

Barley Lane School

Hard work, humility, kindness

Context for school improvement 2017-2018 (on a page) reviewed updated 01.02.18

Dear All,

Post an Ofsted judgment of “good” in December and a narrative report that reads most positively we can be quietly confident our values and priorities sound and so it remains true...

...The core and first principle is that of our individual responsibility to be self-aware and self-critical and self-improving and this in turn underpinned by the old school but no less reliable SEMH truth about “changing us to change them” and that our community improves from the bottom up as each one of us strives to improve and contribute more.

This means everyone from Lawrence’s strong work ethic and pride in a clean and therefore orderly school, Kevin’s constant innovation and creativity and practical skills to deliver a safe environment to Wendy’s commitment to developing her safeguarding knowledge and network ...there are many more examples.

It means Gabby determined to prove her worth (and hasn’t she just 😊) or what about Nicky stepping into Leanne’s shoes (big shoes to fill) and leading off-site...there are many more examples.

It is the fierce autonomy and high standards of Alyssa or Mike McDaid’s quiet brilliance in building a positive and progressive climate with all his groups over time; it is Rob determinedly and skilfully and with his tough gentleness getting what was a hugely complex and risky group successfully to the finish line in DoE and how uplifting was that presentation “wow!... there are many more examples.

This all powerfully linked to our established values of personal responsibility for health and safety and child-protection and safeguarding and this equally pertinent in matters of learning and teaching and the children’s happiness, welfare and development as people and learners.

This in turn is connected to the structure of inspection: leadership and management; learning, teaching and assessment, personal development, behaviour and safety and our best people habitually make very significant contributions every day across these critical elements.

All good and progressive stuff but there are bumps and pot-holes in the improvement road...

1. Firstly as a community we have to accept that significant staff losses from the tragic to the trivial from the serious to the bizarre from the unavoidable to the questionable be it suspension, resignation, promotion or retirement are a part of this school’s nature. We are constantly hit hard and will be again by a lack of bodies where if fully fit and all present we feel a powerful benefit.
2. Secondly whilst uncomfortable there are pockets of frailty in our team where expectations are not high enough of children or self, folk are not promptly transparent in acknowledging frailties (this directly linked to that failure of expectation) and this compounded inevitably by a failure to tangibly improve matters because again standards are too low and albeit subconscious there is a failure to see the urgent need for self-improvement.
3. Thirdly the children and young people, their families and the professionals working with them throw us many curved balls and the risks and challenges are complicated, diverse even enigmatic and sometimes very hard to manage and make and keep safe...

What this all means is we need fewer (hence this is a one page document) and the right things to do that both embed strengths and challenge frailties and that everyone is accountable and everyone improves. Next then what are those things and how do they relate to Ofsted and how will they ensure there is individual responsibility? Dialogue with committed and skilled colleagues and with governors suggest...

MMac

Barley Lane School

Hard work, humility, kindness

School improvement priorities 2017-2018: key challenges and opportunities (on a page)

Leadership and management

1. Progress in governance is consolidated. Governors are increasingly fluent in the work of the school, confident with the available and diverse indicators and measures. Their growing presence in school is sustained and embeds their understanding and triangulates their judgments and their ability to call the school to account. New governors play “catch up” quickly.
2. The safe day to day operational running of the school in all its risk and complexity and challenge is further delegated to established, relatively new and emerging leadership talent across the team and that group is diverse in its make-up.
3. All staff across disciplines but most powerfully the teaching and support team embrace their responsibility to be owners of and lead in their own increasing understanding, competence and influence across school life.

Learning, teaching and assessment

1. Across the team and in every individual there is robust and reliable high expectation of the children and self and an urgent and habitual transparency about the inevitable challenges and setbacks and clear and tangible steps are taken to meet those challenges and address those setbacks by making **personal positive changes** in one’s practice through a commitment to:
 - i. The humility to recognise where practice has frailties* and standards are slipping and behaviour and learning are at risk and the humility too to speak up and seek help to improve;
 - ii. Continuously seeking to understand the children better in all their diversity and complexity, spark and challenge and being a “present” and active listener and contributor to and sometimes leader of the shifting and dynamic conversation formal and informal about best-practice;
 - iii. Consistently demonstrating the graft and energy to make real both emerging and the established best practice we have learned and shared and set out over time through bloody hard work and being alive and open to new ideas and ways of working.

* is teaching exciting and engaging and modified and differentiated as that drives good behaviour not the other way round.

Personal development behaviour and safety

1. The proven power of positive role-modelling and the insights we have gained through exploring attachment disorder and the mental health and wellbeing of the children and we will seek to embed our understanding of what it means to be: playful; accepting; curious and empathetic with our EP Bryony.
2. Throughout the team and as a part of a core theme in our improvement efforts each individual across disciplines will relentlessly ask themselves how they are going to develop their understanding and practice to promote and embed positive behaviours in the children and young people? We replicate the priorities of personal change set out in learning, teaching and assessment.
3. We all consolidate and protect the rigorous habitual sharing of safeguarding risks generated by and around the children, by their lives, by us, by our systems and ways of working and critically act quickly and intelligently to manage and make those risks safe.

Leadership and management						Pupil outcomes
What are the key things to do? (who)	Pertinent Ofsted descriptors and teacher standards	Describe the smaller specific steps... (who)	Training	E?	Available measures/ indicators	Targets and goals
Progress in governance is consolidated. Governors are increasingly fluent in the work of the school, confident with the available and diverse indicators and measures. Their growing presence in school is sustained and embeds their understanding and triangulates their judgments and their ability to call the school to account. New governors play "catch up" quickly.	<ul style="list-style-type: none"> Leaders and governors are ambitious for all pupils and promote improvement effectively. Leaders and governors have an accurate and comprehensive understanding of the quality of education. Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Set high expectations which inspire, motivate and challenge pupils 	<ul style="list-style-type: none"> Every FGB and committee is focussed on SIP and that framed by Ofsted. Discussion and questioning encourages new governors to participate and steadily grow in confidence. There is increasing healthy scepticism and "critical friendship" evident in questioning. Lay governors are all at least termly visitors and visits framed by safeguarding. Governors know where to look and what to ask to see to make visits robust and purposeful. 	The high quality of sharing and questioning and dialogue between governors and staff team formally and informally means governors incrementally more knowledgeable and confident and so able to challenge.	No costs for this improvement	<ul style="list-style-type: none"> Reports to committees and FGB and their minutes. The quality of discussion and scrutiny in minutes. Evidence submitted to support and informs narrative reports. Work on HT PM and decisions on career and pay progress across team Governors reports/ 	<ul style="list-style-type: none"> Core work across Ofsted framework is being both described and questioned. Robust discussion and debate about safeguarding, QoT and learning progress. Governors have access to a wide range of evidence and critically are questioning and probing HT and SLT at FGB and coms. Pupils are measurably safe and happy: positive climate is protected. Teaching and learning are measurably "good" or better.
The safe day to day operational running of the school in all its risk and complexity and challenge is further delegated to established, relatively new and emerging leadership talent across the team and that group is diverse in its make-up.	<ul style="list-style-type: none"> Safeguarding is effective leaders and staff take appropriate action to identify pupils who may be at risk reporting concerns and supporting the needs of those pupils. Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. Manage behaviour effectively to ensure good and safe learning environment develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support deploy support staff effectively 	<ul style="list-style-type: none"> Senior leaders in supportive pairs operate increasingly independently of headteacher Middle operational leaders similarly are exposed to risk and challenge. Team willing to take sensible risks to allow adversity to develop people and safe failures to learn from. Daily briefing and debriefing and thrice weekly best practice sessions scrutinise operational leadership they also provide challenge from leaders to team. Weekly reflection and sharing for operational leaders. 	Coaching mentoring and robust critical friendship key to developing leadership capacity and the exploitation of the Daily briefing and debriefing and thrice weekly best practice sessions	No costs for this improvement	<ul style="list-style-type: none"> Recorded serious incidents/attendance/exclusion/safeguarding risks/behaviour points/sanctions/exits. Staff and pupil feedback on climate: how safe are folk feeling? Governor visits/reports on climate under developing leadership? 	<ul style="list-style-type: none"> Analysis of measures weekly and daily does not identify obvious frailties under specific leaders. Weekly and termly "safe" parameters across measures... Levels of serious incidents and holding children may spike but they stay within safe parameters; trends will be positive and evidence decline and this will be reflected across measures. Pupils in a very large majority will not appear in these indicators. Those that do trends are positive. Pupils are measurably safe and happy: positive climate is protected and promoted under new leadership.
Staff across disciplines notably the teaching/support team embrace responsibility to be owners of and lead in their increasing understanding, competence and influence across school life.	<ul style="list-style-type: none"> The positive relationships between leaders, staff and pupils support the progress of all pupils at the school. Set high expectations which inspire, motivate and challenge pupils take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues 	<ul style="list-style-type: none"> Leaders reliably include all staff and disciplines in the daily dialogue about best practice and focus diverse colleagues on their responsibilities and impact Individuals are robustly challenged about their frailties. Folk are not allowed to "hide" 		Staff costs budgeted for	<ul style="list-style-type: none"> Moderated observation of teaching and support staff. The extent of learning progress that is at least good. Core measures of behaviour and safety The tracking of complex students (and therefore their teachers) using a range of indicators of learning and behaviour for example the extent of good progress; attendance, exclusion... 	<ul style="list-style-type: none"> Pupils are measurably safe and happy: positive climate is protected and promoted class by class session by session. All observed teaching will be judged at least good and increasingly outstanding (< 51%) and judgments reliably externally moderated. Learning progress will be at least good in a large majority (65%) and aspire to a very large majority (80%)

Leadership and management		Key milestones/progress on the way... achieved good progress some progress no progress						Impact on improvement planning 2018-19?
What are the key things to do? (Who?)	Describe smaller specific steps... modifications and changes in blue	Autumn 12.11.17	Autumn 2	Spring 1 post Ofsted	Spring 2	Summer 1	Summer 2	
Progress in governance is consolidated. Governors are increasingly fluent in the work of the school, confident with the available and diverse indicators and measures. Their growing presence in school is sustained and embeds their understanding and triangulates their judgments and their ability to call the school to account. New governors play "catch up" quickly.	<ul style="list-style-type: none"> Every FGB and committee is focussed on SIP and that framed by Ofsted. Discussion and questioning encourages new governors to participate and steadily grow in confidence. There is increasing healthy scepticism and "critical friendship" evident in questioning. Lay governors are all at least termly visitors and visits framed by safeguarding. Governors know where to look and what to ask to see to make visits robust and purposeful. 	Early and comprehensive sharing/reporting with FGB and committees including a wide range of measures and indicators. SLT press for early visits.	FGBM and SBLT plus HT PM supported by two visits and supplemented by the informal and habitual sharing enables governors to understand key challenges faced and look for response and impact.	Ofsted outcome confirms progress and competence of governance and they are fluent in our improvement aspirations now reframed by inspection outcome	Governors seeking more focussed reporting on risk and risk management (safeguarding) and agree new reporting format that uses established measures FTE, holding, attendance.			
The safe day to day operational running of the school in all its risk and complexity and challenge is further delegated to established, relatively new and emerging leadership talent across the team and that group is diverse in its make-up.	<ul style="list-style-type: none"> Senior leaders in supportive pairs operate increasingly independently of headteacher Middle operational leaders similarly are exposed to risk and challenge. Team willing to take sensible risks to allow adversity to develop people and safe failures to learn from. Daily briefing and debriefing and thrice weekly best practice sessions scrutinise operational leadership they also provide challenge from leaders to team. Weekly reflection and sharing for operational leaders. 	CM incrementally leading more and supported by MMac. Reality of two teaching staff and two support staff down must be managed flexibly.	CM and leading staff identify key challenges (set out also in LT&A and PDBS below) where key students, combinations of students and groups are damaging good order and safety and learning and take steps to ameliorate.	DJ/CM and RM to form core of leadership cluster that drives good behaviour now and this in step with Ofsted judgments. "Relationships and Routines" theme in all its nuances and complexity.	DJ creates new student group and leads this generates pupil and wider community benefits in stability. Forensic approach to day to day operation embeds further and measurably effective.			
All staff across disciplines but most powerfully the teaching and support team embrace their responsibility to be owners of and lead in their own increasing understanding, competence and influence across school life.	<ul style="list-style-type: none"> Leaders reliably include all staff and disciplines in the daily dialogue about best practice and focus diverse colleagues on their responsibilities and impact Individuals are robustly challenged about their frailties. Folk are not allowed to "hide" 	Up challenge further in briefing/debriefing. Everyone is a leader theme	Staff must be challenged but also supported but risks must be taken to ensure personal responsibility is taken to address the emerging challenges.	Leadership clusters will challenge colleagues in their diverse roles. "Relationships and Routines" theme	Whole team approach to "forensic" daily reflection and planning to ensure best and most proactive management day to day across team.			

Learning, teaching and assessment						Pupil outcomes
What are the key things to do? (who)	Pertinent Ofsted descriptors and teacher standards	Describe the smaller specific steps... (who)	Training	£?	Available measures/ indicators	Targets and goals
<p>Across the team and in every individual there is robust and reliable high expectation of the children and self and an urgent and habitual transparency about the inevitable challenges and setbacks and clear and tangible steps are taken to meet those challenges and address those setbacks by making personal positive changes in one's practice through a commitment to:</p> <p>The humility to recognise where practice has frailties and standards are slipping and behaviour and learning are at risk and the humility too to speak up and seek help to improve;</p> <p>Continuously seeking to understand the children better in all their diversity and complexity, spark and challenge and being a "present" and active listener and contributor to and sometimes leader of the shifting and dynamic conversation formal and informal about best-practice;</p> <p>Consistently demonstrating the graft and energy to make real both emerging and the established best practice we have learned and shared and set out over time through bloody hard work and being alive and open to new ideas and ways of working.</p>	<ul style="list-style-type: none"> Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning. 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. They are given time to apply their knowledge and understanding in new ways that stretches their thinking, and to practise key skills. Teachers challenge stereotypes and the use of derogatory ...teachers promote equality of opportunity and diversity in teaching and learning. 	<ul style="list-style-type: none"> Senior and middle leaders and measurably effective staff across disciplines must speak up where they see expectation and standards slipping or too low. Headteacher SLT must be more robust and candid with colleagues identified as vulnerable to any failure of expectation or transparency about challenges to behaviour and learning in their classes and their work. We must risk dispute and difficulty to make certain aspirations high across community. There is the embedding and spreading into final reluctant corners the culture of personal responsibility. The able and effective across the team are encouraged to be vocal in best practice conversation 	<p>Coaching mentoring and robust critical friendship key to developing healthy culture and the exploitation of the daily briefing and debriefing and thrice weekly best practice sessions plus the day to day experiences and sharing and conversations including robustly calling poor practice critical to promoting and embedding that culture. Developing the visibility and confidence and assertiveness of talented and effective diverse colleagues across roles and discipline another critical element to challenging and supporting others.</p>	No costs for this improvement	<ul style="list-style-type: none"> Moderated and multiple observation of teaching. The extent of learning progress that is at least good across key stages, subjects and teachers. Our core measures of classroom behaviour: points awarded; exits; recorded incidents. The tracking of individual and complex students (and therefore their teachers) using a range of indicators of learning and behaviour for example the extent of good progress; attendance, exclusion... 	<ul style="list-style-type: none"> All observed teaching will be judged at least good and increasingly outstanding (< 51%) and judgments reliably externally moderated. Learning progress will be at least good in a large majority (65%) and aspire to a very large majority (80%) Those not achieving "good" progress at the half-way point will evidence recovery. End of final key stage outcomes will continue to compare favourably with comparable schools. Behaviour measures will by student and corporately evidence improvement and positive trends Placements safe and sustained. Positive provider/pupil/parent feedback Negative indicators adjacent "positive" secured.
	<ul style="list-style-type: none"> Set high expectations which inspire, motivate and challenge pupils take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development have a clear understanding of the needs of all pupils, including those with special educational needs. 	<ul style="list-style-type: none"> Senior and middle and measurably effective and influential staff make repeatedly clear the work is innately complex and encourage and affirm openness and transparency about challenges and failures. Create a culture where across the team any complacency or lack of rigour is called out and challenged. This will be manifest as described in adjacent training section. 		EPS costs are budgeted for	<ul style="list-style-type: none"> Moderated observation of teaching and support staff. The extent of learning progress that is at least good. Core measures of behaviour and safety The tracking of complex students (and therefore their teachers) using a range of indicators of learning and behaviour for example the extent of good progress; attendance, exclusion... 	
		<ul style="list-style-type: none"> Outside and insightful voices for example EPS will regularly contribute to our understanding Senior and middle and measurably effective and influential staff will reliably contribute but also seek to engage more and more team members in the sharing of experiences insights and approaches that drive our individual improvement. Staff who do not contribute are both supported and challenged to do so through prescribed pieces of work for presentation to the team. 		No costs		

Learning, teaching and assessment		Key milestones/progress on the way...						achieved	Impact on improvement 2018-19
What are the key things to do? (Who?)	Describe smaller specific steps... modifications and changes in blue	Autumn 1 22.11.17	Autumn 2	Spring 1 post Ofsted	Spring 2	Summer 1	Summer 2		
Across the team and in every individual there is robust and reliable high expectation of the children and self and an urgent and habitual transparency about the inevitable challenges and setbacks and clear and tangible steps are taken to meet those challenges and address those setbacks by making personal positive changes in one's practice through a commitment to:	<ul style="list-style-type: none"> Senior and middle leaders and measurably effective staff across disciplines must speak up where they see expectation and standards slipping or too low. Headteacher SLT must be more robust and candid with colleagues identified as vulnerable to any failure of expectation or transparency about challenges to behaviour and learning in their classes and their work. We must risk dispute and difficulty to make certain aspirations high across community. There is the embedding and spreading into final reluctant corners the culture of personal responsibility. The able and effective across the team are encouraged to be vocal in best practice conversation 	Basic expectations revisited and shared and signed for so there can be no muddying of waters DATA sharing and understanding owning the progress of your students	As described above and specifically here a corrosive low level disruption in the secondary school plus an elite of super risky and complex individuals the core challenge	Returning lead SR will reform cluster with CO/AM/MM and build on Ofsted identified strengths and a collective approach for example to best practice in assessment. "High expectation and challenge"	Intelligent changes in groups and staff deployment plus return of and greater prominence of highly effective staff plus loss or removal of less effective staff coalescing positively				
The humility to recognise where practice has frailties and standards are slipping and behaviour and learning are at risk and the humility too to speak up and seek help to improve;	<ul style="list-style-type: none"> Senior and middle and measurably effective and influential staff make repeatedly clear the work is innately complex and encourage and affirm openness and transparency about challenges and failures. Create a culture where across the team any complacency or lack of rigour is called out and challenged. This will be manifest as described in training section. 	Let's celebrate what is good but be candid about what is not! DIFFERENTIATION?	It is discomfoting but necessary to be candid about failures in class but in a wider supportive context.	They will also troubleshoot emerging challenges.	Forensic approach to day to day operation embeds further and measurably effective.				
Continuously seeking to understand the children better in all their diversity and complexity, spark and challenge and being a "present" and active listener and contributor to and sometimes leader of the shifting and dynamic conversation formal and informal about best-practice;	<ul style="list-style-type: none"> Outside and insightful voices for example EPS will regularly contribute to our understanding Senior and middle and measurably effective and influential staff will reliably contribute but also seek to engage more and more team members in the sharing of experiences insights and approaches that drive our individual improvement. Staff who do not contribute are both supported and challenged to do so through prescribed pieces of work for presentation to the team. 	Modelling what we want is emerging powerfully as a shared belief and priority because we see it works	The perennial matter of secure authority in every class and every teacher and developing our "modelling" and challenging comfort zones	They will make planned improvements for example understanding AD and OD and how that impacts teaching?	AD formal training delivered at INSET team's secure reflective values allow safe focus on child.				
Consistently demonstrating the graft and energy to make real both emerging and the established best practice we have learned and shared and set out over time through bloody hard work and being alive and open to new ideas and ways of working.	<ul style="list-style-type: none"> Senior and middle and measurably effective and influential staff will lead by example Staff who consistently demonstrate no proportionate discretionary effort when it is essential to our safe working will be challenged. Clear indicators of any lack of robust professionalism for example in attendance, punctuality, dress, the classroom environment or clear examples of loss of good order will be promptly addressed and questioned again not just by SLT... but middle and emerging leaders and the measurably effective across the team and disciplines. 	Expose challenge encourage the talented to be more influential and vocal	We need a lead classroom management cluster based on hard evidence over time of wholly reliable PCFC in class.	They will be robust in both self-criticism but also brave enough to challenge peers. They combine with behaviour cluster	Morale and trust super high currently and so self-criticism and critiquing others can and does happen.				

Personal development behaviour and safety						Pupil outcomes
What are the key things to do? (who)	Pertinent Ofsted descriptors and teacher standards	Describe the smaller specific steps... (who)	training?	£?	Measures/ indicators	Targets and goals
<p>The proven power of positive role-modelling and the insights we have gained through exploring attachment disorder and the mental health and wellbeing of the children and we will seek to embed our understanding of what it means to be: playful; accepting; curious and empathetic with our EP Bryony.</p> <p>Throughout the team and as a part of a core theme in our improvement efforts each individual across disciplines will relentlessly ask themselves how they are going to develop their understanding and practice to promote and embed positive behaviours in the children and young people? We replicate the priorities of personal change set out in learning, teaching and assessment.</p> <p>We all consolidate and protect the rigorous habitual sharing of safeguarding risks generated by and around the children, by their lives, by us, by our systems and ways of working and critically act quickly and intelligently to manage and make those risks safe.</p>	<p>Pupils' good conduct reflects the school's efforts to promote high standards.</p> <p>There are marked improvements in behaviour for individuals or groups with particular behavioural needs.</p> <p>Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.</p> <p>The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe.</p> <p>Pupils conduct themselves well throughout the day, including at lunchtimes.</p> <p>Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.</p> <p>Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being.</p> <p>Manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them • maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. • treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position • showing tolerance of and respect for the rights of others 	<ul style="list-style-type: none"> • As described throughout the core effort to improve will be about individual accountability and responsibility. • The discussion about the children's wellbeing and development as people is inseparable from the one about their learning and we must understand and privilege this again as described throughout • Daily briefing and debriefing and thrice weekly best practice sessions demand staff share both successful safe relationship building and the challenges faced and we build our insights and understanding of the children to shape and develop our responses. • All interactions formal and informal are characterised by a solution focussed approach and we "change us to change them." • Just as with learning and teaching senior and middle and measurably effective and influential staff will reliably contribute but also seek to engage more and more team members in the sharing of experiences insights and approaches that drive our individual improvement. • There will then be a dynamic discussion every day about how we behave to promote the good behaviour safety and personal growth of our students • The critical daily rituals of reflecting and sharing tangibly acting to make CP and safeguarding risks safe are reliably maintained • The element of learning from risks and each other each day incrementally developing and embedding our knowledge and alertness to CP and safe guarding risks. • The rituals of accounting for children both their attendance and their whereabouts and supervision across the school day are maintained and effective • The critical element again of personal accountability and responsibility for all matters of health and safety most powerfully CP and safeguarding. 	<p>Coaching mentoring and robust critical friendship key to developing healthy culture and the exploitation of the daily briefing and debriefing and thrice weekly best practice sessions plus the day to day experiences and sharing and conversations including robustly calling poor practice critical to promoting and embedding that culture. Developing the visibility and confidence and assertiveness of talented and effective diverse colleagues across roles and discipline another critical element to challenging and supporting others</p>	<p>No costs for this improvement</p>	<ul style="list-style-type: none"> • The quality and focus of briefing and debriefing and thrice weekly best practice sessions and the on-going informal dialogue. • Our multiple and diverse indicators of behaviour and safety. • Peer, pupil and parent and carer feedback. • The quality and focus of briefing and debriefing and the on-going informal dialogue. • Our multiple and diverse indicators of behaviour and safety. • Peer, pupil and parent and carer feedback. • Our CP records and risk assessments 	<ul style="list-style-type: none"> • Those attending (governors) and observing school meetings are struck by rigour and focus of sharing and action to keep children safe. • Our multiple and diverse indicators of behaviour and safety are positive for example holding children is rare and trends positive, attendance improves where there are concerns. • A very large majority of children and young people will achieve "good behaviour" benchmarks and not be represented in "negative" indicators for example exclusion. • Pupil/parent feedback positive in a very large majority. • Our CP records and risk assessments evidence children kept safe because of robust and reliable safeguarding practice. • Learning progress will be at least good in a large majority (65%) and aspire to a very large majority (80%). This a consequence of effective practice in personal development, behaviour and safety.

Personal development behaviour and safety		Key milestones/progress on the way... achieved good progress some progress no progress						Impact on SIP 2018-19?
What are the key things to do? (Who?)	Describe smaller specific steps... modifications and changes in blue	Autumn 1	Autumn 2 22.11.17	Spring 1 post Ofsted	Spring 2	Summer 1	Summer 2	
<p>The proven power of positive role-modelling and the insights we have gained through exploring attachment disorder and the mental health and wellbeing of the children and we will seek to embed our understanding of what it means to be: playful; accepting; curious and empathetic with our EP Bryony.</p> <p>Throughout the team and as a part of a core theme in our improvement efforts each individual across disciplines will relentlessly ask themselves how they are going to develop their understanding and practice to promote and embed positive behaviours in the children and young people? We replicate the priorities of personal change set out in learning, teaching and assessment.</p>	<ul style="list-style-type: none"> Improve will be about individual accountability and responsibility. The discussion about the children's wellbeing and development as people is inseparable from the one about their learning and we must understand and privilege this again as described throughout Daily briefing and debriefing and thrice weekly best practice sessions demand staff share both successful safe relationship building and the challenges faced and we build our insights and understanding of the children to shape and develop our responses. All interactions formal and informal are characterised by a solution focussed approach and we "change us to change them." Just as with learning and teaching senior and middle and measurably effective and influential staff will reliably contribute but also seek to engage more and more team members in the sharing of experiences insights and approaches that drive our individual improvement. There will then be a dynamic discussion every day about how we behave to promote the good behaviour safety and personal growth of our students 	<p>We commit to positive modelling of a calm and assertive discipline that shows the children how to be reflective and engage and negotiate "win win" outcomes.</p> <p>We encourage critical friendship and challenge when this absent.</p>	<p>It is now about moving into those "blind spots" and "comfort zones" we all experience that hinder our development...</p> <p>We place robust personal accountability into a context of strong authentic team working so folk can be pushed hard again that notion of "critical friendship"</p>	<p>MMc leads whole school cluster and protects and consolidates and builds on positive Ofsted judgments about our culture and values</p> <p>Behaviour and learning clusters respectively will maintain the core element of robust self-awareness and self-improvement. "Relationships and Routines" theme privileged.</p>	<p>Staff commit and committed to positive relationships across team and identifies core behaviours to promote pupil wellbeing.</p> <p>Whole school cluster to maintain strong morale, unity and authentic team-working.</p>			
<p>We all consolidate and protect the rigorous habitual sharing of safeguarding risks generated by and around the children, by their lives, by us, by our systems and ways of working and critically act quickly and intelligently to manage and make those risks safe.</p>	<ul style="list-style-type: none"> The critical daily rituals of reflecting and sharing tangibly acting to make CP and safeguarding risks safe are reliably maintained The element of learning from risks and each other each day incrementally developing and embedding our knowledge and alertness to CP and safe guarding risks. The rituals of accounting for children both their attendance and their whereabouts and supervision across the school day are maintained and effective The critical element again of personal accountability and responsibility for all matters of health and safety most powerfully CP and safeguarding. 	<p>Sharing and signing for core documentation</p>	<p>We have inevitably as always emerging cases of very high risk cases that require persistent engagement with the people and processes that can bring changes that make matters safe</p>	<p>MMc will lead whole school "cluster" that sustains that habitual and challenging conversation about safeguarding and builds on strengths and is open and proactive about frailties. "Relationships and Routines" theme</p>	<p>We maintain daily forensic approach to how we deploy our resources and reflect usefully and pragmatically and creatively on our practice and its impact and critically any frailties.</p>			

Leadership and management	Learning, teaching and assessment	Personal development, behaviour and safety
<ul style="list-style-type: none"> • Ofsted outcome confirms progress and competence of governance and they are fluent in our improvement aspirations now reframed by inspection outcome • DJ/CM and RM to form core of leadership cluster that ensures rigorous day to day management and drives good behaviour now and this in step with Ofsted judgments. • Leadership clusters will challenge colleagues in their diverse roles. 	<ul style="list-style-type: none"> • Returning lead SR will reform cluster with CO/AM/MM and build on Ofsted identified strengths and a collective approach for example to best practice in assessment. • They will also troubleshoot emerging challenges. • They will make planned improvements for example understanding AD and OD and how that impacts teaching? • They will be robust in both self-criticism but also brave enough to challenge peers. They combine with behaviour cluster 	<ul style="list-style-type: none"> • MMc leads whole school cluster and protects and consolidates and builds on positive Ofsted judgments about our culture and values • Behaviour and learning clusters respectively will maintain the core element of robust self-awareness and self-improvement. • MMc will lead whole school “cluster” that sustains that habitual and challenging conversation about safeguarding and builds on strengths and is open and proactive about frailties.

Barley Lane School

Hard work, humility, kindness

School improvement and performance management: what does this mean for each one of us ever day?

Context

September 2017 onwards is going to be tough without becoming bogged down in why better just to acknowledge that but it remains true what is described in the wider context for school improvement, *“The core and first principle is that of our individual responsibility to be self-aware and self-critical and self-improving and this in turn underpinned by the old school but no less reliable SEMH truth about “changing us to change them” and that our community improves from the bottom up as each one of us strives to improve and contribute more.”*

Pertinent also to each one of us the realities:

1. Firstly as a community we have to accept that significant staff losses from the tragic to the trivial from the serious to the bizarre from the unavoidable to the questionable be it suspension, resignation, promotion or retirement are a part of this school’s nature. We are constantly hit hard and will be again by a lack of bodies where if fully fit and all present we feel a powerful benefit.
2. Secondly whilst uncomfortable there are pockets of frailty in our team where expectations are not high enough of children or self, folk are not promptly transparent in acknowledging frailties (this directly linked to that failure of expectation) and this compounded inevitably by a failure to tangibly improve matters because again standards are too low and albeit subconscious there is a failure to see the urgent need for self-improvement.
3. Thirdly the children and young people, their families and the professionals working with them throw us many curved balls and the risks and challenges are complicated, diverse even enigmatic and sometimes very hard to manage and make and keep safe...

School improvement has identified a few core and key priorities that should impact all of us every day across our roles and disciplines:

- Throughout the team each individual across disciplines will relentlessly ask themselves how they are going to develop their understanding and practice to promote and embed positive behaviours and learning in the children and young people;
- Continuously seeking to understand the children better in all their diversity and complexity, spark and challenge and being a “present” and active listener and contributor to and sometimes leader of the shifting and dynamic conversation formal and informal about best-practice;
- The humility to recognise where their practice has frailties and standards are slipping and behaviour and learning are at risk and the humility too to speak up and seek help to improve;
- Consistently demonstrating the graft and energy to make real both emerging and the established best practice we have learned and shared and set out over time through bloody hard work and being alive and open to new ideas and ways of working.

This can be distilled or simplified further: personal responsibility and accountability; high expectation of the children and self; the humility and self-awareness to face up to things not going well; the curiosity to understand more and the drive and energy to make necessary changes and improvements that is what is being demanded of you all in the context of your roles and experience and current skill set. There are powerful examples of good practice to make more human and accessible these notions: what does good practice and a healthy mentality look like? What is expected of you? Please see table below and example of best practice.

Never look down on anybody unless you are helping him up. Jesse Jackson

Barley Lane School

Hard work, humility, kindness

- Relentless self-awareness and self-control in us and always modelling the behaviours we seek.
- Seeking to constantly develop our understanding of how the CYP work and how to change us to change them positively.
- Vigilance and proactivity always in keeping the CYP safe.
- And is teaching exciting and engaging and modified and differentiated as that drives good behaviour not the other way round.

professional standards	Best practice example Rob Dean and DoE	Wider pertinence and significance	What this could look like in a different discipline?
Personal responsibility and accountability	<ul style="list-style-type: none"> Rob led DoE through many risks and challenges and difficulties and took total ownership and responsibility He handled health and safety, wellbeing, CP, safeguarding, home school liaison and the specific learning and personal challenges DoE brings... 	<ul style="list-style-type: none"> Health and safety, child protection, safeguarding, wellbeing these are your are our responsibilities. It is tough leading in class on corridors in lunches, on the playground, in activities but the best staff regardless of status or rank do just that. With responsibility and accountability comes the respect of peers and students and success. 	<ul style="list-style-type: none"> It is the teacher who autonomously manages her class and thinks hard on how to do it better and responds with resilience and creativity to the challenges she faces. It is the colleague who is always alive to risk and the children's wellbeing at all times and doesn't assume someone else is doing it. Such people are widely valued and respected: Marilyn, Mike Muir, Leanne all gone all people who in their own way took "ownership".
High expectation of the children and self	<ul style="list-style-type: none"> The nature of DoE is innately challenging and worthwhile. It demands a great deal from the adults leading and in our and this context made huge demands of Rob's energies and character with both emphatically celebrated by the end. 	<ul style="list-style-type: none"> The children need to feel a sense of value and purpose in the things they do but that can be spectacularly diverse from the physical demands of DoE to the intellectual challenge of algebra. 	<ul style="list-style-type: none"> Tackling GCSE and in an academic subject Not dumbing down on content and risks in lessons: the teacher challenges themselves to deliver a testing syllabus or course that stretches them too... There is an end product, something tangible is achieved whether DoE or GCSE or recently the first batch of IT success (thanks JC) or the appreciation of an audience (the DoE presentation)
The humility and self-awareness to face up to things not going well	<ul style="list-style-type: none"> Managing and motivating the children proved hugely challenging as did the pupil combinations and "chemistry" Rob didn't hide from this even when matters tipped into crisis and he remained focus on succeeding. 	<ul style="list-style-type: none"> Believing in and striving for success and not dumbing down and taking responsibility and seeking to overcome obstacles and lead the children through positive example has universal application and worth and is an essential characteristic of successful SEMH practitioners and more widely successful people 	<ul style="list-style-type: none"> Our measurably and consistently most effective colleagues across disciplines take responsibility and find a way look at Kevin's work always creative, pragmatic problem solving. Our best teachers and support staff find a way to engage with and motivate the children and young people by developing their own practice and always striving to improve.
The curiosity to understand more...	<ul style="list-style-type: none"> Rob despite some huge challenges and really dispiriting moments where despondency even anger and resentment reasonable responses driven on by the bigger goal of success and commitment to the children came to understand and respond differently 	<ul style="list-style-type: none"> That curiosity to understand the children and young people driven by a commitment to help them behave and learn and the humility and awareness to see how others are succeeding essential to be successful and absent in those who fail with SEMH youngsters because there's always a reason, an excuse to explain their lack of success and no drive to understand better. 	<ul style="list-style-type: none"> Look at the examples of Carl, Wendy, Kat, Anne, Vicki, Judith all in very different places to where they started successful people are curious. Look at Alyssa's ability to come to understand the most complex of learners or PTG build rapport with the most disaffected again driven by an engagement and curiosity to understand more and better.
The drive and energy to make necessary changes and improvements	<ul style="list-style-type: none"> Those of us familiar with the depth and breadth of risks and challenges and adversity Rob overcame to make DoE successful we know the drive and energy he invested and were and are hugely inspired by it. 	<ul style="list-style-type: none"> Don't bring me your problems bring me your solutions. Stop telling me why things can't be achieved but like Bill Yates how you are going to overcome them and be the "completer finisher" that delivers... 	<ul style="list-style-type: none"> Have you reflected on how DJ has transformed vocational and alternative provision, do you know as described above JC has secured his first accreditation successes, have you admired Raz's stepping into the biggest shoes in school Mr Moore's...you get my drift and there are many more driven and determined and optimistic because you must be a doer in SEMH