

The wider climate and leadership feedback

The school... (headteacher)*	Agree strongly	Agree	disagree	Disagree strongly	Comments/evidence to support responses  (15 staff participated across teaching and learning and support teams: new and emerging and potential leaders were encouraged to participate)
<p>Distributes leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.</p> <p>Talented people are spotted and developed and promoted</p>	13/15	2/15	0/15	0/15	<ul style="list-style-type: none"> <li>• School model allows me to make operational decisions within my classroom and the primary unit.</li> <li>• I have opportunities to work with colleagues across the school e.g. Monday and Friday meetings and regularly take on a leading role during group tasks.</li> <li>• I am a member of lead teaching team and helped contribute to the new reporting system.</li> <li>• I myself have been asked on numerous occasions have been asked to give input on which direction I see my future moving forward at Barley Lane.</li> <li>• Starting to lead some lunchtimes, lead activities at break times, going offsite with 5 a side. I have been supported and encouraged to carry on organising sporting fixtures. The school encourages everyone to lead, and to take initiative. Everyone is encouraged to take responsibility individually and work together to improve.</li> <li>• Hard work and dedication with the willingness to lead has contributed to promotions which have boosted my confidence in management and leading others. I have and continue to work closely with junior colleagues to develop and share my knowledge in behaviour support. I have been given (in the primary unit) the freedom in a sense to develop innovative ways to both manage and challenging behaviour and engage the young people I'm our care.</li> <li>• I have now moved to a whole school role leaving a capable primary colleague to develop further and be exposed more to the day to day challenges of a SEMH setting. I of course do regular check ins and am on offer always to advise and assist but very much want staff to be able to learn and progress. Equally I have people and knowledge and experience to turn to if I don't have the answers or advice to assist in given situations.</li> <li>• I've seen other staff rise quickly through hard work and dedication to the children. I've seen junior staff on the support team taking on corridor roles, Teachers willingly taking on more when others leave or are ill and office staff develop willingly into roles that really help the children such as counselling and pastoral support.</li> <li>• Have grown and developed alongside other long serving and committed colleagues who go the extra mile and this, a natural reflection of our professional respect and affection for one another, our working relationship and unquestionable commitment to the children.</li> <li>• Personal experiences and opportunities via college leadership and support, outdoor ed, other natural opportunities e.g. long term illness... out in the field there are no sanctions and so thinking on one's feet to keep children on task and safe critical to decision making and development.</li> </ul>

- Whole school behaviour manager (BM) real quality as is HLTA BM. Other recognised staff and emerging talent now providing additional quality support. Operational leadership growing from strength to strength increasingly layered and diverse and this allows me and others to be able to concentrate on other aspects of work.
- Development of leadership clusters for behaviour and safety, teaching and learning.
- Development of school behaviour manager role and primary behaviour lead. Regular discussions at governor meetings regarding strengths in the staff team and individuals that could be developed.
- How my role developed in to Safeguarding and the critical part this plays within the school and helping to keep the children safe. The responsibility that this role entails, and being able to work independently but as part of a team especially with the DSO.
- How COR and BW's roles have been promoted recently with the additional duties. COR was already beginning to oversee PEPs but has now also been given additional leadership responsibilities.
- In the short space of time I've been here I have seen multiple colleagues move up...doing further training and taking on more.
- Staff are encouraged to take ownership of what they do...learning support staff are recognised and promoted and their roles developed.
- For me tis has been noticeable across all areas of the school...I have witnessed others develop and in regard to my own role...I feel (my skills) were noticed at an early stage and through reflection, discussion and cohesive management I have been afforded opportunities to rapidly progress developing my own skills alongside other highly skilled and experienced colleagues in an environment that is supportive and embraces me learning at my own pace.
- Every person I began working with has developed themselves within the school.

The school... (headteacher)*	Agree strongly	Agree	disagree	Disagree strongly	Comments/evidence to support responses  (15 staff participated across teaching and learning and support teams: new and emerging and potential leaders were encouraged to participate)
<p>Has an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.</p> <p>There is a strong team spirit and positive energy in the group</p>	11/15	4/15	0/15	0/15	<ul style="list-style-type: none"> <li>• I have helped TAs to increase their subject knowledge and supported them with their behaviour management. Colleagues regularly ask me for advice and guidance. I have organised speech and language and mindfulness training for myself and my colleagues. To improve communication, I have started to email upcoming events for the week ahead to my primary colleagues.</li> <li>• I have booked myself on training courses on attachment and bereavement that take place in my own time.</li> <li>• Good practice is regularly shared with the whole school at the morning meetings. Opportunities to meet with lead teaching team and occasional opportunities to prioritise own workload during twilight sessions have been helpful</li> <li>• I work within a tight knit group where it is essential we are all supportive of each other. The ethos of the school is very clear and supports the notion that both staff and students support each other, treating each other with respect.</li> <li>• In my short time here, I have always felt a strong camaraderie between staff and a positive drive in maintaining high standards.</li> <li>• Have been encouraged and supported to try new things, organise sporting fixtures and find ways to improve subject knowledge and content of lessons. There is lots of collaborative work on how to improve. All the staff are encouraged to support each other, work together and model behaviour for the children.</li> <li>• Everyone can be a leader if they so wish with no exceptions. If you want to achieve and develop the platform is there on a daily basis to do so. I have not been stopped from exploring my ideas and have implemented many of my own projects to engage and develop the young people in our care.</li> <li>• I am motivated by watching other staff problem solve, be successful and I would like to be as successful as them.</li> <li>• The team are kind to each other and keep each other going when the going got tough. Simple things like offering a cup of tea or experience to help with a problem models also to the children healthy behaviours and interactions.</li> <li>• When the role of “Senior Teacher” was advertised, a range of staff members from experienced, long serving teachers, to LSAs, an NQT to the kitchen staff – they all told me I should apply for the position because “it had my name on it”. The encouragement from my colleagues and the belief that I could do the job gave me the confidence to apply and succeed.</li> <li>• Agree. The three wise people an example of distributed support. Motivation key feature of the staff body and staff always prepared to do the extra required.</li> </ul>

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|  |  |  |  | <ul style="list-style-type: none"> <li>• I always receive warm positive and affirming verbal feedback from colleagues.</li> <li>• Personally, I am curious by nature to be tested and exposed to new learning and this supported always by HT</li> <li>• Some of the school culture and values have always included the need to be autonomous and authentic in order to be credible and reliably secure in all aspects of school and trust earned from bottom up or provided from top down has always been communicated clearly and reinforced and supported.</li> <li>• Emerging 'new' leadership team has greater balance and harmony and this filtered down and across wider team and climate in school showing signs of greater stability. Team full of completer finishers and those determined to achieve positive outcomes across range of curriculum offer and extended school life.</li> <li>• Always try to project positivity and support for my colleagues. Many colleagues seek me out for guidance and advice hopefully rooted in trust and experience.</li> <li>• Strong on-going emphasis on reflective practice, expectation of desire to develop skills and learning from colleagues. Culture of being able to ask for support. Evidenced in visits to school and through discussions at governor meetings.</li> <li>• To be able to attend courses which help me to gain a better understanding of the Safeguarding areas that I encounter and that I am trained to be able to do my job. Ie Level 3 CP. Supported by DSO with regular communication on safeguarding issues and gaining help and advice where needed.</li> <li>• Performance management to see how you have progressed and where you need to improve.</li> <li>• Small things make a big difference in team spirit...a cup of tea...a door held open...all these are noticed by us and by the children.</li> <li>• There is a strong sense of unity in the school...I feel sustained by the fact that we are a cohesive unit...we are encouraged to bring ourselves to the table.</li> <li>• I have been offered the space to get into the right headspace after an incident</li> <li>• People care about how others feel</li> <li>• We often carry out team exercises and discussions...and we are encouraged to work with different people to strengthen team spirit and learn from each other.</li> </ul> |
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The school... (headteacher)*	Agree strongly	Agree	disagree	Disagree strongly	Comments/evidence to support responses  (15 staff participated across teaching and learning and support teams: new and emerging and potential leaders were encouraged to participate)
<p>Identifies emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.</p> <p>New leaders are emerging and developing</p>	13/15	2/15	0/15	0/15	<ul style="list-style-type: none"> <li>• Talented colleagues who have expressed a desire to develop in specific roles have been offered opportunities to take on extra responsibilities and apply for promotions.</li> <li>• My success has been acknowledged and I have been asked and have considered how I would like to have a bigger influence within the school. Details in PM.</li> <li>• People who do well are given the opportunity to do well and develop. I have been given clear feedback on how to improve and what I need to do to develop further. I have been encouraged to take the lead on things such as lunch times and activities. Best practice is regularly shared so everyone knows how to improve.</li> <li>• The school has provided pathways for teachers, Learning Support Staff and Behaviour Managers to achieve their aspirations of responsibility</li> <li>• I have been encouraged by senior leaders to take an interest in aspects of the school that has been previously undertaken by an assistant head, eg Children in Care PEPs, annual reviews and home/school liaison with parents.</li> <li>• There are countless members of staff around the school that have shone when given the opportunity to excel in an area that they are good at.</li> <li>• I can and see others lead the daily briefing where we regularly visit and have a platform to discuss child protection and safeguarding concerns, operational challenges, holding risks and protection of wider good order and discipline in the day to day running of the school.</li> <li>• I've been willing to and have learnt masses from the experienced SMT at barley lane who have always been open in sharing best practice and allowing me to be exposed sensibly to challenging situations. I have been valued and given a chance to show I can develop and become a successful in both challenging and resolving difficult situations.</li> <li>• I was given (and still do) the opportunity to lead the behaviour support and operational challenges within the primary unit at Barley lane and have now post a successful period been exposed to a whole school approach. I've had access to training of various kinds including the role of A behaviour support and physical intervention instructor (PRICE Training).</li> <li>• Again agree, clear succession model with a number of candidates now in a position to deputise and offer further distributed insulation across the team. HT has always utilised my ability where appropriate and therefore responded by rapid pay progression and promotion.</li> <li>• Raz, Carl, Ben, Alyssa all examples of developed and emerging talent that have been recognised and relishing the opportunity and doing the job with great enthusiasm and impact.</li> </ul>

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|  |  |  |  |  | <ul style="list-style-type: none"><li>• Bottom up model is so true, school effectiveness begins in the classroom having made genuine and authentic investment in and around it e.g a positive first greeting, conversation that conveys genuine interest in the pupils.</li><li>• Development of assistant head teacher role to take on increasing responsibility and opportunities for day to day operational leadership.</li><li>• Identification of talent in member of staff picking up progression levels data management and development of parental engagement responsibilities in senior teacher.</li></ul> |
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The school... (headteacher)*	Agree strongly	Agree	disagree	Disagree strongly	<p style="text-align: center;"><b>Comments/evidence to support responses</b></p> <p style="text-align: center;">(15 staff participated across teaching and learning and support teams: new and emerging and potential leaders were encouraged to participate)</p>
<p>Provides a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.</p> <p>There is a positive climate across the community.</p>	12/15	3/15	0/15	0/15	<ul style="list-style-type: none"> <li>• School development focused on getting the basics right and bossing the room. Self-reflection is encouraged regularly. Staff feel able to share when they have made mistakes. CP/safeguarding focus a priority. Good practice shared regularly.</li> <li>• Within this framework I have the freedom to make my own decisions about the day to day running of my classroom. I can prioritise the things that I think would benefit my class and individuals,</li> <li>• The school operates in a very organised way in the daily running of the school week.</li> <li>• Safeguarding is paramount for all staff and vehicles to raise concerns both am and pm are on a daily basis.</li> <li>• There is a positive climate across the community as it is clear what is expecting of everyone regarding safeguarding and developing behaviour. It is regularly visited to ensure there is constant improvement.</li> <li>• Staff are reminded, encouraged and guided to have a “looking down on yourself” model whereby you are aware of the signals that you are giving off at any given time, but especially when occasions are heated and a student may be displaying escalating behaviour – that is the time we should remain calm and model the behaviour we want to see.</li> <li>• In morning briefings, we revisit “good practice” and how we encourage positive relationships and positive learning opportunities. Personally, I take a lot of pride in my classroom, creating a homely, warm and relaxed atmosphere for playing cards, chess or reading a book on the sofa.</li> <li>• Every day we address the core business of child safety at morning and evening briefings, work with other professionals including early help and social care for e.g and this all supplements the critical work done in and around school to both model behaviour and educate the children in managing their own safety e.g E-safety and the righteous stance on technological devices being banned.</li> <li>• Children are showing signs that they are able to regulate independently in a more stable manner than in previous years and our on-going diverse training has helped us as the adults to manage our own responses and management of situations that have the potential to escalate out of hand rapidly. E.g modelling and projecting calm when there is developing tension</li> <li>• Safeguarding and wellbeing of pupils absolutely prioritised. Clear structure to the day, clear expectations of behaviour with strong modelling and culture of kindness and respect observed on visits. Atmosphere in school generally very positive.</li> <li>• By dealing on a daily basis with Safeguarding issues plus attending meetings, ensuring that relevant information is shared which will help colleagues to better understand a pupil and perhaps a change in their behaviour and how best to deal with</li> </ul>

this dependent on the situation.

- The constant communication throughout the day, with regards to Safeguarding issues ensures that information is shared and necessary action taken to help safeguard the pupils.
- Building trust with the pupils and their families.
- Students are learning. This is evidenced in PEPS, and Annual Reviews.
- Improvement in attendance
- Safeguarding the priority...the basics too like water and ice lollies in the hot weather...
- Breakfast...spare jumpers...positivity and welcome...the emphasis on the positives...on recovery when things go wrong
- As role models we have a huge impact on them...saying kind or motivating things on the football pitch to each other or feeling safe enough to tackle a challenging piece of work...a lot of this comes from how we are...
- The reason I cannot agree “strongly” is some people sometimes focus too strongly on the negatives and do not personify the attributes we are asking our young people to embrace and follow.
- Alyssa’s classroom is continually calm and well ordered: children know what is expected of them.
- Across the primary unit there are often widespread areas of fun, positivity, laughter, jokes...adults and children.
- The daily briefings.

The school... (headteacher)*	Agree strongly	Agree	disagree	Disagree strongly	<p style="text-align: center;"><b>Comments/evidence to support responses</b></p> <p style="text-align: center;">(15 staff participated across teaching and learning and support teams: new and emerging and potential leaders were encouraged to participate)</p>
<p>Demands ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes</p> <p>High expectation of students self</p>	11/15	4/15	0/15	0/15	<ul style="list-style-type: none"> <li>• Staff regularly reminded of what they would want for their loved ones. High expectations of behaviour and learning progress. Levelled work in progress files.</li> <li>• I send work and reading books home in term time and holidays. I am in regular contact with all parents/carers and send home newsletters that show curriculum coverage.</li> <li>• By being encouraged to find solutions and ways of working for myself, not going to people with problems but finding a way that works and being independent. By ensuring that I have standards for the children and constantly revisiting them. Having after schools and home visits to help maintain high standards.</li> <li>• Realistic, achievable and meaningful expectations for both me and the children. I've only asked reasonable and achievable things (behaviour and learning) of the young people at Barley Lane and would always challenge and stick up for what is right.</li> <li>• I feel a health pressure from both the children and the senior team about working hard and delivering what I say I will. It is very important to follow through with commitments and keep pushing to the next step. I can't expect the children to work hard and think about their behaviour choices if I don't do that myself. My hope is that the young people see the effort that I put in and want to give a little of that back.</li> <li>• Being a completer finisher seems to go a long way with the young people and I noticed they are more likely to go to those staff for help, advice and behaviour is better for those staff.</li> <li>• Work with diverse AP means that I also manage a sub team of adult professionals and support and give guidance about how to manage emerging difficulty. Work with academic AP demands greater expectation and children have recently left with a greater variety of vocationally related qualifications. Work now being carried out to ensure higher quality accreditation is pursued and secured.</li> <li>• I have driven new after school education with 3 pupils signed up since Monday 18<sup>th</sup> Sept in KS 4 accessing additional English and Maths.</li> <li>• Higher quality accreditation at college now being purchased and greater variety both challenging and interesting. Work placement programme immeasurable in its effectiveness but growing in popularity and development also.</li> <li>• Relentlessly reinforce hard work, humility and kindness...</li> <li>• Challenge is to continue to explore and develop new opportunities that will help them compete in the 'labour market' post 16.</li> </ul>

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|  |  |  |  | <ul style="list-style-type: none"><li>• JSLA (Junior Sports Leader Award) now is being added to PE curriculum in addition to new V Cert Qual. These further underpin core learning and wider accredited programmes.</li><li>• High expectations of pupils clear from discussions at governor meetings and observed in visits. Disadvantage acknowledged but not used as excuse for low expectation.</li><li>• Evidence of staff giving extra time and going 'over and above' to help pupils achieve.</li><li>• Treating pupils as normal children with teachers recognising their strengths and weaknesses. Putting in the support to help build upon this to help them reach their full potential. Entering them for exams and giving them the same life chances.</li><li>• A prime example the DoE presentations the children gave.</li><li>• I think there are really high expectations of the children and ourselves.</li><li>• Pupil feedback to support reflection in staff and maintain good standards</li><li>• It is a shared vision (of high expectation) that enables us to work effectively together...I do think we must be mindful of differentiation so we are always challenging the young people to push their own boundaries and to make sure our brightest children are set a high enough challenge.</li><li>• Wanting to do well for other staff members...make it enjoyable for all...</li><li>• Reminders that all the children deserve our best and are capable of achieving their best.</li></ul> |
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The school... (headteacher)*	Agree strongly	Agree	disagree	Disagree strongly	Comments/evidence to support responses  (15 staff participated across teaching and learning and support teams: new and emerging and potential leaders were encouraged to participate)
<p>Secures excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.</p> <p>The team reflects on how to do their work better</p>	12/15	3/15	0/15	0/15	<ul style="list-style-type: none"> <li>• Personal development key part of school improvement. Regular sharing of best practice.</li> <li>• I avoid lessons and activities that are solely focused on auditory learning as I am aware that I struggle to learn in this way. As a very visual learner, it is easy for me to include this as a key element of my teaching. I also try to make learning kinaesthetic where possible. e.g. carousel activities, pupils putting post it notes around the room, actions for key words, drama work etc.</li> <li>• Inset and morning sessions and Mondays and Fridays enable staff to assess how to reflect and improve.</li> <li>• Two meetings a day where there is dialogue on what can be done better, what is going well and what positive changes can be made to help improve. Good practice is highlighted and staff encouraged to take responsibility and find a way.</li> <li>• We have the opportunity to share best practice and ideas twice a day in briefings and on a Tuesday evening when we have a twilight session. This enables use all to solve things collectively and in a way steal the best ideas and role with them. I see others finding new and fresh ways to make things work when things aren't going well.</li> <li>• We have agreed a buddy system where we work in pairs to safely managing developing and on-going situations. Working and sharing difficulties ensures a well thought out and measured intervention which in turn promotes and models healthy values for the young people in our care. Showing rather than dictating is key and something I feel strongly about and have seen the best practitioners do.</li> <li>• All of my lessons follow the same curriculum as a mainstream school. They are not diluted and the high expectations of that of mainstream students are present in my subject.</li> <li>• This is constantly being explained to the students and by knowing they follow the same exams and novels as any other student in any other school – it increases their confidence that they can do just as well.</li> <li>• I am encouraged to do this by the head as it sends the message of high expectations of the standards of education the students receive. Staff also encourage each other and always compliment lessons that go well. A LSA recently told me that she had learned something in my lesson too - which was a wonderful way to model to the students that you're never too old to learn.</li> <li>• I have always been a sound teacher with history of successful classroom practice (last Ofsted). I have transformed wider curriculum in both KS 3 and 4 with innovations with the Fire service and Haven Banks, DofE, Alternative provision including a wider network of at least good or outstanding provision across a number of external schools and colleges.</li> <li>• Have embraced diverse learning styles by providing hands on courses at college, mastering adult relationships in mentoring, recognising those that need greater academic challenge and shaped the offer at KS 4.</li> </ul>

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|  |  |  |  | <ul style="list-style-type: none"> <li>• Daily, morning briefings – throughout the day, debriefs, accessing training calling each other to account, dedicated Monday mornings, Tuesday evenings and Friday mornings.</li> <li>• Team are always encouraged to be critically self evaluative and to accept frailty as a positive learning curve via constructive criticism and insight through the experience of others.</li> <li>• Development of 3 strand curriculum and expectation that pupils access balanced and rounded education with opportunities for academic, vocational and personal success. Lesson observations, classroom expectations clearly laid out.</li> <li>• Development of middle leadership cluster group focussing on teaching and learning.</li> <li>• Pupils are learning. When attending AR's and PEPs you hear of the progress that they are making.</li> <li>• Looking carefully at the structure of the tutor groups and mix of pupils to enable the best of learning.</li> <li>• Vocational - College course which pupils are interested in and will help them with Post BLS.</li> <li>• Regular meetings and staff training</li> <li>• We constantly reflect as a group in the mornings and admit mistakes and discuss better practice...Alyssa asks the opinions of support staff.</li> <li>• Every morning meeting, evening meeting, or by email our practice is always discussed and we ask how can we do things better next time.</li> <li>• Paired and group work useful and promoted (staff team)</li> <li>• In the large part our team is open and engaging and there is a conversation, shared insights and ideas about how to make learning engaging and fun...</li> <li>• I think as a community the fact that we all regularly come together daily and weekly allows us to powerfully reflect and to be able to maintain the dynamism...I think we are good at this...asking questions of ourselves and our practice...getting t the root and not just seeking quick fixes.</li> <li>• Everyone is encouraged to reflect and do things better.</li> <li>• Meeting at the beginning and the end of every day where we are able to reflect on how things have gone/how we could do things better?</li> </ul> |
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\*Questions were asked of colleagues using “The school...” these were the head-teacher’s PM goals 2016-17