Barley Lane School
Hard work, humility, kindness

Following constructive and helpful criticism from our key partners Babcock LDP and SENTIENT trust peer head-teachers the team agreed an alternative SEF using a model from a consistently "outstanding" Devon special school made good and pragmatic sense.

School Self-evaluation summer 2017

Author: headteacher moderated and supported by SLT and wider team.

Audience: governors, diverse professional colleagues within and beyond the school community, parents and carers, Ofsted, Babcock/LDP.

Summary of main improvements since last Ofsted:

Leadership and management

There are new senior leaders and middle leaders and leadership clusters and greater distribution of leadership to both consolidate what the previous inspection judged "good" (in a dynamic and challenging SEMH setting what is "good" is always at risk) and push on to "outstanding".

The impact of this has ensured the good relationships and positive climate for learning and the good and sometimes outstanding teaching Ofsted described have been protected and sustained and the school is as described in January 2017 by the Babcock LDP/Peer review *"a calm, ordered and purposeful environment within which good learning can take place."*

Governance is different and better post a review that restructured its leadership; redefined how it was organised; changed the nature of reporting and scrutiny including accessing more data and information of all kinds and these improvements reinforced by far greater presence in school in a focussed way for example dedicated safeguarding activity and this commented on in recent peer review, *"Through focussed visits to school she (safeguarding governor) has been able to make judgements about the quality of provision, ask key questions and identify areas for improvement that she can feed directly into the School Development Plan."*

The impact of this has been to make the headteacher and team more accountable because governors are better informed and more visible: this in turn has meant they are integral to school improvement and all of governance is now shaped by the Ofsted framework and our shared focus for improvement within it.

Learning teaching and assessment

The temporary loss of a dedicated and well established leader in LTA has been absorbed by the emergence of a cluster of talented, committed and energetic teachers emboldened by both experience and a range of positive measures and indicators for example pupil feedback that empower them to be influencers and our peer review in 2016-17 judged, *"The Middle Leaders presented as an impressive and strong team. The team talked about Teaching and Learning rather than privileging behavioural issues. What is different about the school is that people are saying that they are relishing the opportunities that they are being given and the way in which they are being empowered."*

The teaching and support team have habitually revisited and described best practice and the characteristics of the best practitioners. Peer feedback from teachers and support staff has been embedded. The views of the children and young people are prominent for example how engaged and challenged are they feeling?

The shift and development in governance alongside a greater range of measures and indicators of good practice and outcomes has stiffened and made more robustly reliable pay progression, career development and the retention and development of staff.

The impact has been to sustain the accountability of and healthy pressure on teachers to consolidate and improve their practice to meet ever shifting and complex needs of the children and young people and ensure learning progress is at least good in a large majority.

The curriculum has been continuously developed with emerging and now established strands: critical core subjects to GCSE and other accredited courses; options to tackle a range of other academic subjects; vocational and work based learning; access to enriching sporting, social and cultural activities (the school offers DoE); access to mentoring, counselling and therapeutic support.

The impact of this is manifest in the engagement of children most notably those most complex and potentially disaffected with DoE success reminding us that learning happens in inspirational and diverse ways and work in emotional literacy and counselling embedding and offering the children and young people a chance to reflect and learn about being a happier person. Leavers continue to acquire a range of qualifications and accreditation.

Personal development, behaviour and welfare

The context described above remains wholly pertinent to the matter of the children and young people's personal development, behaviour and welfare and in our dynamic and challenging SEMH setting what is "good" is always at risk. The team has become embedded in the daily reflection and action "what must we do consistently well, better or differently to keep everyone safe?" and this scaffolded by a now wholly embraced culture of everyone's responsibility for the welfare and safety of everyone in the school community.

We have developed and improved our working with professional partners most pertinently and powerfully social care, *"I can say categorically that Barley lane works cooperatively and is immensely supportive with me in helping the child I have been working with".* We have pragmatically and flexibly reached out to parent s and carers also, *"Couldn't be happier with how he's turning out – he's found his confidence, sense of humour. Trusts people – never had any before."*

We have specifically developed new roles in safeguarding and relentlessly shared and promoted it across the team but stayed focus too on core risks for example attendance noted by peer review, *"The school has rigorous processes for monitoring and supporting attendance which are well embedded."*

We have sustained, embedded and developed further a culture of "change us to change them" where modelling the values and behaviours we are seeking is core and the matter of restorative and healing justice in managing behaviour embedded further (and these key in the journey from "special measures" to "good").

The impact has been evidence of multiple and diverse risks to the children and young people's welfare, safety and happiness made safe; behaviour remains good in a very large majority and the positive relationships and consequent positive climate for learning have been protected and promoted.

Pupil outcomes

The development activity to both consolidate and improve the school described above **has had the following core impact**: the children and young people are safe and happy and tell us they can learn because of the positive climate; they make good progress and achieve a range of accreditation (end of final key stage outcomes compare favourably with similar schools locally and nationally); our young people secure education, training and work beyond our care and are successful in a large majority.

Diverse stakeholders, not least the children and their families and our peers who scrutinise us, feedback positively.

Leadership and management

"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."

<div align="right">Ofsted descriptor</div>

"Middle Leaders presented as an impressive and strong team…they are relishing the opportunities that they are being given and the way in which they are being empowered. It is this energy and dynamism that will increase operational capacity at the school as well as helping to make the shift from Good to Outstanding."

<div align="right">SENTIENT/Babcock LDP peer review 2017</div>

1. **Leadership and management are good because**…

- Governors share and live out the school's core values of hard work, humility, kindness, they are visible and incrementally more fluent in both the life of the school and the available measures and indicators of both success and risks and are therefore able to scrutinise and interrogate both the operation of the school and the data. They also contribute to improvement goals and priorities.

- Senior leaders also live out the school's core values of hard work, humility, kindness and in doing so set a positive example to colleagues and students. The focus on the consolidation and improvement of best teaching practice and skilled relationship building and the authority and influence they bring have protected, sustained and promoted further the critical positive climate for learning.

- Middle leaders of talent and integrity are emerging strongly and increasingly influential as both individuals and in clusters around learning and teaching and personal development, behaviour and wellbeing.

- Across the team and functions staff are increasingly understanding and embracing that "leadership" is needed throughout the group and that they make a critical contribution; this is particularly developed in the emerging talent in the learning support team who want to be authoritative and influential.

2. **What are the risks and opportunities ahead?**

- Developing leadership capacity further and securely embedding incrementally more and more staff across the team will be challenging because the children and young people make it so as they are bright, complex, challenging and risky and also discerning; only authentic and committed adults can succeed and herein lies another recurrent risk…

- The threats of our own passivity and stoicism and frailties as adults and student energy outdoing our own are ever present and building and distributing leadership involves innate risks because of the setting and adversity and necessity needed to drive staff learning; finding a balance of challenge and support will be tough.

3. **What then needs to be done to remain securely good and become outstanding?**

- Governors will require further time to develop and embed their understanding of the school and their ability to call senior leaders to account with increasing confidence and conviction.

- In both SLT and middle leaders there is clearly room to grow in confidence and independence for example the wholly secure safe day to day operation of a small but complex and risky school.

- "Clusters" need to embed also and prove their specific and measurable impact on the quality of teaching for example or better behaviour and personal development.

Learning teaching and assessment

"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."

<div align="right">Ofsted descriptor</div>

"There was evidence of outstanding practice in the use of open questioning and encouraging the young people to think their answers through. Peer support was encouraged. There was a clear protocol in hands-up and there was evidence of outstanding relationships between staff and pupils."

<div align="right">Joint observations with educational psychology service December 2016</div>

1. **Learning teaching and assessment are good because…**

- Teaching is and has been consistently good and sometimes outstanding over time across internal and external, formal and informal measures and the conversation about teaching best practice is and has been consistently privileged and prominent over time in school improvement and performance management with emerging middle leaders and "clusters" driving development and improvement.

- The scrutiny of and decision making around teacher retention and development and pay progression have all become more rigorous as governance and senior leadership develop also.

- Learning progress is at least good in a majority across phases and subjects and end of final key stage outcomes in the round compare favourably with similar schools locally and nationally although such comparisons are getting harder to reliably make :there is evidence young people over time in a majority achieving what they should against expectations and some for example CiC do particularly well often exceeding expectation

2. **What are the risks and opportunities ahead?**

- The complexity and challenge the children and young people present in class is relentless and shifting as is the chemistry between them and often intensified as they emerge as young adults and this demands equally relentless reflection, discussion and action and innovation from individuals and the team.

- To meet challenges and overcome the complex and diverse obstacles to learning demands then qualities that are hard to always reliably deliver and again in an SEMH setting the children and young people can "find us out" and expose any frailties in not just our work but those rooted in our professional character.

- Conversely there are huge opportunities as is evidenced by the retention and development of talented staff in a climate where as recent peer review reported middle leaders *"are relishing the opportunities that they are being given and the way in which they are being empowered."*

3. **What then needs to be done to remain securely good and become outstanding?**

- Only a small minority of the current teaching team have credible claims to have achieved consistently "outstanding" teaching and the work of the learning and teaching "cluster" in identifying best and weakest practice and challenging and supporting colleagues to make positive change must embed.

- Learning for a minority of super complex and invariably bright and capable youngsters remains hindered and blocked by a range of needs and behaviours the team has to wrestle with both to understand and to identify and successfully deliver new ways of working for example ameliorating attachment disorder.

Personal development, behaviour and welfare

"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."

<div align="right">Ofsted descriptor</div>

"The school has a positive ethos and moral basis…The students know that the staff care for them… Students were settled in school. They were polite, respectful and responsive to members of the team at all times. One of the visiting team commented that no smile went unreturned."

<div align="right">SENTIENT/Babcock LDP peer review 2016</div>

1. **Personal development, behaviour and welfare are good and sometimes outstanding because…**

- The team has remained focussed in their work in positively parenting the children and young people and this is scaffolded and embedded by for example prescribed meeting agendas, school improvement and performance management, pupil, peer, parent and other professionals' feedback.

- A relentless focus on how to build safe and compassionate and trusting relationships; how to build a community and a climate where there is calm and goodwill so children and young people can behave well and learn and build trusting relationships where they can seek and get help and support.

- A huge commitment across the team to modelling our core values and the behaviours and beliefs we want to embed in the children and a dialogue with them that imbues all of school life about greater self-awareness and self-control and the possibility always of making new and better choices and decisions.

- There is an ongoing commitment to remaining super alert and incrementally learning and considering more about safeguarding risks (and these are multiple, diverse and often very serious in our setting) and strong working with other pertinent professionals most powerfully and pertinently social care.

- There is sensible, compassionate but robust parenting around arguably mundane but no less risky issues for example robust monitoring of attendance, there is genuinely no smoking (it brings many other risks) and mobile phones and internet ready gadgets are not allowed and we persist doggedly in asserting reasonable and necessary expectations.

2. **What are the risks and opportunities ahead?**

- Many of the children and young people will and do relentlessly test our ability and determination to sustain this effort to promote their safety, happiness and wellbeing and to encourage in them "Hard work, humility, kindness".

- Again as across all our work our character and commitment will be powerfully tested and the challenge will be what to do about those of us who cannot deliver the essential qualities but again such difficulties will bring opportunities for folk inspired by the innate worth and dignity of the work we do.

3. **What then needs to be done to remain securely good and become outstanding?**

- The privileging of and active discussion and action around behaviour welfare and safety must be sustained as must our energy and commitment in the face of a combination of risks and challenges that can overwhelm us as individuals and a community.

- If we can sustain the positive climate and culture through good relationships and compassionate authority and influence then it is enabling and empowering the many risky young people to keep themselves reliably autonomously safe is where "outstanding" lies and we have not achieved that yet.

Pupil outcomes

"Overall progress of disadvantaged pupils, disabled pupils and those with special educational needs is above average or improving… Pupils are well prepared for the next stage of their education, training or employment and have attained relevant qualifications."

<div align="right">Ofsted descriptor</div>

"My kid brother was at Barley Lane, and you guys did so much for him: our family love you!" He is really bright: he used to really hate that, until he went to Barley Lane; now he's really happy with it."

<div align="right">Pupil's older sibling</div>

1. Pupil outcomes are good because

- The tracking of pupils leaving school over time and since the last inspection evidences in a very large majority our young people secure varied and credible accreditation often meeting and sometimes exceeding expectation*

- Comparisons with similar schools locally and nationally evidence this.

- They go on to secure and keep places in further education and training.

- A small number return successfully to mainstream school

- Student and parent and carers feedback consistently positively.

- Colleagues in social care feedback supportively on our collective effort to support the most vulnerable and complex youngsters.

- Diverse visitors of all kinds comment on the positive relationships and the openness and friendliness of the children and young people and this hard won in an SEMH setting.

- There is both a positive climate for learning that supports the children and young people but also staff feel "empowered"

2. What are the risks and opportunities ahead?

- The theme is constant; the combination of the talent, energy but dynamic and shifting complexity, vulnerability and risk the children and young people bring will perpetually test us and our ability to sustain the necessary energy and self-awareness and hard work to keep responding and meeting their needs and with them overcoming the obstacles to their learning and wellbeing.

- The theme is constant the opportunity is for the school to keep, develop and attract more of the best people to work with and for our students and their families: folk who will and *"are relishing the opportunities that they are being given and the way in which they are being empowered."* Peer review January 2017

3. What then needs to be done to remain securely good and become outstanding?

- The drive and enthusiasm to improve across leadership and management, learning, teaching and assessment and personal development, behaviour and welfare must be sustained and critically to do so "distributed".

- Sustaining and deepening the *"commitment to the personal and professional development of staff…staff relish the opportunities that this brings. This desire is palpable when talking with staff. It is this energy that will increase operational capacity and help move the school from Good to Outstanding."*

Core evidence to support judgments
a) Feedback from external sources (governors want the objectivity of credible others' judgments)
1. Reports of Exeter School Improvement Quadriad Babcock/SENTIENT trust monitoring visits 1. 01.03.16 and 1a. 11.01.17 (Peer Reviews)
2. Report of visiting Ofsted inspector and former special school head-teacher Bob Pugh 11.05.15
3. Ofsted report 2013
4. Audit report (Single Central Record and Safeguarding Return) May 2017
5. Devon County Council Health and Safety Review 2014 (client/pupil safety, health and wellbeing)
6. Observation feedback Bob Pugh 17.11.14
6i. Report of visiting and attached educational psychologist Babcock LDP Observations feedback 10.15
6ii. Joint observations with educational psychological service 2016
b) Feedback from key stakeholders
7. Parent and carer feedback 2015
7i. Parent and carer feedback 2016
7ii. Parent and carer feedback 2017
8. Student feedback 2015
8i. Student feedback learning and teaching 2016
8ii. Student feedback welfare and safety 2016
8iii. Student and staff feedback on confidence in leadership team
8iv. Pupil Voice: student feedback on our work for and with them 2016-17
8v. Student feedback summary 2016-17
8vi. Parent pupil personalised learning feedback 2016-17
9. Feedback from our colleagues in social care
9i. Feedback from a range of stakeholders
c) Feedback from our own team
10. Student and support team feedback 2015
10i. Team feed-back 2016: level of challenge and support
10ii. Student and staff feedback 2016: confidence in leadership team
10iii. Best SEMH practice self and peer evaluation anonymous example 2016
10iv. Team peer evaluation 2017
10v. Gender discussion feedback outcomes and actions update 2017
10vi. Team morale and student wellbeing 2017
10vii. EHCP themes audit activity 2017
d) Governor visits and reports: examples

11.   10.03.16 vice chair of governors school visit

11i.   16.03.16 chair of governors school visit

11ii.   30.09.16 safeguarding governor school visit

11iii.   05.10.16 chair of governors school visit

11iv.   06.03.17 vice chair of governors off-site provision visit

11v.   26.06.17 safeguarding governor school visit

e)	Our own measures and indicators of personal development behaviour and safety

12. Measures and indicators of behaviour and safety (includes: holding children; attendance, exclusion, absconding, behaviour and **personal development**- see table below)

12i. Annual safeguarding audit

12ii. Evidencing safeguarding using Ofsted prompts termly review

12iii. Safeguarding pupil audit anon*

12iv. Safeguarding pupil audit CSE*

12v. Safeguarding pupil audit PREVENT*

12vi. High risk student management.*

12vii. Case study: seven days in March 2017

12viii. Safeguarding training in-house 2016-17 (formal CP/safeguarding training record held by Bursar)

13. safeguarding case study 1

13i. safeguarding case study 2

13iii. Safeguarding case study 3

*please note half termly updates provided to dedicated safeguarding committee

Please see school portfolio of safeguarding guidance www.barleylane.sch.uk click the "about us" section

f)	Our own measures and indicators of the quality of learning and teaching

14.   Internal observation summary 14/15-15/16-16/17

14i.   Good learning progress stories

14ii. End of final key stage outcomes 2017

14iii. End of final key stage outcomes over time/pupil stories

14iv. Benchmark children GCSE over time

14v. Learning progress across the school and key groups

14vi. Outcomes in context DfE data-comparable schools locally and nationally

14vii. Leavers' destinations now and over time.

•	recorded serious incidents	2	• Is the community stable and orderly?
•	holding children	4	• Is it necessary, ethical and safe? Are we proactive in reducing it?
•	use of fixed term exclusion	12	• Is it justified? What about the safeguarding risks it could and can create? Are we making sure the children are safe?
•	attendance	26	• Is it rigorously monitored? Are we proactive in improving matters and making things safe?
•	behaviour reward system	33	• What does it tell us about how good behaviour is?
•	absconding	37	• Is it managed safely? Is it scrutinised? Is it rare?
•	behaviour audit	43	• Across a range of positive descriptors of good behaviour and positive personal development are the children in a majority progressing as people?
•	Parent/carer feedback 16-17	52	• As people and learners how do parents think their children are doing and how safe and happy are they?
•	Staff peer feedback	54	• How do we rate each other in matters of building safe, positive and influential relationships with the children and young people?
•	Pupil feedback	57	• How do the children feel about each one of us; how well supported cared for and educated?