Barley Lane School
Hard work, humility, kindness

School improvement and performance management 2018-19

The context for improvement and performance management

Narrative: the story of improvement

We have had a successful Ofsted visit and two consecutive judgments of "good" and narrative elements in each report that describe much that is not only solidly "good" but better and this argues we should be confident and assertive and optimistic in our plans to consolidate and improve further; that we should trust ourselves in this.

We have learned many valuable lessons and tested our ideas, beliefs and actions over time on a journey from effective failure and "special measures" to something reliably sound and "good".

We have earned then the right to pursue what has delivered those improvements; simple shared goals rooted in the core values set out below.

If we set those out and add to and underpin them with the recurrent theme and now urgent challenge of developing the undoubted talent in our team and grow and distribute leadership then a few simple things (no less powerful or pertinent for their simplicity) that we all "own" and can be held to account for will generate meaningful improvement that benefits the children and young people.

The matter of ownership and that distribution of "leadership" begin with us exploring and discussing and debating our priorities by reflecting on the past year(s) and what we have learned? What have we achieved? What has been lacking? What is new?

Come September we must achieve a simple and shared clarity of purpose and focus where we all know what to do and are committed to and believe they are the right priorities.

Thanks all.

Michael

The context for improvement and performance management

Leadership imbues everything; we are all leaders (Ofsted framework)

- **Leadership (personal development behaviour and safety)**: we all lead in the development and wellbeing and safety of the children and young people in our care; what are our core priorities? How will you contribute?
- **Leadership (learning teaching and assessment)**: whilst more nuanced than above we all contribute to the quality of learning and teaching What shared goals would empower us most to teach better? How will you contribute?
- **Leadership (pupil outcomes)** how will our work above impact the children and young people? What positive outcomes will we generate? How can we measure and evidence them?

*we will throughout be reliably mindful of and proactive in matters of equality and diversity most notably gender; this in a setting where benign but no less obstructive and limiting patriarchy a risk and a student population of predominantly white working class boys shouts loud for vigilance.

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The context for improvement and performance management: pertinent "outstanding" Ofsted descriptors

- Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.
- Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.
- Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.

- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.
- They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.

- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

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The context for improvement and performance management: pertinent national standards for teachers

Part one: a teacher must:

1 Set high expectations which inspire, motivate and challenge pupils
• establish a safe and stimulating environment for pupils, rooted in mutual respect
• set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
• demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils
• be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
• guide pupils to reflect on the progress they have made and their emerging needs
• encourage pupils to take a responsible and conscientious attitude to their own work and study.

4 Plan and teach well-structured lessons
• promote a love of learning and children's intellectual curiosity
• reflect systematically on the effectiveness of lessons and approaches to teaching
• contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils
• know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
• 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; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment
• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
• make use of formative and summative assessment to secure pupils' progress
• give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment
• 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.

8 Fulfil wider professional responsibilities
• make a positive contribution to the wider life and ethos of the school
• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
• deploy support staff effectively
• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

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The context for improvement and performance management: in all our efforts individual and collective **to consolidate and improve** ourselves, each other and the school in we will embrace what follows:

Believing: we carry these with us always and they consolidate progress and scaffold next steps…

- There is greater power in the collective and coaching; we learn and develop and improve together with a team ethic;
- We "change us to change them"-personal responsibility in a bottom up model that understands the power of "modelling";
- We must focus our energies always on the children and young people; our teaching and "parenting" on being there and being engaged and "present";
- We must intelligently challenge and question all meetings and admin' and paperwork so only what is essential and helpful to our CYP is tackled;
- We will keep our best talent and practitioners with the CYP and challenge traditional notions of "leadership" and "career progression".

Being: we live these out daily habitually and again they consolidate progress and scaffold next steps…

- We always meet basic needs: plentiful and accessible food, warmth, cleanliness, bright and homely surroundings;
- In all matters of safety and wellbeing we are vigilant in sharing and doing; significantly also in policing each other, is stuff getting done? We are never inert;
- We are relentlessly engaged, "present", kind, affirming, celebrating and optimistic and not just with the CYP but with each other and all our diverse stakeholders from parents and carers to our neighbours;
- An acute self –awareness; mirroring, modelling the positive and healthy behaviours we seek in the children and young people;
- A relentless and powerful curiosity about the children and young people the nuances of their lives their character and complexity and this tangibly impacts our behaviours and practice; how?

Doing: doing now needs to be unpicked so we know individually and collectively the smaller steps to progress matters across four strands:

- How to best organise the school in all its complexity and nuances?
- How to personalise school for the elite of high risk youngsters on the fringes of our community?
- How to continuously improve teaching and deepen and broaden the understanding and skills of teachers and support staff?
- How to keep everyone safe and to promote wellbeing?

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Distributing leadership and school improvement:

"We agreed that this emerging leadership team, including middle leaders, is now ready to take an even wider role in evaluating aspects of the school's effectiveness." **Ofsted December 2017**

Key Ofsted judgments: both pertinent strengths to embed and things to do better

"There is a safe and secure learning environment because of the careful consideration of the organisation of staff and pupils throughout the day. Nothing is left to chance…" **Ofsted December 2017**

Operational leadership cluster:

- Leaders: Simon Robinson/co-leader Ben Wells
- Core members:
- Governors: SBLT-com

Suggested core and key improvement tasks and responsibilities:

1. Best and most effective class make-up and model
2. Best and most effective curriculum organisation and staff deployment
3. Critical admin tasks (reviews, tracking progress, recording and reporting)

What will success look like?

1. The school is measurably stable and the positive climate for learning secure.
2. It is clear the team can respond flexibly and pragmatically to the mercurial nature of the children and the ever shifting risks.
3. We meet all statutory requirements and critically we can evidence and celebrate the children and young people's diverse curricular opportunities, progress and achievements

How can it be measured?

1. We have the usual range of indicators and benchmarks familiar to governors for example recorded serious incidents, the use of FTE and so on. Related to this is the robust reintroduction of recorded exits from class.
2. Using the above but also although a softer measure is there evidence of the "cluster" and consequently the wider school taking tangible creative steps? What is different? What has changed? What is the impact?
3. Any spot check evidences by child that key and statutory processes and documentation are both current and meaningful (known to children and staff); for example EHCP/review/reporting and that critical celebratory element is clear.

Key priorities in rank order (maximum 3?)

MMac suggestions…

- Critical admin task (reviews, recording and reporting)
- Are we happy with learning progress data?
- What best evidences the input and output for children?
- Where do SIMS and CPOMs sit in all this?
- Are all angles covered for example EHCP has statutory element and what of pupil premium?

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Operational leadership cluster 2: school within a school

- Leader: Dave Jones/co-leader?
- Core members?
- Governor: SBLT-com

Suggested core and key improvement tasks and responsibilities:

4. Best and most effective class make-up and model
5. Best and most effective curriculum organisation and staff deployment (including classroom environment)
6. How best to keep this high risk and complex group safe

What will success look like?

4. This complex and risky group are able to function and are engaging in learning including personalised learning and are not negatively impacting wider community.
5. See above point 1.
6. This invariably high risk elite group of students are kept safe across that continuum from their wellbeing to their safety both in school and out and also and significantly they are not impacting negatively on their peers.

How can it be measured?

4. We have the usual range of indicators and benchmarks familiar to governors for example recorded serious incidents, the use of FTE and so on. Related to this is the robust reintroduction of recorded exits from class. Learning progress and accreditation. Pupil, parental and peer feedback.
5. See above point 1.
6. Some of above of course pertinent FTE for example plus patterns of safeguarding risks and actions again feedback across community will be helpful. CPOMS?

Key priorities in rank order (maximum 3?)

MMac suggestions…

- Need a mechanism/meeting/framework to allow systematic identification of pupils and planning and implementing and monitoring consequent interventions?
- The simple but very significant matter of classroom spaces (KG) and the classroom beyond BLS at college?
- Doe this require a dedicated team? Specific LSAs for example?
- Can you build your work in CPOMs into this for wider school?

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Distributing leadership and school improvement:

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Key Ofsted judgments: both pertinent strengths to embed and things to do better

"The key to the safe environment stems from the strong and trusting relationships that exist between pupils, their families and staff…The quality of teaching and learning is good and continues to improve. High expectations prevail. Staff carefully choose curriculum areas that interest pupils… trust, respect and belonging…permeates the school" **Ofsted December 2017**

Learning and teaching leadership cluster

- Leaders: Clare O'Riley/Co-leader:
- Core members:
- Governor: SBLT-com

Core and key improvement tasks and responsibilities

1. A proactive and creative dialogue about best SEMH teaching practice that is both proactive…what is most pertinent and powerful? What does best practice look like? (AD and ASD priorities?)
2. And inevitably and pragmatically reactively; what do our most complex and children and groups tell us and in seeking to problem solve what emerges as useful and effective?

What will success look like?

1. There is a prevailing climate of calm and respect across the community but specifically in each classroom that scaffolds and encourages creative teaching and consequent engagement and learning.
2. Teachers and support staff are resilient and resourceful seeking to understand and then determinedly problem solving and children and combinations of children and classes recover and recalibrate.

How can it be measured?

1. Peer feedback including learning walks and peer obs' evidence good and best practice and learning progress is at least good in a majority of students tracked to individual teachers as are formal accreditation outcomes typically GCSE. Incidents, exits and holding all rare in successful classrooms. Student feedback is positive in a large majority.
2. We can measure the recovery of both students and therefore the impact of interventions through the above measures and we can see to collaborative reflection and consequent intervention happening.

Key priorities in rank order (maximum 3?)

MMac suggestions…

- Better and more informed and enlightened practice in AD and ASD?
- Develop and in-house model akin to TAC and TAF that scaffolds problem solving where practice is changed through reflection and discussion and so understanding the children better and the clear implication here is that EHCPs more widely and better used and known by staff and children.

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Distributing leadership and school improvement:

"We agreed that this emerging leadership team, including middle leaders, is now ready to take an even wider role in evaluating aspects of the school's effectiveness." **Ofsted December 2017**

Key Ofsted judgments: both pertinent strengths to embed and things to do better

"The key to the safe environment stems from the strong and trusting relationships that exist between pupils, their families and staff…lessons are learned and staff receive detailed feedback as appropriate in order to reduce any similar incidents. Staff also receive good information about a wide range of safeguarding issues and these are kept relevant through frequent reminders. There is a culture of care and vigilance." **Ofsted December 2017**

Ethos leadership cluster: believing and being

- Leaders: MMac /co-leader Raz Miah
- Core members: Vicki Parr
- Governor: SBLT-com

Core and key improvement tasks and responsibilities

1. Promoting student safety and wellbeing
2. Promoting staff wellbeing and effectiveness

What will success look like?

1. The children and young people in all there diversity and difference and breadth of need are safe and happy and they both present that way and tell us so and so do their families and this notably includes the most vulnerable and complex and risky youngsters.
2. The team is just that a team united in purpose and authentically able to challenge and support each other. The goodwill and enthusiasm and energy they generate secure both the wider and critical climate for learning and drive improvements.

How can it be measured?

1. Across diverse indicators for example holding children and use if FTE, feedback across community and stakeholders plus in-house auditing (Ofsted and Babcock models used termly) and recording supplemented by case studies and made human by governor visits and reports it can be clearly evidenced the children and young people are safe and happy.
2. All diverse and familiar measures and indicators across school life that are positive evidence strong morale plus staff attendance and feedback and how successful is retention and development for example?

Key priorities in rank order (maximum 3?)

- How current, rigorous and reliable is the critical conversation and critical actions (required training for example) about student safety and wellbeing and is it leading to action to make safe?
- How engaged and "present" are we with the children and young people and how are we responding to the challenge of building trust and rapport and authority?
- What do good relationships look like in a team? What do we do to contribute? What do we not do?
- What factors beyond our interactions as a team impact both positively and negatively on morale and how can we influence them?

Frameworks for setting out our goals and monitoring and measuring progress

Leadership cluster (leaders)				Pupil outcomes		Key milestones/progress on the way… achieved good progress some progress no progress						Impact on improvement planning 19/20
What are the key things to do? (Who?)	Describe smaller specific steps… modifications and changes in blue	training?	Costs?	Measures/ indicators	Targets and goals	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	

Date of report	period reporting Autumn 1 2018
Cluster:	Leader
Core group members	

Improvement priorities 2018-19: key challenges and opportunities

Planned and proactive school improvement activity in 2018-19

The impact of that improvement activity? (What is the positive impact on pupil outcomes?)

The challenges and obstacles to improvement; threats and opportunities

Consequent reactive school improvement activity

The impact of that improvement activity? (What is the positive impact on pupil outcomes?)