSE training also the latter is cascaded.
7. "Price Training" in safe physical intervention continues for a small group by in-house tutor CM
5i. individual student risk assessments and plans for holding reviewed and updated.
8. Best practice sessions continue to bookend each week privileging safeguarding (Monday and Friday mornings) as do Tuesday twilight sessions.
9. DJ carries out further audit activity to ensure alternative providers are rigorous and in step in all matters of safeguarding meeting and working with them to promote our "values".
10. Daily rigour in risk management and safeguarding is prescribed in morning briefings and prominent in afternoon debriefing.
11. Review of all statements (EHCP) and personal development reports to ensure school thematic approach pertinent plus children and young people feedback on their priorities.
12. PSHE continues to roll out privileging CSE and PREVENT and in-house handover to experienced PSHE teacher (MH resigned)

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

1. Single central record and wider safeguarding protocols scrutinised and tested.
2. The notion of recovery and fresh starts and forgiveness has been necessary honourable and a pragmatic help when challenges sharp and staffing denuded.
3. Those "supporting" know their students and are now active in setting out and developing what their sponsorship will look like.
4. Team and individuals clearly and measurably aware of its of their responsibilities
5. Children and young people at risk are prominent in our thinking and actions taken and in that reflection and sharing we embed our alertness to signs and symptoms and habitually share..
6. Formal training informs and reinforces knowledge and skills improving our ability across the team to be alive to risk and what to do.
7. Promotes safety of students and staff with de-escalation and best preventative practice to the fore in step with school's values
5i. This ensures we are reflective and mindful of trends and the need for changes and new approaches to avoid holding if we can.
8. It keeps safeguarding prominent and privileged in the thinking of the team and is evidenced by the risky and complex children and young people made and kept safe in school and at home and in their communities.
9. SLT and GB reassured that scrutiny happening and outcomes positive and placements and people and practice appropriate and safe.
10. Team sharing and anticipating of risks in student body and frailties in our practice and systems maintains vigilance and addresses those risks and frailties and keeps the community safe.
11. There is greater power and impact in a corporate and collective approach and the audit of all statements (EHCPs) proved pertinence of those themes to CYP's personal development: develop greater self –awareness and self-control; accept boundaries and adult direction; develop positive relationships with peers and adults.
12. AHT SR and PSHE lead and senior teacher MH have continued rolling out PSHE relaunch and it is significant delivery confined to two proven practitioners as this has ensured good behaviour and learning. New leader will bring continuity.

(Incremental reporting: behaviour and safety t, attendance, FTE, CP/CSE/PREVENT risk assessments, Governor visit reports, The EHCP project, safeguarding training spreadsheet and signature lists, in-house best practice records/diary, access dedicated safeguarding@barleyleane.devon.sch.uk, SDO support officer records anonymised)

Emerging challenges and obstacles to improvement threats and opportunities

1. The loss of talented and influential staff at all levels to sickness and across functions including two resignations.
2. Public and wider good order and discipline and the precious positive climate for learning more at risk and sometimes "wobbling"

Consequent reactive school improvement activity

1. Because personal development, behaviour and welfare critical and "good" or better school/team performance non-negotiable "leaders" whether through seniority and temperament and commitment have stepped up and stepped in or stepped up and new talent recruited, and new staff made permanent
2. The prevailing culture of positivity, generosity and resilience has been leant on hard and folk have been frankly fantastic.

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

1. The school community has remained safe, stable and purposeful and young people at risk beyond school have been supported and necessary work tackled with families and professionals typically social care.
2. Meetings and mealtimes, the corridors (critical times and benchmarks for an SEMH community) have been supported and led by "emerging leaders" successfully adding to our leadership capacity and contributing to safety and stability: wobbles have quickly stabilised and a "bad Monday" has always been followed aby a "good Tuesday" and that the following Monday better...

(Incremental reporting: behaviour and safety t, attendance, FTE, CP/CSE/PREVENT risk assessments, Governor visit reports, The EHCP project, safeguarding training spreadsheet and signature lists, in-house best practice records/diary, access dedicated safeguarding@barleyleane.devon.sch.uk, SDO support officer records anonymised)

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.

Supporting document	Context	Pertinence
1. School improvement 2016/17 with 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. Safeguarding policy and **3a** and **3b** guidance for staff 2016-2017 **3c** safeguarding audit	• Key practical guidance for staff across a range of risks and responsibilities.	• Governors must be reassured accessible doable safe practice being promoted and disseminated.
4. Behaviour and safety checklist AUT 2 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
5. Attendance AUT 2 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.
6. FTE AUT 2 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.
7. 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.
8. Anonymised notes from moderated observation	• Delayed essential activity tackled with EPS	• Governors must be reassured SR judgments reliably moderated and accurate.
9. PREVENT/**9a** CSE/**9b** CP risk assessments updated and anonymised.	• 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.
10. 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.
11. Safeguarding training and best practice AUT 1+2 2016-2017	• Describes briefly the twice weekly best practice sessions.	• Governors must have reassurance and evidence welfare and safety rigorously pursued in school.
12. 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.
13. Governor visit reports AUT 2 2016	• Vital to informed and credible "critical friendship" distributed by clerk to GB KF	• SEMH schools can deteriorate with frightening speed.

14. Pupil Voice	• The children and young people are regularly asked about their experiences and preferences.	• The governors core focus and responsibility: what the children get and get out of it?
15. New behaviour scheme	• If not regularly revisited and refreshed its impact and influence fades.	• Governors
16. Evidencing safeguarding using Ofsted prompts update	• Uses Ofsted framework to check evidence of necessary good practice reviewed termly	• Allows lay governors to look for evidence of the good practice Ofsted are seeking.
17.	•	•