

Effectiveness of leadership and management: current self-evaluation: good

Current proactive school improvement activity

- Senior staff in the primary school continue to operate autonomously with minimal support from SLT
- The secondary school continues to be led three days a week by three senior leaders with the incrementally lighter touch, lower visibility from and planned absence of the head-teacher embedding into Spring term.
- Teaching team subject to light touch scrutiny by specialist ASD team prior to development work across the team. A leader and "champion" in ASD and PSHE has been identified and appointed on a fixed term TLR.
- Lesson observations have begun led by dedicated AHT.
- The first cycle of school improvement wholly embedded in governance through greater visibility, new committees and reporting, scrutiny and evidence sharing completed.

Impact of improvement activity? (most pertinent, current evidence)

- The primary school has experienced a spike in risk and challenge from an elite of complex and risky students but review of behaviour and safety indicators consistently evidences a safe and stable environment for example 19/22 (86%) a very large majority were not involved in any recorded serious incident nor were they held.
- The secondary school experienced a spike also of risky and challenging behaviour but like the primary school 33/42 (79%) a large majority were not involved in any serious incidents and 38/42 (90%) a very large majority were not held and the overall secure and stable and positive climate for learning protected.
- The team expressed strong confidence in new leaders and the children and young people shared they felt safe.
- A simple analysis of recorded serious incidents and holding children by day of the week evidences a relatively even spread and no weaknesses linked to the allocated operational lead.
- ASD team fed-back very positively *"Further to our visit this morning, Alison and I just wanted to highlight the obvious skill level which we observed amongst your staff. This has led us to consider re thinking the package of support which we previously discussed so that it can result in you receiving the Devon Inclusion Award."*
- ASD leader enthused and likely retained and skilled staff retention self-evidently critical to school effectiveness.
- Observation heightens healthy anxiety and stress to perform well and best staff actively engaging and seeking further intervention and observation; judgments so far "good" with one "outstanding"
- Governors better informed about the school's work framed by Ofsted and better able to scrutinise and challenge. (safeguarding review documents: serious incidents; attendance; exclusions, sanctions and reward; SDO records; staff and student feedback on new leaders; serious incidents by day of the week; anon observation feedback.)

Emerging challenges and obstacles to improvement; threats to school effectiveness

The Babcock/SENTIENT monitoring visit identified:

- Extending the and accelerating the delegation of leadership to "middle managers".
- Re-energising the scrutiny and reporting and interventions in learning progress
- Leadership of quality of teaching must address what "outstanding" looks like in our setting?

Consequent reactive school improvement activity

- Reinforcing and regrouping but in essence continuing and making explicit to the team and what are often one woman/man departments that our collective approach to for example "learning progress" and best practice is both pragmatic in such a small school but more significantly there is greater power and creativity as a collective.
- Better protecting and promoting the Friday problem solving/best practice sessions too often usurped by "housekeeping" albeit significant housekeeping and privileging the learning and teaching agenda.

Impact of improvement activity? (most pertinent, current evidence)

- SLT have been given healthy shove and warning shot and both learning progress and quality of teaching given prominence with team and Friday sessions dedicated to addressing both before term ends beginning with scrutiny of absence of good progress and quality and likely impact of consequent intervention. (AHT QoT report on learning progress and observation summary)

1. Identified improvement challenges 2015-16 leadership and management

- The school has a number of staff promoted to leadership positions to address a deficit in operational leadership capacity that hinders strategic improvement including the quality of governance; specifically the strategic work of the head-teacher alongside governors and making sure there is a robust accountability to them.
- Exposing those new leaders incrementally to their roles and responsibilities in the safe operation of the school day to day and in the challenge and support of the team in their respective roles for example quality of teaching.
- Teachers (most powerfully those on UPS) providing leadership commensurate with their experience and status; being robustly self-critical and both self-improving and supporting the improvement of others and making a wider contribution to the safe operation of the school.

Consequent proactive (planned) school improvement activity

- New leaders will be incrementally exposed to both operational challenges and their specialist responsibilities
- The head-teacher will incrementally achieve a lower profile in operational leadership and shift focus to school improvement and with governors rework self-evaluation, school improvement and reporting so there is more robust accountability.
- The teaching team will be challenged to be robustly self-evaluative and subject to greater scrutiny and accountability.

Pertinent Ofsted grade descriptors: the effectiveness of leadership and management; "good"

- ✓ Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school.
- ✓ Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics.
- ✓ Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work.
- ✓ Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- ✓ Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils.

Challenge the headteacher and SLT committee members and dig deeper...

- Find out more about those children who have been held and or involved in recorded serious incidents; ask to see evidence of what happened and staff reasoning and outcomes?
- What about patterns of behaviour; are these incidents being reflected on and what steps taken to improve matters?
- Pick out an incident and ask to see original record keeping (make a note to speak with that child on your next school visit)
- Ask for more information about the steps taken to support the two young people responsible for the "spike" in the primary school and find what further progress has been made? What is the current position.
- As the report is received at least a week prior to meeting ask the office to email three front line staff randomly to score out of ten how safe they are feeling under the new leadership team?

Quality of teaching, learning and assessment: current self-evaluation good

Current proactive school improvement activity

- Teachers began 2016 with a clear reminder of our collective goals (PM was revisited and rebooted in the Autumn) and that without rigorous best practice good order is easily lost, the positive climate for learning eroded and engaging work and effective assessment for learning cannot happen.
- Formal observations began
- Teachers feedback on the extent of good progress at the half-way point and identify those not doing so and describe their interventions to catch up to AHT QoT.
- The work of the specialist ASD team continued.
- At KS4 AHT continued to support and innovate a range of personalised learning.

Impact of improvement activity? (most pertinent and current evidence)

- Observations judging teaching good with some outstanding; PM targets are in a majority being hit.
- **Report for AHT QoT on the extent of good progress at halfway point pending...**
- ASD team's second visit and day of observation and reflection to plan their intervention and work with us proved very positive and as described in the leadership section they fed-back most positively "*Alison and I just wanted to highlight the obvious skill level which we observed amongst your staff. This has led us to consider re thinking the package of support ...so that it can result in you receiving the Devon Inclusion Award.*"
- KS4 attendance recovered significantly (65%-82%) as wobbling personalised learning packages scrutinized and supported and developed

(school improvement and teacher PM, anon example of observation feedback and summary of obs outcomes so far, the extent of good progress, anon attendance tracker for KS4 PLPs)

Emerging challenges and obstacles to improvement threats to school effectiveness

The Babcock/SENTIENT monitoring visit identified:

- Sustaining the necessary energy levels that were apparent in teachers observed (this was outstanding)
- As teaching clearly at least "good" the lack of explicitness about what "outstanding" looks like in our setting an impediment to achieving it?
- Energy and engagement levels in support staff across the team?

Consequent reactive school improvement activity

- This a matter of consolidation as set out in impact section below... others must contribute and are doing so as energy about being valued both supported and challenged.
- Observations have been accelerated to completion so we can use their fresh insights to begin a piece of work across the team about what "outstanding" looks like and that will include learning support.

Impact of improvement activity? (most pertinent and current evidence)

- "*The place is transformed from when I was last there.... And that's testament to incredible skill and dedication. It was an absolute pleasure to meet pupils and staff. You've given your all to the school Mike -nurturing, developing and caring for allThat's abundantly clear... And seeps out of the very fabric of the place.*" Visiting headteacher part of Babcock/Sentient visit who had worked at BLS
- Increase in speed and urgency and heightened awareness in both HT and AHT QoT of need for essential re-energization if core business of learning and teaching.

(anon example of observation feedback, summary of obs outcomes so far)

2. Identified improvement challenges 2015-16 **quality of teaching, learning and assessment**

- Good or better teaching and consequent good or better learning outcomes are constantly at significant risk in our setting as children and young people mercurial, complex and risky and the positive climate for learning in class and in the wider school community continuously tested and any cracks in best practice quickly exposed and deepened.
- In the context described above protecting and promoting teaching and consequently learning that are at least good demands relentless resilience, proactivity, creativity and a sharp self-awareness and commitment to self-improvement in the teacher and these cannot be assumed and are in truth sometimes lacking unless healthy accountability maintained.
- Governors and senior leaders must ensure teaching team is both supported but more pressingly and importantly challenged to deliver robust best practice and emerging frailties quickly identified and addressed.

Consequent proactive (planned) school improvement activity

- There will be an 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 will continuously engage with credible others to moderate and inform our judgments and consequent interventions.
- We will continuously scrutinise how teaching is organised and what is taught and seek variety and enrichment across the curriculum.

Pertinent Ofsted grade descriptors: the quality of teaching, learning and assessment; “good”

- ✓ Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
- ✓ In lessons, teachers develop, consolidate and deepen pupils’ knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.
- ✓ Teachers use their secure subject knowledge to plan learning that sustains pupils’ interest and challenges their thinking. They use questioning skilfully to probe pupils’ responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils’ strengths.
- ✓ Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
- ✓ Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.
- ✓ Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.

Challenge the headteacher and SLT committee members and dig deeper...

- Ask the AHT with responsibility how he knows his observation judgments are reliable and credible?
- Ask the AHT how reliable is staff assessment of progress are start and finish points and what is being done to address a lack of good progress?
- Ask AHT to describe remaining weaknesses and frailties in teaching post observations and what is being done?
- Ask the AHT about how recovery in attendance was achieved at KS4 ask for examples explore a case?

Personal development, behaviour and welfare: current self-evaluation: good

Current proactive school improvement activity

- The behaviour and safety “conversation” has been privileged and remains prominent with planned and specific attention given to “Prevent” and CSE (staff continue to access certificated on-line training)
- Diverse and numerous safeguarding and welfare risks have been identified, shared and addressed.
- Behaviour rewards refreshed and made quicker and more accessible; thematic approach continued.
- A champion for PSHE to dovetail with behaviour and welfare appointed.

Impact of improvement activity? (most pertinent and current evidence)

- There have been a multiplicity and diversity of risks to behaviour and safety and wellbeing made safe and meaningful dedicated risk assessments for CSE and Prevent (staff continue to access certificated on-line training)
- Behaviour indicators and measures evidence a stable school community; a large majority of students in the secondary school and a very large majority in the primary school are not involved in any recorded serious incidents nor are they held.
- The secondary school experienced a sharp spike in risky and challenging behaviours and measurably recovered.
- It is too early to report on impact of PSHE “Champion”.
(safeguarding review documents: serious incidents; attendance; exclusions, sanctions and reward; SDO records; summary of safeguarding activity; SDO complex case study; dedicated RA updates for CSE and Prevent; student feedback on how safe they feel)

Emerging challenges and obstacles to improvement threats to school effectiveness

- The accumulative amount, diversity and sometimes sharpness of safeguarding risks generated by student community and accessing necessary support a challenge to address alongside the matter of operating the school safely and protecting the positive climate for learning.
- The ongoing element of human frailty can both compound and create new risks and did so in failing to share a risk promptly.
The Babcock/SENTIENT monitoring visit identified:
- Scaffold and promote deeper interrogation of all indicators of behaviour and safety in governors
- The matter of dynamic risk assessment in a busy school is it sufficient to make judgments about for example a change to a planned trip?

Consequent reactive school improvement activity

- Determined effort to track risk and response for our most vulnerable children and young people.
- Rapid and pragmatic response to frailties in safeguarding sharing in a small minority of staff.
The Babcock/SENTIENT monitoring visit:
- Box in yellow adjacent is a start and we must ensure more governors visit more often to triangulate through experience the evidence being shared and ensure it is not just the headteacher's “voice” that is heard.
- We have shared and sought advice from DCC H&S team (forwarded to Chair and Vice Chair)

Impact of improvement activity? (most pertinent and current evidence)

- Vulnerable children have been supported and risks made safe and in one very powerful and poignant case work done to track and secure essential therapeutic intervention.
- Work done with the staff team to immediately address those frailties and knowledge tested.
(SDO case study anon, summary of safeguarding activity)
The Babcock/SENTIENT monitoring visit:
- Too early to report on will update at meeting.

3. Identified improvement challenges 2015-16 **personal development, behaviour and welfare**

- Pupil personal development, most powerfully and pertinently, developing appropriate behaviours that support learning a constant challenge and always at risk...as is wider positive climate for learning.
- Pupil behaviour is perpetually risky and challenging and in some cases risks extreme.
- The children and young people's welfare similarly presents daily complex and challenging safeguarding risks.
- Staff frailties in such a rigorous setting and context can both create and compound risk.

Consequent proactive (planned) school improvement activity

- The conversation about known and emerging risks and challenges and best or faulty practice in safeguarding, student welfare and behaviour management is privileged and prominent every day
- The team is 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 is constantly refreshed and reinvigorated and focuses on and reinforces and rewards key behaviours and attitudes

Pertinent Ofsted grade descriptors: personal development, behaviour and welfare; "good"

- ✓ Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.
- ✓ Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.
- ✓ The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe.
- ✓ Pupils conduct themselves well throughout the day, including at lunchtimes.
- ✓ In secondary schools, pupils use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training.
- ✓ Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.
- ✓ Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.

Challenge the headteacher and SLT committee members and dig deeper...

- Ask the headteacher to talk through CSE and radicalisation risks using anonymised risk assessment.
- Scrutinise him about impact of training undertaken in Prevent?
- Ask the headteacher to address the anonymised case study and pursue him about the school's actions to support the child.
- Using the review of serious incidents pick two one from primary one secondary and insist on seeing original record keeping and scrutinise it with committee members highlighting any weaknesses or concerns and questions?
- Ask the headteacher to share and develop a specific instance of frailty in staff practice and make him prove the appropriate steps taken to address it and make things safe.
- Challenge the SLT about its use of FTE with SEN students! Explain...

Outcomes for pupils: current self-evaluation good

Current proactive school improvement activity

- In leadership: the incrementally greater delegation and distribution of operational leadership whilst still maintaining and promoting the positive climate for learning and therefore the children and young people's safety, goodwill, good behaviour and learning.
- In learning and teaching and assessment: the formal observation of teachers and teaching to ensure class by class that positive climate is sustained by robust classroom management (PM goals) and engaging teaching, learning and high quality assessment for learning can happen?
- In behaviour, welfare and safety: remain alert and alive to and wholly reliable in making safe the multiple risks the student body generate; be rigorous in pursuing complex and troubling cases; be alive to CSE and Prevent including accessing training.
- We encouraged and maintained informal contact and networking with 2015 leavers and offered support in one case.

Impact of improvement activity? (most pertinent and current evidence)

- The community has remained measurably stable and productive and the children and young people in a very large majority engaging positively across school life.
- Initial feedback from observations judges teaching at least good and in some cases outstanding and robust good practice is scaffolding engaging teaching and good learning and meaningful assessment.
- Behaviour, welfare and safeguarding risks have been made and kept safe including some complex and very risky cases. Bottom line students have been kept safe.
- All 2015 leavers' destinations holding and currently successful.
(safeguarding review documents: serious incidents; attendance; exclusions, sanctions and reward; SDO records; summary of safeguarding activity; SDO complex case study; dedicated RA updates for CSE and Prevent)

Emerging challenges and obstacles to improvement threats to school effectiveness

- Behaviour, welfare and safety protected in context of high volume and high risk.
The Babcock/SENTIENT monitoring visit identified:
- The broad theme of criticism is around sustaining the essential energy and re-energising teaching and learning specifically the current piece of work on learning progress and to collectively describe "outstanding" teaching when it is predominantly good...push on...
- More governors spending more time in school more often

Consequent reactive school improvement activity

- Work done to test transparency and work of other agencies to provide essential support in complex cases.
The Babcock/SENTIENT monitoring visit
- AHT and HT active in accelerating this work and it will be reported on at committee meeting
- Email sent to Clerk and an agenda item at committee and full governing body.

Impact of improvement activity? (most pertinent and current evidence)

- Progress is slow but greater accountability for CAMHS/JACAT.
The Babcock/SENTIENT monitoring visit
(safeguarding review documents: serious incidents; early observation summary and anon example of observation feedback; SDO complex case study)
- Too early to report on will update at meeting.

4. Identified improvement challenges 2015-16 **outcomes for pupils**

- Keeping our children and young people safe requires relentless vigilance and wholly reliable action.
- Positive pupil outcomes in behaviour, wellbeing and learning and ultimately in leavers' destinations are always at risk in our setting because of their mercurial, risky and complex nature.
- Teaching and teachers also present "risk" as the critical level of vigilance tough to sustain and can and does drop.
- Monitoring leavers over time and providing pragmatic support as they can "fall out" of further education and training.

Consequent proactive (planned) school improvement activity

- The "conversations" about best practice in safeguarding, behaviour management and teaching will be privileged and lead to tangible intervention to consolidate what is good and address what is weak.
- The teaching team will be continuously held to account for its practice and emerging weaknesses tackled at an individual and collective level.
- We will track leavers over three years as available data anonymised and lack any detail or context; where there are difficulties we will act pragmatically to provide what support we can at "arm's length"

Pertinent Ofsted grade descriptors: pupil outcomes; "good"

- ✓ In a wide range of subjects, the progress of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll is close to or is improving towards that of other pupils with the same starting points.
- ✓ Overall progress of disadvantaged pupils, disabled pupils and those with special educational needs is above average or improving.
- ✓ Where attainment overall is low, it shows consistent improvement.
- ✓ Pupils are well prepared for the next stage of their education, training or employment and have attained relevant qualifications.
- ✓ The proportion of pupils progressing to higher and further education establishments, apprenticeships, employment or training is close to or above average. These pupils do so at a level suitable to meet appropriate career plan

Challenging the headteacher and SLT committee members and digging deeper...

- Challenge the obsessive focus on wider school stability and the positive climate for learning why is it such a focus?
- Challenge the revisiting and repetition of familiar classroom practice in teacher PM doesn't it inhibit risk and excitement and change?
- Challenge the headteacher about why he hasn't in the spirit of the "leadership and management" delegated safeguarding?
- Be sceptical about the reported stability of leavers' destinations in work and college how do we know?

On-going monitoring of school improvement: evidence to support report to safeguarding-behaviour, learning and teaching committee

document	Context	Pertinence
1. School improvement and teacher PM	<ul style="list-style-type: none"> The key areas governors agree will be our focus 	<ul style="list-style-type: none"> Leadership and management, learning and teaching, behaviour and safety, pupil outcomes
2. School self-evaluation Spring 2016	<ul style="list-style-type: none"> A framing document governors should always be mindful of updated half-termly. 	<ul style="list-style-type: none">
3. safeguarding review documents: serious incidents KS2 and KS3-4(anonymised)	<ul style="list-style-type: none"> Essential to habitually scrutinise risky events most powerfully holding children 	<ul style="list-style-type: none"> Leadership and management, behaviour and safety, pupil outcomes
4. safeguarding review documents: attendance (plus 4i. KS4 personalised learning)	<ul style="list-style-type: none"> Absence a safeguarding issue and governors must be confident it is habitually robustly scrutinised 	<ul style="list-style-type: none"> Leadership and management, behaviour and safety, pupil outcomes
5. safeguarding review documents: exclusions; sanction and reward	<ul style="list-style-type: none"> Exclusion a blunt instrument so governors must know why it was applied? In-house behaviour systems a window into behaviour and safety 	<ul style="list-style-type: none"> Leadership and management, behaviour and safety, pupil outcomes
6. SDO records	<ul style="list-style-type: none"> Governors wanted a human window into staying safe... 	<ul style="list-style-type: none"> Leadership and management, behaviour and safety, pupil outcomes
7. SDO records: CSE	<ul style="list-style-type: none"> Privileged to ensure it is given proper consideration and governors an insight 	<ul style="list-style-type: none"> Leadership and management, behaviour and safety, pupil outcomes
8. SDO records: Prevent	<ul style="list-style-type: none"> Privileged to ensure it is given proper consideration and governors an insight 	<ul style="list-style-type: none"> Leadership and management, behaviour and safety, pupil outcomes
9. SDO complex case study	<ul style="list-style-type: none"> Governors rightly determined to humanise the matter of safeguarding. 	<ul style="list-style-type: none"> Leadership and management, behaviour and safety, pupil outcomes
10. SDO summary of activity to reinforce and protect safest practice	<ul style="list-style-type: none"> Governors reassured the school continues to be alive to any frailty and acts to address it 	<ul style="list-style-type: none"> Leadership and management, behaviour and safety, pupil outcomes
11. staff and student feedback on/confidence in new leaders	<ul style="list-style-type: none"> Governors identified the essential need to distribute operational leadership but keep school stable 	<ul style="list-style-type: none"> Leadership and management, behaviour and safety, pupil outcomes
12. serious incidents by day of the week and school leader		<ul style="list-style-type: none"> Leadership and management, behaviour and safety, pupil outcomes
13. Observation feedback example anon	<ul style="list-style-type: none"> Critical information for governors about the core and critical school activity; learning and teaching. 	<ul style="list-style-type: none"> Leadership and management, learning, teaching and assessment, pupil outcomes
14. Observation summary so far		<ul style="list-style-type: none"> Leadership and management, learning, teaching and assessment, pupil outcomes
15. The extent of good progress at halfway mark		<ul style="list-style-type: none"> Leadership and management, learning, teaching and assessment, pupil outcomes
16. Report of Exeter Quadrad	<ul style="list-style-type: none"> Babcock and SENTient trust's in-house QA 	<ul style="list-style-type: none"> Leadership and management, learning, teaching, behaviour and safety

