

Barley Lane School

Hard work, humility, kindness

Head-teacher's report to governors: Autumn 2016

Context for report: looking back...looking forward...

This is our first end of academic year report to the new governing body and its leadership and our first attempt to best describe the school year 2015-2016?

There are a number of strands and structures emerging as possible ways of reporting and this underpinned by the ongoing willingness to tweak or even if necessary wholly rework reporting to best inform governors and empower them to challenge school leadership.

Reporting to FGB and the BSLT-com across the academic year 2015-2016 has provided ongoing and incremental information and insights for governors across the Ofsted framework and governors agreed pragmatically and informally that reporting each Autumn would logically focus on learning outcomes most powerfully end of final key stage (GCSE and other accreditation) and that in the context of the ongoing push for greater delegation and distributed leadership this critical and core element and measure of our effectiveness would be led by AHT SR.

SR will then lead on "learning, teaching and assessment" and "pupil outcomes" and these will be the focus of our meeting and subject to most scrutiny and discussion.

Autumn reporting also provides a natural and sensible time to share and scrutinise the school's self-evaluation and to look back on our progress against improvement goals and our draft plans for future improvement with the former the SEF effectively a stand-alone report with supporting documents and evidence and this delivered by HT MMc.

Within the Ofsted framework there are then three essential questions to address.

1. Reviewing our improvement goals: what has been achieved? What progress have we made, where has progress stalled?
2. Our self-evaluation: where are we at this moment, how do we evidence that?
3. What are we then going to focus on and seek to improve next?

This report will summarise activity to give governors an accessible insight and feel into the year's work and progress but it will require accessing the more developed and detailed self-evaluation and school improvement documents and their supporting evidence to have a more developed understanding and platform to scrutinise and challenge.

MMc 04.09.16

Leadership and management

1. Reviewing our improvement goals: what has been achieved? What progress have we made, where has progress stalled?

- New leaders have been incrementally exposed to operational challenges and their specialist responsibilities the pace of delegation slowed due to sharp and complex and sustained challenges from elite high risk students.
- The head-teacher did overall (the spike described above stalled progress) incrementally achieve a lower profile in operational leadership and shifted focus to school improvement and with governors rework self-evaluation, school improvement and reporting and there is more robust accountability
- The teaching team has been challenged to be robustly self-evaluative and subject to greater scrutiny and accountability.

2. Our self-evaluation: where are we at this moment, how do we evidence that (*select best evidence*)?

- Governors are committed to and succeeding in developing their understanding and therefore ability to scrutinise and challenge
- There is a clear focus on distributing and deepening effective leadership across the team.
- There is a clear focus on consolidating and improving further the quality of teaching and behaviour and safety and wellbeing.

“The Chair and Vice Chair of Governors, working with the Headteacher, has led the development of a reporting framework. The fact that this has been developed by, and with, Governors is an example of strong practice and is to be applauded.”

“The Headteacher recognises that the next significant step for his leadership is to enable staff to manage the school safely in his absence. In recognition of the importance of this it is one of the Headteacher’s Appraisal targets. The Headteacher is acutely aware of the need to ensure the integrity of the school when he is off site. “

Report of Exeter School Improvement Quadriad* Babcock/SENTIENT trust monitoring visit 01.03.16

3. What are we then going to focus on and seek to improve next?

- Delegating operational leadership and behaviour management has created risks and caused setbacks and will continue to do so but must be persisted with because only by facing and tackling that risk, challenge and adversity can emerging school leaders grow in confidence and effectiveness.

We persist in creating high quality operational leadership capacity and senior colleagues must be further exposed to risk and challenge in order to grow and we must accept we may have to go backwards to go forwards in behaviour management so capacity is authentically secure.

- Sustaining and consolidating the progress made in governance that could slip or be lost unless we maintain the rigour and enthusiasm that has characterised the new team in 2015-2016. We must be sure they can call us to account incrementally more confidently and robustly.

The matter of developing and embedding governor understanding of and insight into our specialist work through both a frequent “critical-friend” presence in the school and an established timetable for scrutiny with increasing governor awareness of and fluency in the use of all available and potential measures and indicators

Learning and teaching and assessment

1. Reviewing our improvement goals: what has been achieved? What progress have we made, where has progress stalled?

- There was a determined on-going professional conversation about best teaching practice (and behaviour management); where strong it will be shared, celebrated and embedded and core best practice will be explicitly identified and made central to teacher performance management and when it is absent or faulty this will be promptly addressed
- We continuously engaged with credible others (the EP service and SENTIENT Quadriad QA visit) to moderate and inform our judgments and consequent interventions but our key external QA advisor absent and needs replacing.
- We did continuously scrutinise how teaching was organised and what is taught and sought variety and enrichment across the curriculum for example vocational education and classes dynamic to address poor chemistry.

2. Our self-evaluation: where are we at this moment, how do we evidence that (select best evidence) ?

- Work in-house and with credible others evidences teaching that is good in a very large majority and sometimes outstanding.
- Learning outcomes are at least good in a majority consistent with good teaching and compare favourably with similar schools locally and nationally.
- Benchmarking of key student groups for example CiC evidences they are achieving what they should.

"Students showed enthusiasm for their learning. Students were willing and able to talk about their learning. Students were able to evidence wider learning such as showing empathy." Report of Exeter School Improvement Quadriad* Babcock/SENTIENT trust monitoring visit 01.03.16

"I thoroughly enjoyed my visit yesterday. I saw some top quality teaching and some young people who were highly engaged in learning." Report of visiting Ofsted inspector* and former special school head-teacher Bob Pugh 11.05.15

3. What are we then going to focus on and seek to improve next?

- Scrutiny of quality of teaching in the round evidences how in our setting predictably given the shifting, mercurial and complex nature of our students the challenge to good order and the positive climate for learning in each classroom is relentless and established and highly, talented and competent teachers can be undone. The threats of our own passivity and stoicism and student energy outdoing our own are ever present...

The collective team imperative supports those teachers individually at risk and we must continue to focus our energy on the "conversation" about best teaching practice (and imbued in that will be best behaviour management) in all its nuances: how can we do things consistently well, differently and or better? It will require a relentlessly proactive pragmatic/creative response: one as relentless as the risks and challenges the students and student combinations present.

- An elite of bright complex and risky young people over time have demonstrated a need to access a different rhythm to their learning and school life or they become disaffected and disengaged and this impacts not only their behaviour and learning but is detrimental to the wider school community: it can lead to exclusion both literal and figurative.

The growing use of alternative provision, personalised packages and vocational learning have proven repeatedly successful and whilst challenging to set up and sustain and maintain high quality their positive and inclusive impact on both individuals and wider community very powerful and necessary.

Pupil development welfare and safety

1. Reviewing our improvement goals: what has been achieved? What progress have we made, where has progress stalled?

- The conversation about known and emerging risks and challenges and best or faulty practice in safeguarding, student welfare and behaviour management was privileged and prominent every day
- The team was challenged daily to do things consistently well, better and or differently to meet the constant challenge and risk and any emerging frailties tackled and the most powerful best practice embedded in their performance management.
- The school's behaviour management mechanism was not constantly refreshed and reinvigorated but this was addressed when its neglect emerged and it did focus on and reinforces and rewards key behaviours and attitudes for example speaking and listening.

2. Our self-evaluation: where are we at this moment, how do we evidence that (select best evidence)?

- Personal development is good underpinned by positive relationships across the school community and strong role modelling from staff that create the positive climate for learning.
- Complex and challenging behaviours are ever present; they are made safe skilfully and compassionately and there is robust scrutiny to ensure this is so.
- Welfare risks are ever present, complex and sometimes extreme and they are made safe.

"The school has a positive ethos and moral basis. The shift in ethos cannot be underestimated. Staff accept a shared responsibility for the learning and behaviour of the students. The students know that the staff care for them... Students were settled in school. They were polite, respectful and responsive to members of the team at all times. One of the visiting team commented that no smile went unreturned."

Report of Exeter School Improvement Quadriad* Babcock/SENTIENT trust monitoring visit 01.03.16

3. What are we then going to focus on and seek to improve next?

- Staff reflection and sharing adds to sense we are and must remain vigilant in protecting and safeguarding CYP but need to do more to help them be autonomously, proactively safe and happy and make others safe and happy?

Develop in parallel PSHE curriculum and an whole school approach where high quality relationships between students and staff mean the children and young people can be challenged and supported to be autonomously safer.

- There is too much fixed term exclusion.

Alternatives to FTE are critical we need other approaches both to sanction and reward in-house and in school day to impact and a review of behaviour management system both rewards and consequences and this mechanism demands regular refreshing to stay relevant and this needs to be harmonised between schools for consistency and more powerful impact.

Pupil outcomes

1. Reviewing our measurable and targeted improvement goals: what has been achieved? What progress have we made, where has progress stalled?

- ✓ Levels of serious incidents and holding children may spike but overall they will stay within safe parameters of no more than 5 per-week and aspire to 2 or less; trends will be positive and evidence decline and this will be reflected across measures.
- ✓ Pupils in a very large majority will not appear in these indicators.
- ✓ Observation will both record and trigger interventions that secure 100% good teaching and seeks at least 50% that is outstanding.
- ✓ 100% of high risk KS4 youngsters will be wholly engaged in their personalised learning packages and will achieve at least 80% attendance and secure 100% in a majority
- ✓ All observed teaching will be judged at least good and increasingly outstanding (< 51%) and judgments reliably externally moderated.
- ✓ Learning progress will be at least good in a large majority (65%) and aspire to a very large majority (80%)
- ✓ Those not achieving “good” progress at the half-way point will evidence recovery.
- ✓ End of final key stage outcomes will continue to compare favourably with comparable schools.
- ✓ Behaviour measures will by student and corporately evidence improvement and positive trends (see “pupil development”)
- ✓ Attendance 90% and evidence of scrutiny and intervention to both challenge and support those young people below 90%.
- ✓ PEX zero FTE 50% reduction year on year where individual children are held there is evidence strategies are in place to reduce FTE.
- ✓ Almost all children or most 95% do not exit classes without a prompt and successful return and those that do can show matters are recovering and improving.
- ✓ Students in a very large majority 80% will not be subject to sanctions and where they are matters will be improving because of interventions to both challenge and support.
- ✓ Trends should evidence both individuals and corporately there is strong improvement half-term on half-term and as year unfolds...a very large majority 80% of children and young people are not recorded.
- ✓ As above plus holding reasonable and ethical and necessary in all cases and a very large majority 80% are never held and those that are there is evidence that strategies are in place and reducing holding...
- ✓ Students in a very large majority 80% achieve points benchmarks for good behaviour and those who do not are challenged and supported and show improvement over time.
- ✓ Safeguarding records evidence risks have been made safe by whatever route and action necessary.
- ✓ Those subject to Police intervention will show improvement over time.
- ✓ Feedback from all stakeholders will support an assertion that most children are and feel safe.

Achieved

Partly achieved progress made

Little or no progress

2. Our self-evaluation: where are we at this moment, how do we evidence that*?

- ✓ Children and young people are kept safe both in school and their safety supported and promoted at home and in their communities.
- ✓ Personal development is good.
- ✓ Learning outcomes and progress are good.
- ✓ Those leaving school enter and stay in further education and training in a large majority.

*See SEF supporting documents and evidence.

Achieved

Partly achieved progress made

Little or no progress

In summary

We have focussed on and achieved progress in our stated improvement goals.

It is reasonable to assert that:

- Leadership capacity has increased without compromising good order and discipline and the positive climate for learning.
- Teaching is good and sometimes outstanding and where frailties clear and or emerging they have been addressed.
- Learning is consequently good in a majority.
- Pupil personal development, behaviour and safety have been both protected and promoted and a majority of pupils are measurably stable and
- Where pupil challenge and risk are complex and significant they are managed safely and compassionately.

Summary of supporting documents: governors can and have requested specific documents.

1. School self-evaluation and supporting documents and evidence (see below)

2. School improvement 2015-2016 review

3. Draft school improvement 2016-2017

1. Report of Exeter School Improvement Quadriad Babcock/SENTIENT trust monitoring visit 01.03.16

2. Report of visiting Ofsted inspector and former special school head-teacher Bob Pugh 11.05.15

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

3i. Observation feedback Bob Pugh 17.11.14

3ii. Report of visiting and attached educational psychologist Babcock LDP Observations feedback 18.03.15

3iii. Report of visiting and attached educational psychologist Babcock LDP Observations feedback 10.15

4. Report of visiting governor vice chair DF 10.03.16

5. Report of visiting governor chair JD 16.03.16

6. Serious incidents by day and leader

7. Student and staff confidence in new leaders

8. Staff feedback on challenge and support

9. Ofsted report 2013

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

11. Exam results

12. Outcomes in context DfE data and comparable schools

13. End of KS2 and KS3 outcomes

14. Teacher self and peer evaluation anon example

15. Student and learning support team feedback 2014-2015

15i. Student feedback 2015-2016

15ii Student feedback: how safe do you feel?

16. Parent and carer feedback 2014-2015

16i. Parent and carer feedback 2015-2016

17. Safeguarding audit using Ofsted prompts

17i. Safeguarding pupil audit anon

17ii. Safeguarding pupil audit CSE

17iii. Safeguarding pupil audit PREVENT

17iv. Case studies

18. Positive feedback from diverse stakeholders

19. Feedback from our colleagues in social care

20. Leavers' destinations now and over time.

21. Behaviour and safety review 2015-2016: holding children

21i. Behaviour and safety review 2015-2016: attendance

21ii. Behaviour and safety review 2015-2016: exclusion

