Barley Lane School
Hard work, humility, kindness

HT supplementary "virtual" report to SBLT com Sum 1 2017: reporting on SUM weeks 1-6

Dear Governors,

You are aware a review is undertaken each half-term of key indicators and activities from safeguarding risk assessments through attendance to scrutiny of holding children.

The SBLT committee met during week 3 of the Summer term and I reported to you and provided supporting documents but mid half-term I couldn't report on key indicators for example "attendance" or the extent of fixed term exclusion as is our established routine so the safe operation of the school can be confirmed and any emerging risks or frailties quickly identified (SEMH schools can become very risky very quickly).

I will use the same prompts from our agreed reporting framework but in a shorter narrative form to supplement and support the report presented to the committee and to share how the half-term panned out…this is our "virtual" meeting.

The end of this term will bring a review of whole academic year shared in the Autumn with the key and critical learning and accreditation outcomes so this effectively the last "health check" as we enter the last seven weeks of the academic year and our energies will be needed to tackle our day to day work as challenges and risks inevitable in our work.

Worth noting the favourable outcome of recent audit most pertinently in securing the top judgment in safeguarding (AH a star!) and add this to the favourable "peer review" in January and governors have some significant independent and external judgments.

Thanks all.

MMac

29.05.17

<u>**Effectiveness of leadership and management:**</u> current self-evaluation**: good**

Current planned and proactive school improvement activity

1. The delegation of operational leadership has been accelerated and sharpened by the absence of and then not reliably "match fit" headteacher and the addition of lead whole school behaviour manager.

The impact of that improvement activity

1. In a very challenging context the team succeeded in measurably maintaining good order and discipline and the positive climate for learning and indicators support this (serious incident reporting) and whilst FTEs have risen that is not unreasonable in context.

Emerging challenges and obstacles to improvement; threats and opportunities

1. Staff absences accumulated and increased sharply adding to operational risks and challenges

2. Resignation of AHT MM creates both challenge and leadership opportunity.

Consequent reactive school improvement activity

1. Team responded again with determination and optimism and indicators support this.

   In adversity team explored and agreed shared values.

2. Leadership restructured and new senior teacher role created

The impact of that improvement activity

1. Indicators of behaviour and safety positive despite tough context.

   Boosted morale and togetherness and so effectiveness.

2. Morale loss balanced by morale boost in team.

   Leadership team more balanced and credible.

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

Current planned and proactive school improvement activity

1. AHT SR engages with experienced UPS teachers as senior and experienced staff intuitively expressing concern about "stoic" approaches to challenging behaviour that allow ultimately corrosive low level poor behaviour to damage learning a need for robust self-evaluation and high expectation.

The impact of that improvement activity

1. Uncertain at this time beyond establishing clarity and reinforcing experienced teachers' direct responsibility to imaginatively and successfully manage behaviour

Emerging challenges and obstacles to improvement; threats and opportunities

1. Nursing year 11s through GCSE and other public exams amidst stresses of leaving and their natural anxiety.

2. Year 10 students often and have emerged as more risky and challenging in anticipation of becoming "elder statesman"

Consequent reactive school improvement activity

1. Team most notably AB exams officer dedicated and pragmatic academically and practically and emotionally supporting young people.

2. Assertive discipline, pragmatic management, creativity with curriculum, seeking to sustain positive relationships all deployed.

The impact of that improvement activity

1. Student engagement and dogged determination and "stickability" hugely uplifting with year 11 students applying themselves superbly "under pressure".

2. Softened and made workable some pretty challenging behaviours in individuals and combinations and protected wider positive climate essential to our wellbeing and effectiveness.

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

Current planned and proactive school improvement activity

1. Established daily, weekly and half-termly rhythms, rituals and routines of safeguarding continue with the element of learning and developing our practice a constant also. This has included updates and review of CP, CSE and PREVENT student risk assessments.

The impact of that improvement activity

1. Multiple and diverse risks managed safely and children and young people safeguarded.

Emerging challenges and obstacles to improvement; threats and opportunities

1. Staff unity and morale impacted by absences and fallout from them; staff morale and wellbeing directly impacts children's.

2. Safeguarding frailties emerge inevitably through faulty assumption and muddled thinking.

Consequent reactive school improvement activity

1. In adversity team explored and agreed shared values.

2. Useful revisiting of key safeguarding and health and safety principles and knowledge.

The impact of that improvement activity

1. Boosted morale and togetherness and so effectiveness.

2. Revisited, reinforced and revitalised our critical and fundamental work in health and safety and safeguarding.

Supporting documents	Context	Pertinence
1. core behaviour indicators (1a.anonymised version)	• Half-termly review of key indicators of behaviour and safety both for the community and individuals; includes restraint, attendance and exclusion with half term update and accumulative for academic year so far.	• Governors must access key measures relatively frequently as SEMH schools can get into difficulty kind of irreversible "stall" and consequent catastrophic crash if scrutiny of restraint most pertinently and powerfully is not frequent and detailed.
2. healthy relationships 3. team morale and wellbeing	• As documents set out staff wellbeing impacts powerfully student wellbeing.	• Governors have duty to both students and staff to protect and promote their wellbeing and to ensure SLT proactive in this.
4. new staffing structure	• necessary housekeeping	• Governors must be fluent and active in staff changes organic, unexpected and planned
5. robust self-evaluation and high expectation 6. student Risk management 7. safeguarding activity 22.05.17 8. risk management revisited 9. new welcome note for visitors 10. visitor protocols revisited 14.05.17 11. training and best practice incremental record 2016-17	• Human nature creates fault-lines where these critical qualities can slip and so then does behaviour and learning and critically safeguarding.	• Governors must be reassured rigour is maintained and **challenge** sits alongside support as an equal.

Supporting documents held in school	Context	Pertinence
12. CSE risk assessment update 13. Radicalisation risk assessment update 14. Safeguarding risk assessment update	• Risks and developments and interventions reviewed and bullet pointed incrementally each half -term	• To provide evidence for governors that safeguarding risk assessment is proactive not inert admin'