Effectiveness of leadership and management: current self-evaluation: **good** (leader MMc)

Current school improvement activity

- The primary school is running smoothly and is being led independently and autonomously.
- The secondary school is experiencing risks and challenges but is being successfully led three days a week by three senior leaders with an incrementally lighter touch and lower visibility from head-teacher
- Teaching team engaged in self-evaluation with school lead in QoT and EPS in observation /coaching activity; it is also subject to greater prescription and scrutiny in professional housekeeping for example reviewing planning and assessment.

Impact and evidence at this time **(most pertinent, current evidence)**

- The primary school has measurably had its most stable term to date and the secondary school whilst experiencing significant challenges remains measurably safe and stable also and risks have been managed safely and ethically **(Rolling behaviour and safety review summary, safe-guarding review using Ofsted guidance)**
- Key frailties in teaching identified and expectations in improvement and best practice have been identified and addressed through performance management update **(summary of activity in quality of teaching, report of visiting EP, school improvement and teacher performance management)**
- We have made improvement meetings compulsory for teachers and been prescriptive about work to be done including an audit of basic fitness for purpose most pertinently planning and assessment. **(SEN policy specifically "assessment", level of challenge feedback)**

Emerging challenges and obstacles to improvement; threats to school effectiveness

- Staff illness early in term impeded process of distribution and delegation and forced head-teacher back to daily prominence for a period…
- The head consistently challenged by senior colleagues to be less visible to allow them to grow…
- There have been challenging risks to manage rooted both in student complexity and frailties in practice.
- A review of governance identified the need for change to reporting and the sharing and tracking of improvement activity and evidence to support it.

Consequent reactive school improvement activity

- Necessity and adversity being the mothers of invention senior and middle ranking staff stepped up successfully into essential operational leadership roles broadening and deepening leadership capacity.
- The head-teacher accepted strategic work being damaged by unbalanced operational leadership and privileged other tasks; pertinently post a review the effectiveness of governance
- Frailties in practice have been identified and addressed whether minor modification or major changes.
- Reporting to governors has been wholly revamped and dedicated committee formed for behaviour and safety, learning and teaching.

Main evidence of impact **(most pertinent, current evidence)**

- Measures and indicators of behaviour and safety in the secondary school remain positive overall. **(rolling behaviour and safety review summary, safe-guarding review using Ofsted guidance)**
- Staff and students have expressed confidence in emerging senior leaders **(team feedback on leadership: how safe do I feel and what confidence do I have in the SLT?)**
- Changes have been made in response to emerging or identified weaknesses in our work in both teaching and learning and behaviour and safety. **(summary of behaviour and safety updates, summary of activity in quality of teaching, school improvement and teacher performance management)**
- See this report.

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.

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

Current school improvement activity

- Teacher PM revisited and refreshed and goals privilege and focus on core best practice with strands unpicked according to challenge from students or weaknesses in teaching practice.
- Observation and coaching activity throughout opening weeks of autumn term including by EPS who have conducted a number of visits and moderating observations/learning walks (identifying both strengths and frailties) and these have coalesced into our priorities and shaped our response.
- Innovation and pragmatic problem solving in vocational and outdoor education ongoing.

Main evidence of impact at this time (most pertinent and current evidence)

- We are aware of present risks and specific frailties in teaching practice and are addressing them; EPS observation and learning walk activity also identifying many strengths and successes **(summary of activity in quality of teaching, report of visiting EP, school improvement and teacher performance management).**
- Vocational and outdoor education being proactively led and impact on wider community positive because of the variety and respite it brings. **(report of school leader in KS4 vocational learning)**

Emerging challenges and obstacles to improvement threats to school effectiveness

- Frailties in practice set out in summary of activity in learning and teaching for example the erosion by students in some lessons into classroom routines and expectations most notably and powerfully the critical speaking and listening protocols in class; these powerfully undermine the essential positive climate for learning.
- Both intuitively and based on observation feedback senior leaders perceive and experience a lack of urgency and awareness of these frailties and action to address them in some teachers.
- Emerging frailties in teaching practice prompt wider questions about and scrutiny of the robustness of planning and assessment as well as classroom management.

Consequent reactive school improvement activity

- A review of teacher performance management targets led to emerging and coalescing strong reliable themes promoting good order and discipline and a positive climate for learning.
- The expectation of "leadership" and accountability and strong autonomous working in UPS teachers has been repeatedly made explicit.
- As described in the leadership and management section we have made improvement meetings compulsory for teachers and been prescriptive about work to be done including an audit of basic fitness for purpose most pertinently planning and assessment. (SEN policy specifically "assessment")

Main evidence of impact (most pertinent and current evidence)

- School improvement and teacher performance management have been revisited and refreshed and a team focus to address emerging frailties agreed and in place **(school improvement and teacher performance management)**
- The connection between UPS and ownership and accountability has been made explicit **(school improvement and teacher performance management)**
- An audit of assessment and planning has reviewed and developed both with teachers and subject public accountability as documentation published on school website **(SEN policy specifically "assessment")**

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.

Personal development, behaviour and welfare: current self-evaluation: **good** (DJ)

Current school improvement activity

- The "conversation" has been privileged and is prominent.
- Diverse and often unsettling safeguarding and welfare risks have been shared and addressed.
- Identified frailties in behaviour management in and beyond the classroom have been identified, tackled and best practice described.
- The school's behaviour management system has been refreshed and re-launched and this has provided themed goals for example "empathy" or "kindness".

Main evidence of impact at this time (most pertinent and current evidence)

- There have been a multiplicity and range of risks to safeguarding risks made safe **(rolling behaviour and safety review, annual safeguarding audit, safe-guarding review using Ofsted guidance, controlled access to anonymised CP records and head-teacher's safeguarding diary)**
- Internal safeguarding review using Ofsted guidance for inspectors supports and evidences self-evaluation of "good" **(Guidance to Ofsted inspectors on inspecting safeguarding)**
- Behaviour indicators and measures evidence a stable school community **(rolling behaviour and safety review Autumn 2015)**
- 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 **(rolling behaviour and safety review Autumn 2015)**

Emerging challenges and obstacles to improvement threats to school effectiveness

- Safeguarding risks multiple, diverse and difficult continued to emerge.
- Statutory safeguarding audit identifies frailties in delivery of PSHE
- The multiplicity of latent risk resulted in new risks in students and new frailties in our practice emerging for example monitoring children's movement.
- The "conversation" identified frailties in classroom practice (behaviour management), for example speaking and listening that impact on behaviour and wider good order and discipline and therefore how safe the children are feeling; this in turn negatively impacts on learning.
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Consequent reactive school improvement activity

- The team responded to emerging challenges promptly, sharing and acting appropriately and speedily and risks made safe.
- New resources sourced and purchased, timetable tweaked key staff identified to deliver in key safeguarding areas.
- Guidance and practice were developed and innovated and shared to keep the young people safe.
- Key frailties in teaching practice that impact behaviour and therefore learning identified and shared and best practice described and school improvement and teacher PM revisited and refreshed.

Main evidence of impact (most pertinent and current evidence)

- Emerging risks made safe, children and young people safeguarded and school remains safe and stable **(rolling behaviour and safety review Autumn 2015, annual safeguarding audit, safe-guarding review using Ofsted guidance, controlled access to anonymised CP records and head-teacher's safeguarding diary)**
- As described above resources sourced and purchased, timetable tweaked key staff identified **(link to resource http://www.hoddereducation.co.uk/Product?Product=9781471808470)**
- Guidance and consequent practice in behaviour and safety and its renewal and development kept youngsters and staff safe for example *"Managing potentially risky working contexts: dynamic risk assessment"* **(summary of behaviour and safety updates)**
- Clarity of expectation for teaching team about responsibility to "boss" the room **(school improvement and teacher performance management, summary of activity in quality of teaching)**

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.

Outcomes for pupils: current self-evaluation **good**

Current school improvement activity

The "conversations" have identified both emerging student risks and frailties in our practice

- In learning and teaching it has focussed on protecting and sustaining a positive climate for learning.
- In behaviour and safety about sustaining best and rigorous practice for example a spike in absconding"
- In safeguarding as described in our SIP *"Keeping our children and young people safe requires relentless vigilance and wholly reliable action and challenges and risks have been ongoing and multiple"*

Main evidence of impact at this time (most pertinent and current evidence)

- There is greater vigilance and rigour in behaviour management in the classroom for example the focus on speaking and listening **(school improvement and teacher performance management, summary of activity in quality of teaching)**
- Guidance and practice in behaviour and safety has been renewed and developed **(summary of behaviour and safety updates)**
- Review of safeguarding using Ofsted guidance for inspection evidences good practice **(Safe-guarding review using Ofsted guidance)**

Emerging challenges and obstacles to improvement threats to school effectiveness

- Dip in behaviour and erosion into classroom routines and expectations in secondary school
- Behaviour management system fatigued and neglected and in need of re-energising.
- School leavers destinations uncertain or at risk.

Consequent reactive school improvement activity

- Dip in behaviour directly linked to identified frailties in teaching practice and these addressed
- Behaviour management system relaunched.
- School worked with colleges and CSW (Careers Southwest) to get clarity and support

Main evidence of impact (most pertinent and current evidence)

- Teaching practice made more robust by scrutiny and identification of key themes and behaviour has been stable and good overall listening **(school improvement and teacher performance management, summary of activity in quality of teaching, rolling behaviour and safety review Autumn 2015)**
- Behaviour stable and in a majority of students it was good in Autumn 2015 and innovations for example new two week cycle of reward embraced by children and themes for example the focus on reward points for speaking and listening successful **(rolling behaviour and safety review Autumn 2015)**
- School sought information from families on students going back to 2013 and student identified as wobbling encouraged too and visited school and school in direct contact with College and CSW and placement stabilised and secured. **(student destinations)**

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

- 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.
- 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

On-going monitoring of school improvement

document	Context
1. Rolling behaviour and safety review summary Autumn 2015	Carried out half-termly and accumulative over the academic year it looks at all available indicators of behaviour and safety.
2. Safe-guarding review using Ofsted guidance	Carried out as a part of the annual cycle prompted by statutory safeguarding audit done for DCC/Babcock.
3. Annual safeguarding audit ((link to resource http://www.hoddereducation.co.uk)	As described above statutory safeguarding audit done for DCC/Babcock.
4. Summary of behaviour and safety updates with examples.	Chronology of safeguarding sharing with team on dedicated email site (updated guidance contained in "Safe-working Guidance")
5. Controlled access (on request) to anonymised CP records and head-teacher's safeguarding diary: anonymised example.	CP records and safeguarding diary updated daily.
6. Student destinations	The "outcome" measure
7. School improvement and teacher performance management	The framework for getting better at our work.
8. Summary of activity in quality of teaching,	The emerging frailties we set out to bolster and make good.
9. Report of visiting EP	Key contributor to our self-evaluation of quality of teaching.
10. SEN policy specifically assessment	Describes what we set out to do for our students.
11. Report of school leader in KS4 vocational learning	Students who have personalised packages that are closely monitored and developed by AHT DJ
12. Team feedback on leadership: how safe do I feel and what confidence do I have in the SLT	Important in the context of improvement priority to develop leadership capacity.