

SUPPORTED PEER REVIEW - SPECIAL SCHOOLS

<p>School: Barley lane</p> <p>Headteacher: Michael MacCourt</p>	<p>Peer Group: Exeter Quadrad: Bronwen Caschere Jacqui Warne</p>
<p>Date: 11/01/17</p> <p>Babcock Rep: Jacky King</p>	<p>In attendance: Please see list of names and designations of staff/Governors who participated:</p>

1. Foci (as defined by Headteacher and Peer Group):

- Increasing Operational Capacity
- Safeguarding
- Learning and Teaching

2. School Context:

- a) The school was last inspected on 23rd-24th April 2013 and as such an inspection is imminent.
- b) As a provision for children and young people with SEMH needs the school faces a number of significant challenges.
- c) Learning and teaching takes place best when all staff have in place the rituals and routines that enable students to behave well and to engage with their learning. To support this the school is focussed on developing a cohesive staff team who are committed to developing their practice through dynamic problem-solving. If staff are not willing to be self-reflective in the development of their practice then the school is able to evidence the way that it has moved staff into more appropriate roles or where people have chosen to leave the school.
- d) As recognised in the last Ofsted, and as evidenced in the 2015-16 SPR, the headteacher has very successfully created a calm, ordered and purposeful school environment within which good learning can take place. The school recognises the need to increase Operational Capacity to support the Headteacher in this role.
- e) The school is proactive in identifying students who pose actual or potential risks to their community. There are briefings each morning, Debriefs at the end of each day, two extended morning briefing and a weekly twilight training session.
- f) The Operational Lead (Assistant Headteacher) was observed leading the morning briefing. These morning sessions have a prescribed agenda which helps to ensure a rigorous approach. It was noted that some members of the school community were unable to be present for all of the briefing session. The Operational Lead will follow up with them or there is a secure school e-mail account that has the key information from each briefing.
- g) Learning and Teaching at the school is considered to be consistently Good with some elements of Outstanding. The Headteacher is aware of the need for a holistic view of the quality of learning and teaching, especially in a school environment where the students challenge the good order and discipline needed for effective learning. Procedures and processes for monitoring Learning and Teaching are key. The Headteacher agrees that the shift towards outstanding will require distributed leadership across the school to be strengthened.

3. Name and designation of staff/Governors who participated:

- Attendance at whole school morning briefing and end of day debrief
- Meeting with Middle Leaders Team
- Katrina Campbell Crocker: School Counsellor and Pastoral Support Lead
- Anne Hannaford: Bursar
- Damian Furniss: Vice Chair of Governors. Chair of Safeguarding, Behaviour, Teaching & Learning Committee
- Wendy Hoaken: Senior Administrative and Safeguarding Officer (School Attendance Officer)
- Dave Jones: Assistant Headteacher (Operational Lead) Head of KS4
- Michael McDaid: Lead Teacher KS2
- Simon Robinson: Assistant Headteacher (Head of Learning and Teaching)
- Victoria Wood: Safeguarding Governor

Thanks are extended to the students, staff and Governors at the school for their hospitality in welcoming the Exeter Quadrad team to the school. The team appreciated the honesty with which staff and governors spoke and their clear commitment to driving the school forward so as to make the best possible provision for the students.

4. Areas of focus discussed and evidence scrutinised:

Development of 2015-16 Supported Peer Review

- a) There is evidence of the school building on the areas for development outlined in the 2015-16 SPR. This is illustrative of the school's desire for continuous improvement.
- b) As a development point from the 2015-16 SPR it was suggested that the Headteacher identify the skills and talents of staff to support distributed leadership and to enhance operational capacity. The Headteacher has identified two members of staff who should be more influential particularly in the Learning and Teaching arena. These are the developments that will help take the school to Outstanding.
- c) Following advice at the 2015-16 SPR the school's Risk Assessments are more dynamic.
- d) There is evidence of the Corporate nature of decision – making at the school. For example following Child Sexual Exploitation training the staff wanted a list of risk factors. At that time they could not find a published one and so developed one amongst themselves: they have subsequently supplemented that work by also using the recent DCSB CSE tool.

5. Areas of focus discussed and evidence scrutinised: Safeguarding

- a) **The Safeguarding Governor Role:** The Safeguarding Governor is well qualified for the role in that her professional background means that she is Lead Officer (L3) Safeguarding trained. She was at Safeguarding training at the school on December 6th 2016 which was well attended. Training was delivered by a trainer from Babcock LDP who was very well received. By attending Safeguarding training alongside school staff and with her professional background in Safeguarding practice, the Safeguarding Governor is very well placed to make judgements about the quality of the training.
The Safeguarding Governor met with a group of students to talk about how safe they feel. The students feel safe in school but then present with a range of different levels of understanding about how to keep themselves safe in a range of contexts out of school. This is an area for the school to continue to consider further and is identified in school's SDP. This is an example of where the work of the Safeguarding Governor has the potential to feed directly into school

improvement planning. **This is an example of good practice.**

The Safeguarding Governor has observed procedures at the end of the school day. Students are only allowed out of school a taxi at a time once the individual taxi driver has been checked out. As a result of this observation the Safeguarding Governor knows that the process is well monitored.

The Safeguarding Governor is clearly well briefed and as evidenced, is aware of the processes that are in place to enable staff to share information and to raise awareness of the safeguarding needs of children.

- b) **Safer Recruitment:** The Bursar is responsible for Safer Recruitment processes and was able to clearly and logically explain the processes. They were aware of the implications of Keeping Children Safe in Education (KCSIE) (January 2016) with the expectation that staff should indicate that they have read and understood the document. Staff currently sign to say that they have read the policies on Child Protection and Safeguarding along with Promoting Positive Behaviour. Records are kept however as yet these do not indicate the 'need to understand' KCSIE.
ACTION: It was agreed that the data base should be developed so as to indicate that staff have read and understood policies on Child Protection and Safeguarding along with Promoting Positive Behaviour.
- c) The school keeps clear records of Safeguarding activity training and development. The 2016-2017 Record was scrutinised. The record shows that on 16.09.16 and 19.09.16 in Best Practice sessions Keeping Children Safe in Education was discussed. A hardcopy of the activities that are undertaken is kept.
- d) **The Single Central Record:** The Bursar was able to evidence how the school maintains its Single Central Record (SCR). Some visitors to the school are exempt from being put on the Single Central Record. The school has been advised by the University of Exeter that Initial Teacher Training Students do not need to be put on the SCR. The Bursar was able to quote the relevant page number: KCSIE: page 34. During discussion it was felt that this might be related to Data Protection and the need to store personal information in as few places as possible. The school has discussed this and still feels insecure in this area. This is a further example of the proactive, rigorous stance that the school takes to Safeguarding; it is not willing to take things at face value.
ACTION: Single Central Record developments to be considered further by the Safeguarding Governor and relevant staff.
- e) **Safeguarding Training:** Whole school Safeguarding training takes place on an annual basis. This is in line with the requirements of Keeping Children Safe in Education (KCSIE) (January 2016) and is **good practice**. Following discussion about how to keep annual Safeguarding training fresh and to avoid staff becoming blasé, it was suggested that the school looks at different providers. **ACTION:** The school will consider the range of Safeguarding providers to ensure that training approaches are novel and help to keep training fresh. Partner agencies are encouraged to attend training with school staff. **This is good practice.**
- f) Records are maintained for staff attendance at Child Protection and Safeguarding training. In discussion it was felt that this information also needed to be on staff individual files.
ACTION: Attendance at Child Protection and Safeguarding training to be placed on individual staff files.
- g) **Policy and Procedures:** The school was able to evidence checks that are carried out when people come into school or who are spoken to on the phone. Carers and residential staff need to verify who they are and badge numbers are needed for police. The school clarifies where parental responsibility lies and was able to evidence a case where this was an issue.

The school was able to identify correctly that Disqualification by Association does not apply. This is something that the school will continue to review.

The school completed the Annual Safeguarding audit at the end of the autumn term 2016. The school generated guidance on High Risk Events and Emergencies as a result of a query from a colleague new to the school. The member of staff had come from an unruly and unsafe SEMH school where "lock down" situations were common. Guidance was shared on 15th October 2016. This is an example of the school responding proactively to need.

- h) **Concerns about Students:** Files are maintained for students where there are any concerns. This was evidenced through the confidential sharing of a file. The files are kept securely in a locked cupboard.
- i) **The Safeguarding Team:** The group of individuals who met with the Babcock representative to discuss Safeguarding practice are a strong team. There was a consensus that the opportunity to meet together in this was in a facilitated discussion was helpful. Although there are a number of opportunities for staff to meet in a range of contexts it might be useful for the group to get together in this way annually or once a term to talk together and share practice. The Safeguarding Governor said the meeting had helped her to revisit the breadth of issues that relate to safeguarding.
ACTION: School to consider how the Safeguarding Team might meet together to share practice in a facilitated meeting.

6. Areas of focus discussed and evidence scrutinised: Attendance Procedures

a) Attendance Procedures

The Senior Administrative Officer with responsibility for attendance was able to clearly articulate attendance processes. She begins the day liaising with taxi drivers and carrying out a visual check of the students as they arrive. She then checks voice mails, e-mails and receives phone calls from the 1:1 mentors prior to 9.30am.

The Attendance Officer was able to provide an example of events surrounding the non-attendance of a student who, as a Young Carer, is on a red alert. The Attendance Officer is clearly tenacious in her pursuit of protecting children by needing to know why they are not in school. She adopts a multiagency approach working with parents, social workers, GPs and the attached PCSO. **This is an example of good practice.**

The Attendance Officer presents her notes of the reasons for students' absence to the Operational Lead. Typically this happens mid-morning after all efforts to secure reasons and make safe have been pursued. Where there are worrying trends and/or students are vulnerable both police and social care welfare checks are sought.

The school will look to prosecution for non-attendance. This has not been done for a long time and is seen as not being beneficial. The school would prefer to work proactively to promote attendance.

b) Medical Absences

Medical absences were discussed. Where sickness is queried the doctors' surgery is contacted directly and the social worker and PCSO may also be involved. When absence is explained as "medical" but it is persistent, episodic or unusual and there is any context or history of concern medical evidence is required. This does not have to be a Doctor's letter that may be charged for; it can be an appointment card or empty medication box.

Parents are advised that if they are unsure whether or not their child is well enough for school then they should send the child in with any necessary medication and the school can make a judgement. The school will administer medication. This helps to promote school attendance.

c) Holidays in Term Time

Parents are encouraged to take holidays outside of term time. If attendance is in excess of 90% overall or trends measurably positive the school will consider supporting term time holiday requests. The school pragmatically works with families and professionals to consider each case on its merits as a child's wellbeing and happiness may be best promoted by supporting time out of school but only when those benefits are clear and our position therefore credible and reasoned and fair.

d) Children Missing from Education

The Attendance Officer was able to explain the processes surrounding reporting a Child Missing From Education. This was evidenced by citing a recent case. The Safeguarding Governor had been made aware of this case by the Headteacher.

e) Education Welfare Officer Support

The previous Ofsted report acknowledged that attendance had improved well; however the attendance of a few pupils was considered to be too low. It should be acknowledged that the school has continued to work hard on its attendance procedures in an attempt to address this issue. The overall attendance trend over time is positive for example at last inspection it was 77% in 2015-16 it was 89% and is currently 90%. The school has rigorous processes for monitoring and supporting attendance which are well embedded. **This is a model of good practice.** As a result, the Education Welfare Officer (EWO) only visits the school at the end of every term to review the individual attendance trend for each student. If there is a particular issue the EWO will attend meetings at the school.

7. Areas of focus discussed and evidence scrutinised: Counselling Support

- a) The school has a dedicated Counsellor who can offer an additional level of support to students. She is trained in a range of different therapeutic approaches. The Counsellor also provides Pastoral Care. Students have to have worked with the Counsellor in a Pastoral Care situation first so that a relationship has developed. Pastoral Care is open to all students; however primary aged children are too young for formal Counselling.
- b) If any Child Protection issues are identified then these are referred on immediately. Students are made aware that some things cannot be kept Confidential.
- c) The Counsellor is very conscious of the need to ensure that counselling does not lead to dependency and as result students generally only have access to one session per week.
- d) The Counsellor noted that there has been an increase in new and potential parents looking for 'therapy' and assuming that because the school has a Counsellor their child will automatically receive Counselling. This is a situation for the school to continue to monitor.
ACTION: School to continue to monitor the number of parents looking for immediate access to Counselling for their child, particularly when this is an expectation on admission to the school.
- e) The school recognises that the students referred to the school have increasing mental and emotional health needs. As a result it was felt that there is a need to keep an eye on government initiatives around the use of Mental Health Workers to see if the school could access services and so enhance provision for its students in need.
ACTION: School to continue to follow government plans for the deployment of additional Mental Health Workers to see if the school could access services and so enhance provision for its students in need.
- f) This is further evidence of the school's willingness to work proactively to improve provision for its students.

8. Areas of focus discussed and evidence scrutinised: Parental Voice

- a) Parental voice is accessed through the use of surveys. In the absence of parent-teacher

evenings the Safeguarding Governor is considering other ways in which parents can be contacted.

ACTION: Safeguarding Governor to discuss possible strategies for linking with parents.

- b) The Chair of Governors and her partner are both Parent Governors. It was considered that contact with parents will be particularly relevant when the current Parent Governors' child leaves school and new Parent Governors need to be elected.
- c) The school also works hard to maintain relationships with neighbours and the local shop.

9. Areas of focus discussed and evidence scrutinised: Pupil Progress and Performance Data

- a) The Vice Chair of Governors and Chair of Safeguarding, Behaviour, Teaching & Learning Committee discussed Pupil Progress and Data. His professional role means that he is familiar with the use of statistics and the analysis of data. This puts him in a strong position to challenge the school on its use of data and to share his understanding of the data with Ofsted.
- b) The school continues to use levels to measure progress and Good Progress is defined as being greater than at least 2 levels of progress. However; the Vice Chair of Governors is clear that the focus needs to be on the individual pupil within context. As a result the Vice Chair of Governors feels that aggregated data is not very helpful because cohorts are eclectic and numbers small.
- c) Governors view individual pupil data, narratives and outcomes as the only reliable way to scrutinise outcomes with such small and diverse cohorts. For example, one year 8 student could be wholly different to another and in such small numbers percentages are thrown out of kilter. Governors have access to detailed pupil stories and data.
- d) The school is becoming increasingly data driven. Pupil progress can be mapped over time, across teachers and across subjects. This widens the way in which data can be interrogated. Data is RAG rated to make it easier to identify potential patterns. The data can suggest subject areas that are doing well as in addition to those in need of improvement.
- e) Governors have accessed progress for groups of children for example CIC and Pupil Premium. The school also highlights benchmark students whose behaviour and attendance is strong and so obstacles to learning are less meaning that outcomes should be better.
- f) Governors are given DFE comparisons with similar schools locally and nationally.
- g) Governors pragmatically and logically embrace GCSE as a measure of progress because it remains a constant and national benchmark and set against Fischer Family Trust (FFT) predictive data.
- h) With GCSE data Governors have been able to follow lines of inquiry over students, subjects and comparisons with previous years. This can include subject areas where outcomes have been disappointing.
- i) Comparison of groups was discussed. The Vice Chair of Governors believes that it is problematic to make cross-school comparisons of small groups such as free School Meals (FSM), Children in Care (CiC) and the Pupil Premium Grant (PPG).
- j) The Vice Chair considers that reporting on PPG funding has improved this year. The school is reviewing how other schools report on the PPG spend to see how reporting could be further improved.
- k) Governors are provided by the Headteacher with a range of data to measure teacher performance. This includes peer and student feedback. This links back to the way in which all staff are being encouraged to be self-reflective and to respond proactively to personal and professional development. This is a model of good practice which works within the ethos of the school.
- l) The Vice Chair of Governors commented that the particular privilege of being a governor at Barley Lane is that we can ask the question 'is this pupil achieving their potential?', use the data in context, and follow through by tracking what they go on to achieve after leaving. In doing so, we are conscious of their status as a child in care, with a statement, being eligible for free school meals and can ask more meaningful questions than abstract data analysis of a

statistically insignificant cohort could allow.

10. Areas of focus discussed and evidence scrutinised: Governance

- a) The Governors are reliant on the Headteacher and the team to provide the story behind the data. As a result the need to interrogate the data that is presented is recognised. The reports from the Headteacher are now more data than commentary driven. The data provides the line of inquiry and the narrative then helps to answer questions. These are then triangulated through visits to school.
- b) The Vice Chair of Governors was able to illustrate how this has enabled Governors to interrogate patterns in the data such as the falling trend in Fixed Term Exclusions. Data in respect of Restrictive Physical Intervention has been questioned in relation to individual pupils and staff members. The Vice Chair of Governors feels that the Headteacher works in an honest and transparent way; sharing some things that other Headteachers might find difficult. This means that governors are informed proactively.
- c) The Vice Chair of Governors feels that Governors are now better at spending time in school and using their experiences to triangulate data. This is evidenced by the reports that Governors write following visits to the school.
- d) Use is made of perception type survey data from parents, staff and students. These can help to provide the school with areas for improvement.
- e) The question was asked as to whether the Headteacher is providing too much data and whether other leaders should be doing this. Representatives of the teaching and wider school team are members of the governing Body. These representatives ask other staff members for their points of view.
- f) The Vice Chair of Governors feels that the pattern of Governing Body meetings is now more effective in helping Governors to gain an understanding of the school. A Full Governing Body meeting is held termly along with Safeguarding Behaviour Teaching & Learning, Resources and the General Purposes Committee. The Pay Committee is convened as and when needed. This regime provides Governors with more time and space to consider information, meetings are tighter and there are opportunities to follow up on Lines of Inquiry. There is good attendance and representation.
- g) In the minutes of Governing Body meetings, the Clerk to the Governors highlights key questions, constructive challenge and responses. Governor reports of visits to the school are held by the Clerk of Governors.
- h) Governors have made a commitment of a day a term to school visits. These have a negotiated focus. These have included visits to staff briefings to meet and see the wider staff group in action, lunch with the students to gain their views of the school and time in school when Headteacher has not been in to observe the resilience of the Senior Leadership Team. These visits are indicative of the way that the Governing Body is trying to understand how the school works and to carry out its support and challenge role more effectively.
- i) The Governing Body have encouraged the Headteacher to share as much and as diverse data as possible to allow them over time to become fluent in the range of indicators available. This then allows Governors to adopt a position of informed strength from which to distil and refine their use of data.

11. Areas of focus discussed and evidence scrutinised: Learning and Teaching

- a) Following scrutiny of the Learning and Teaching and Progress information, 4 areas for consideration were raised. These questions have also been asked at a recent Specialist Provision Ofsted inspection. These were discussed with the Vice Chair of Governors, the Safeguarding Governor and other members of staff wherever possible.

ACTION: The school needs to ensure that it has a shared understanding across all staff of what these statements about pupil progress mean within the context of their school. The Vice Chair of Governors who is also Chair of Safeguarding, Behaviour, and Teaching & Learning Committee has the skills to support the school with this.

- b) Within 'Life Without Levels', how is the school defining good and outstanding progress?
- c) With the statements that are being made about progress – what are the benchmark comparators? So if the school is saying that students are 'Excelling', what is this being judged against for example starting points?
- d) **ACTION:** The language used in both the SEF and the SDP could be more accessible. They would benefit from being clear and simple with a recognition of audience. For example statements could be along the lines of:
This is good because.... It is not yet excellent because...
This approach indicates that the school knows what its level of achievement is, where it needs to develop and what its next steps will be.
- e) **ACTION:** It would be helpful to hear other voices in the SEF and the SDP. This evidences that other people are responsible for themes within the plan. Currently it is unclear how other people feed into the plans and evaluations.

12. Areas of focus discussed and evidence scrutinised: Increased Operational Leadership: Operational Lead (Assistant Headteacher)

- a) Time was spent with the Operational Lead (Assistant Headteacher). He has been at the school since 2006 which was his NQT year. He appreciates the opportunities that the Headteacher has given him to develop his own abilities and by being allowed to problem-solve he has grown into a figure of authority. He is enjoying the challenge this autonomy brings although it is not always easy. The Operational Lead is also able to identify other staff that he has learnt elements of his craft from. **This is good practice.** The importance of rituals and routines remains an important part of this. This is illustrative of the way in which the school encourages dialogue and reflective practice.
- b) It is important to note that the school carries out a 360 approach to staff Appraisal and UPS progression. Staff say that they feel confident when the Operational Lead (Assistant Headteacher) is in charge. It is this confidence that will help the school to develop its day-to-day operational capacity.
- c) The Operational Lead was able to clearly articulate the features of leadership that he feels are important in this role such as high visibility on corridors, working with parents, home visits and the development of mutual respect and relationships. In addition, Safeguarding remains central to everything the school does.
- d) The Operational Lead (Assistant Headteacher) is able to speak clearly and articulately about his roles and responsibilities. He is also able to illustrate how the Headteacher has helped to increase Operational Capacity by investing in his personal and professional development.
- e) Cultural linguistics were discussed for example with the use of the phrase 'Boss of the Room'. It would be helpful if staff were able to explain this terminology to people who are unfamiliar with it. This phrase in particular has the potential to be misunderstood. In fact being 'Boss of the Room' means that staff have a repertoire of skills, are very aware of the learning environment and the student's needs for example; paying attention to the temperature, need for drinks and such simple things as making sure that pens and paper are out only when needed.
- f) The staff team are very clear "bossing the room" can be done with quiet skill and insight.
- g) The school's commitment to a more non-hierarchical, distributed model of leadership was illustrated by the Operational Lead through consideration of the work of Learning Support Assistants (LSAs). LSAs skills and limitations are known. The example was given of an LSA who supports students with complex needs at College. Another LSA has built up interest in Basketball at break times so that a group of 10 students are now involved. An HLTA is supporting behaviour management and Counselling. **This is good practice.**

- h) It is important to remember that LSAs also support learning in the classroom. Responsibility for this element of LSA's duties lies with another of the Assistant Headteachers. However LSAs are considered to be familiar with learning and work under the direction of the teacher. The best teachers make learning fun, engaging, offer practical activities and break work up into achievable chunks wherever an individual student is on their learning journey.
- i) The Operational Lead said that he appreciated the opportunity to talk at this level with a School Improvement Professional.
ACTION: The Headteacher might like to consider how the Operational Lead is provided with further mentoring opportunities to support his personal and professional development as a leader.
- a) The Operational Lead also leads on Career Guided Learning; alternative provision, vocational education and links with Colleges. He was able to articulate what makes effective provision for the students; making use only of Good or Outstanding providers who are able to offer the students real-life experiences. The Operational Lead was also able to give an example of how he works in partnership with providers to develop provision for example Mentoring services; where there is an expectation that they will adopt the school's policies where these are important such as Safeguarding and Risk Assessment. **This is good practice.** He noted that some off-site providers were to attend Safeguarding training at the school that evening and others have done so previously attending Babcock CP training in school.
- b) The range of Career Guided Learning that the school offers helps the student to develop the wider skills that they will need for life. For example the Duke of Edinburgh Award Expedition helps students develop resilience and leadership and an understanding of the importance of choice. At KS3 the Firebreak programme helps with team skills and personal development. The Operational Lead was also able to cite examples of where past students are held up as role models.

13. Areas of focus discussed and evidence scrutinised: Increasing Operational Leadership – Middle Leaders

- a) Two Headteacher colleagues met with the Middle Leaders. The flattened hierarchy and distributed leadership model at the school means that subject leaders are in effect Middle Leaders.
- b) 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. It is evident that practice has moved on since the previous Supported Peer Review.
- c) The Lead Teacher KS2 who was present was identified as being able to articulate key areas of teaching and learning in his classroom. He was also able to identify strategies and developments that are in progress. He was able to state his ideas well and it was considered that he may not realise how competent he is at this. There are staff who appear to do things intuitively.
- d) Following discussion with the Assistant Headteacher with responsibility for Learning and Teaching about the schedule for twilight training sessions it was felt that there would be benefits to plan these more for the Middle Leaders.
- e) There is also a debate to be had about how the improved learning behaviours that are being engendered in KS2 are impacting on outcomes and how these can lead to improvements KS2 to KS3 and from KS3 to KS4. This is about a forensic breakdown of what is making the difference; all the KS2 'magic' that is improving outcomes. Given the difficulties that many of the students have with Literacy then there is scope to consider this in particular.
- f) Middle Leaders should be given opportunities that empower them so that they can continue to support School Improvement as well. An area of focus could be on what the response should be when teaching is not good enough. Interventions could then be more specific as a result.

- g) It was felt that it would be helpful to see the developments that the Middle Leaders are working on being included in the SEF and in the SDP where appropriate. There is now a need to see their tangible impact on the wider SDP and SEF.
- h) The challenge remains; how to get those staff who are not reinforcing the school's routines and rituals, not implementing effective learning and teaching strategies and not being reflective to do so. In addition there is a challenge around how to translate what the Headteacher does in classrooms to support effective practice.
- i) This is a group of talented and committed people who want to learn. The Headteacher has created the school environment within which people are trusted and given autonomy. It is evident that practice has moved on since the previous Supported Peer Review.

14. Good practice recognised:

a) Increasing Operational Capacity

The school carries out a 360 approach to staff Appraisal and UPS progression. As a result, Governors are provided by the Headteacher with a range of data to measure teacher performance. This includes the extent of good learning progress (data driven), peer and student feedback. This links back to the way in which all staff are being encouraged to be self-reflective and to respond proactively to personal and professional development. **This is a model of good practice which works within the ethos of the school.**

b) Safeguarding

The Safeguarding Governor met with a group of students to talk about how safe they feel. The students feel safe in school but then present with a range of different levels of understanding about how to keep themselves safe in a range of contexts out of school. This is an area for the school to continue to consider further and is identified in school's SDP.. This is an example of where the work of the Safeguarding Governor has the potential to feed directly into school improvement planning.

This is an example of good practice.

Partner agencies are encouraged to and, as evidenced, do attend Safeguarding training with school staff.

Whole school Safeguarding training takes place on an annual basis. This is in line with the requirements of Keeping Children Safe in Education (KCSIE) (January 2016) and is **good practice.**

c) Attendance

The Attendance Officer is tenacious in her pursuit of protecting children by needing to know why they are not in school. She adopts a multiagency approach working with parents, social workers, GPs and the attached PCSO. **This is an example of good practice.**

The school has rigorous processes for monitoring and supporting attendance which are well embedded. **This is a model of good practice. This is evidenced by the** Education Welfare Officer (EWO) now only needing to visit the school at the end of every term to review the individual attendance trend for each student.

d) Increasing Operational Leadership – Middle Leaders

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. It is evident that practice has moved on since the previous Supported Peer Review.

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evident that practice has moved on since the previous Supported Peer Review.

e) Increasing Operational Leadership – Operational Lead (Assistant Headteacher)

The Operational Lead (Assistant Headteacher) appreciates the opportunities that the Headteacher has given him to develop his own abilities and by being allowed to problem-solve he has grown into a figure of authority. He is enjoying the challenge this autonomy brings although it is not always easy. The Operational Lead is also able to identify other staff that he has learnt elements of his craft from. **This is good practice.**

The Operational Lead also leads on Career Guided Learning; alternative provision, vocational education and links with Colleges. He was able to articulate what makes effective provision for the students; making use only of Good or Outstanding providers who are able to offer the students real-life experiences. The Operational Lead was also able to give an example of how he works in partnership with providers to develop provision for example Mentoring services; where there is an expectation that they will adopt the school's policies where these are important such as Safeguarding and Risk Assessment. **This is good practice**

The school's commitment to a more non-hierarchical, distributed model of leadership was illustrated by the Operational Lead through consideration of the work and deployment of Learning Support Assistants (LSAs). LSAs skills are used to enhance provision. **This is good practice.**

15. Good practice Shared:

As above

16. Actions recommended/suggested:

These actions are evidence of the school's willingness to engage reflectively and to support continuous improvement. Staff work proactively to improve provision for the students.

- a) **ACTION:** It was agreed that the data base should be developed so as to indicate that staff have read and understood policies on Child Protection and Safeguarding along with Promoting Positive Behaviour.
ACTION: Single Central Record developments to be considered further by the Safeguarding Governor and relevant staff.
- b) **ACTION:** Attendance at Child Protection and Safeguarding training to be placed on individual staff files.
- c) **ACTION:** School to continue to monitor the number of parents looking for immediate access to Counselling for their child, particularly when this is an expectation on admission to the school.
- d) **ACTION:** Safeguarding Governor to discuss possible strategies for linking with parents.
- e) **ACTION:** The Headteacher might like to consider how the Operational Lead is provided with further mentoring opportunities to support his personal and professional development as a leader
- f) **ACTION:** The language used in both the SEF and the SDP could be more accessible. They would benefit from being clear and simple with a recognition of audience. For example statements could be along the lines of:
This is good because.... It is not yet excellent because...
This approach indicates that the school knows what its level of achievement is, where it needs to develop and what its next steps will be.
- g) **ACTION:** It would be helpful to hear other voices in the SEF and the SDP. This evidences that other people are responsible for themes within the plan.
- h) **ACTION:** The school needs to have a shared understand of what statements about pupil

progress mean within the context of their school. The Vice Chair of Governors who is also Chair of Safeguarding, Behaviour, and Teaching & Learning Committee has the skills to support the school with this.

17. Conclusions:

- a) The staff at the school demonstrated a desire to make the best possible provision for the students. The Headteacher's commitment to the personal and professional development of staff is recognised and 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.
- b) There is evidence of the school building on the areas for development outlined in the 2015-16 SPR. This is illustrative of the school's desire for continuous improvement.
- c) There are examples of good practice in a number of areas that were scrutinised on this Supported per review visit. These include safeguarding and attendance policy and procedures
- d) The Safeguarding Governor is well placed to carry out this role. She is clearly well briefed and as evidenced, is aware of the processes that are in place to enable staff to share information and to raise awareness of the safeguarding needs of children. Through focussed visits to school she 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.
- e) The Vice Chair of Governor's professional role means that he is familiar with the use of statistics and the analysis of data. This puts him in a strong position to challenge the school on its use of data and to share his understanding of the data with Ofsted
- f) Governors have made a commitment of a day a term to school visits. These have had a negotiated focus. These have included visits to staff briefings to meet and see the wider staff group in action, lunch with the students to gain their views of the school and time in school when Headteacher has not been in to observe the resilience of the Senior Leadership Team. These visits are indicative of the way that the Governing Body is trying to understand how the school works and to carry out its support and challenge role more effectively.
- g) The Operational Lead (Assistant Headteacher) has illustrate how the headteacher has provided him with opportunities to develop his own abilities and by being allowed to problem-solve he has grown into a figure of authority. He is enjoying the challenge this autonomy brings although it is not always easy. The Operational Lead is also able to identify other staff that he has learnt elements of his craft from. It is this approach to leadership development that is empowering staff so that Operational Capacity is increased.
- h) The school's commitment to a more non-hierarchical, distributed model of leadership is illustrated through consideration of the work of Learning Support Assistants (LSAs). LSAs skills are being put to best use to enhance provision.
- i) 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. 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.

18. Further arrangements:

Quadrad visit Dates: 2016-17

11/01/17	Barley Lane	Quadrad
02/02/17	Bidwell Brook	Quadrad
10/03/17	Southbrook	Quadrad
2017-18 Financial Year		
24/04/17	Ellen Tinkham	Quadrad