

Head-teacher's special report to governors autumn 2015

Current context for the school

The key contextual element prompting this “special” report is the recent visit of and review by governor services and the central matter of reporting to governors; this is then in some part a report about reporting.

This is to improve my accountability to you and though clumsily expressed improve your ability to evidence you are doing just that and fulfilling your leadership responsibility and “accountability” to make me accountable.

Overarching this as a consequence of the review process and refreshed and re-invigorated by both the review and changes to the make-up and leadership not only of the governing body but the school team we are beginning again.

A part of this fresh start is an agreed change in the rhythm of my reporting as well as how it is organised and more of that later but given this “fresh start” and “new beginning” the chair and clerk to governors and I agreed when we met that an additional meeting and a report describing the school as it is now and our current self-evaluation supported by the best evidence was essential.

We have agreed we must strip down and coalesce reporting, self-evaluation and school improvement into something that succinctly and accessibly expresses where we are and our progress or any lack of it on the improvement journey and to do so using the Ofsted framework.

Our judgments would be supported by the most credible, accessible and current evidence and this matter of what evidence and how much evidence another key strand of the review process.

Reporting would be a scaffold to hang and prompt scrutiny, questioning and debate and allow a deeper understanding and accountability and pertinent to this is the formation of a dedicated learning and teaching committee with a brief for behaviour and safeguarding too that will dig deeper into evidence and report back to FGB.

Current risks and opportunities

The risks then were to healthy accountability because of a lack of robustly reliable clarity about how good the school is and what it is doing to stay good and improve further. That is not to argue accountability was wholly absent or evidence unshared but that we could do better.

The opportunities are as follows:

- Revisit and refresh and share again our improvement priorities and of those most powerfully and pertinently what teachers must do reliably well or better (appendix 1).
- Set out below for governors a simple school self-evaluation supported by the most credible and accessible evidence prioritising external evidence to address the credibility gap if I am the sole source.
- Share as model for future reporting to governors that as explored above uses the Ofsted framework to track improvement activity and its measurable impact (follows SEF)

School self-evaluation autumn 2015 on a page: supported by minimal most accessible and credible evidence* for governors *external sources of evidence will be prioritised to address the credibility gap if the head-teacher the sole source

Ofsted framework	Ofsted descriptors of “good”
<p>Quality of teaching, learning and assessment: current self-evaluation good</p> <ul style="list-style-type: none"> Moderated observation judges teaching good or better in a very large majority now and over time. Work with the schools’ educational psychology service evidences teaching that is good in a very large majority Learning outcomes are at least good 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. 	<ul style="list-style-type: none"> 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. 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.
<p>Personal development, behaviour and welfare: current self-evaluation: good</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>Outcomes for pupils: current self-evaluation good</p> <ul style="list-style-type: none"> 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 are good. Those leaving school enter and stay in further education and training in a large majority. 	<ul style="list-style-type: none"> 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 plans.
<p>Effectiveness therefore of leadership and management: current self-evaluation: good</p> <ul style="list-style-type: none"> There is a clear focus on distributing leadership across the teaching team. There is a clear focus on the quality of teaching and behaviour and safety Learning and teaching are at least good in a very large majority Personal development, behaviour and welfare are at least good Pupil outcomes are at least good in a majority 	<ul style="list-style-type: none"> 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.
<p align="center">Overall effectiveness: current self-evaluation good</p>	

Quality of teaching, learning and assessment	(Which team member leads and could be scrutinised alongside documentation at L&T committee?)		
Most accessible and credible evidence* for governors	Source document (s) for scrutiny at committee	Ofsted grade descriptors for the quality of teaching, learning and assessment: "good"	
<p>"This is a good school... pupils learn well because teaching is good, with some outstanding teaching." Ofsted 2013</p>	<ul style="list-style-type: none"> Ofsted report 2013* 	<ul style="list-style-type: none"> 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. 	MMc
<p>"I thoroughly enjoyed my visit yesterday. I saw some top quality teaching and some young people who were highly engaged in learning."</p> <p>"AHT has an extremely good understanding of the strengths of teaching at the school and areas for development...All the judgements made by the AHT at the end of observations, matched my own."</p>	<ul style="list-style-type: none"> Report of visiting Ofsted inspector* and former special school head-teacher Bob Pugh 11.05.15 (internal observation summary 2014-15) 	<ul style="list-style-type: none"> 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. 	SR
<p>"Good practice was observed in all classes. Different strategies to promote positive relationships, improve teaching and learning, organise the classroom and manage pupils' behaviour were employed."</p> <p>"Most teachers differentiated the literacy demands of the lessons well in order to remove barriers to engagement"</p>	<ul style="list-style-type: none"> Report of visiting and attached educational psychologist* Babcock LDP Observations feedback 18.03.15 Report of visiting and attached educational psychologist* Babcock LDP Observations feedback October 2015 	<ul style="list-style-type: none"> Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress. 	SR
<p>Observation outcomes 2014-15: Outstanding 3 good 8 requires improvement 0</p>	<ul style="list-style-type: none"> internal observation summary 2014-15 (reports of visiting governors) 	<ul style="list-style-type: none"> 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. 	SR
<p>Corporately the school's end of final key stage outcomes stand up well in comparison to similar schools locally and nationally and trends are positive overtime.</p>	<ul style="list-style-type: none"> End of final key stage outcomes 2014-15 and over time pages 1-3 DfE performance tables* 	<ul style="list-style-type: none"> 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. 	MMc
<p>Benchmarked students for example children in care, able children achieve their FFT predictions for GCSE in a large majority</p>	<ul style="list-style-type: none"> End of final key stage outcomes 2014-15 and over time pages 4-6 		SR
<p>Children at the end of KS2 and KS3 are making good progress in a majority and sometimes in a large majority</p>	<ul style="list-style-type: none"> End of KS2 and KS3 outcomes 		SR
<p>A very large majority of teachers 90% positively rated by peers and students when asked is work "engaging and challenging" ("I enjoy lessons and I am learning new things")</p>	<ul style="list-style-type: none"> Student and learning support team feedback 2014-2015* 		MMc
<p>In response to the question "My child is learning and developing as a person" (20 parents and carers responded) 100% agreed strongly or agreed with a large majority 15/20 agreeing strongly.</p>	<ul style="list-style-type: none"> Parent and carer feedback 2014-2015* 		MMc

Personal development, behaviour and welfare	(Who leads and could be scrutinised alongside documentation at L&T committee?)		
Most accessible and credible evidence* for governors	Source document(s) for scrutiny at committee	Ofsted descriptors for personal development, behaviour and welfare grade: "good"	
"Staff model appropriate behaviour exceptionally well and deal with disruptive behaviour very calmly. As a result, pupils make good progress in telling right from wrong and managing their own behaviour."	<ul style="list-style-type: none"> Ofsted report 2013* 	<ul style="list-style-type: none"> 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. 	DJ
"Much evidence during the day of positive, respectful relationships between staff and pupils. Staff share concerns openly (but professionally) and look to each other for support, which is readily available."	<ul style="list-style-type: none"> Report of visiting Ofsted inspector* and former special school head-teacher Bob Pugh 11.05.15 		DJ
"Good practice was observed in all classes. Different strategies to promote positive relationships, improve teaching and learning, organise the classroom and manage pupils' behaviour were employed."	<ul style="list-style-type: none"> Report of visiting and attached educational psychologist* Babcock LDP Observations feedback 18.03.15 	<ul style="list-style-type: none"> Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare. 	SR
"teachers used assertive language techniques effectively – e.g. the 'broken record technique' and naming the behaviours that they wanted to see (rather than asking the pupils not to swear/ shout out)"	<ul style="list-style-type: none"> Report of visiting and attached educational psychologist* (Babcock LDP Observations feedback October 2015) 		SR
"There was a high amount of praise and acknowledgement of the responses from the pupils...There was a high level of oral feedback, including praise, throughout the lesson."	<ul style="list-style-type: none"> internal observation summary 2014-15 (reports of visiting governors) 	<ul style="list-style-type: none"> The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe. 	SR
A very large majority of teachers 90% positively rated by peers and students when asked are "routines and rituals and expectations embedded" ("I know what is expected of me") and the teacher is "both affirming and assertive; there are both consequences and rewards" ("I am praised when I am good and challenged when I am not")	<ul style="list-style-type: none"> Student and learning support team feedback 2014-2015* 	<ul style="list-style-type: none"> Pupils conduct themselves well throughout the day, including at lunchtimes. 	MMc
When presented with the statement "The school cares about my child's happiness and wellbeing and keeps him safe" 100% of parents responding agreed and 85% agreed strongly.	<ul style="list-style-type: none"> Parent and carer feedback 2014-2015* 	<ul style="list-style-type: none"> In secondary schools, pupils use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training. 	MMc
"The extraordinary willingness to be creative in achieving what T needs and going the extra mile on many levels, at many times and in many different ways ...The result that T himself feels special and cared for just because he is him and not because that is your 'job' as his school/teacher...A positive, supportive approach to working with us as an agency even when, as had often been the case with T, that was unpredictable, complex and chaotic. "	<ul style="list-style-type: none"> Feedback from our colleagues in social care* 		MMc
"The respect that the staff had for the pupils: So many times during my visit I heard the staff telling the boys that they could achieve just as well as anyone. This worked particularly well when real life examples were given, e.g. boys achieving college places"	<ul style="list-style-type: none"> Positive feed-back 2014-15* 		SR
All serious incidents are recorded and scrutinised closely and as SEF summary asserts "Complex and challenging behaviours are ever present; they are made safe skilfully and compassionately and there is robust scrutiny to ensure this is so." (throughout a large majority of children are never held nor involved in recorded serious incidents)	<ul style="list-style-type: none"> Behaviour indicators in context-now and over time* Rolling behaviour and safety review Aut 1 15-16 		MMc

Outcomes for pupils	(Who leads and could be scrutinised alongside documentation at L&T committee?)		
Most accessible and credible evidence* for governors	Source document(s) for scrutiny at committee	Ofsted descriptors for Outcomes for pupils: "good"	
<ul style="list-style-type: none"> • A very child focused approach • Excellent communication with staff whenever I have asked about a child. • Staff that I have talked to clearly care about the children • I think it is fantastic with the level of parenting support given to C's family. • The first phone call I made to Barley Lane was checked out in the appropriate way by calling me back on my office which is good. I still walk into many schools that have never met me and do not ask to see my badge. <p style="text-align: right;">Social worker</p>	<ul style="list-style-type: none"> • Feedback from our colleagues in social care* 	<ul style="list-style-type: none"> • 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. 	MMc
<p>When we arrived earlier today, the young man in the ticket office looked at the boys' uniforms and said, "You're from Barley Lane, aren't you?" My kid brother was at Barley Lane, and you guys did so much for him: our family love you!" His name was T, and he is C older brother. C is now training to be an Outdoor Ed Instructor, is really happy and apparently often talks about BLS. I saw T later in the café and he told me, "C is really bright: he used to really hate that, until he went to Barley Lane; now he's really happy with it".</p>	<ul style="list-style-type: none"> • Positive feed-back 2014-15* 	<ul style="list-style-type: none"> • 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. 	MMc
<p>Corporately the school's end of final key stage outcomes stand up well in comparison to similar schools locally and nationally and trends are positive overtime.</p>	<ul style="list-style-type: none"> • End of final key stage outcomes 2014-15 and over time pages 1-3 • DfE performance tables* 	<ul style="list-style-type: none"> • Pupils are well prepared for the next stage of their education, training or employment and have attained relevant qualifications. 	SR
<p>Benchmarked students for example children in care, able children achieve their FFT predictions for GCSE in a large majority</p>	<ul style="list-style-type: none"> • End of final key stage outcomes 2014-15 and over time pages 4-6 	<ul style="list-style-type: none"> • 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 plans. 	SR
<p>Children at the end of KS2 and KS3 are making good progress in a majority and sometimes in a large majority</p>	<ul style="list-style-type: none"> • End of KS2 and KS3 outcomes 		MMcD
<p>Those leaving school enter and stay in further education and training in a large majority.</p>	<ul style="list-style-type: none"> • Leavers destinations (source CSW*) 		

Effectiveness therefore of leadership and management	(Who leads and could be scrutinised alongside documentation at L&T committee?)		
Most accessible and credible evidence* for governors	Source document(s) for scrutiny at committee	Ofsted grade descriptors for leadership and management: "good"	
There is a clear focus on distributing leadership across the teaching team, "The greater your experience, status and pay the more secure and consistently successful you must be in these key areas" and this impacts positively on all outcomes.	<ul style="list-style-type: none"> School improvement, teacher performance management and Ofsted 	<ul style="list-style-type: none"> 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. 	SR
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.	<ul style="list-style-type: none"> School improvement, teacher performance management and Ofsted 		DJ MM
Senior staff universally agree strongly, "I have been exposed to my leadership role and responsibilities and feel challenged" and the wider team in a very large majority agree "I am challenged to work hard and be rigorous and to do my absolute best for other people's children"	<ul style="list-style-type: none"> Staff feedback on challenge and support* 		MMcD CM
"I was truly impressed with S, M and D – their professionalism, their willingness to share problems and work out solutions, and above all, their total commitment to getting it right for the boys who come through the door every morning – in terms of their education and their general well-being."	<ul style="list-style-type: none"> Report of visiting Ofsted inspector* and former special school head-teacher Bob Pugh 11.05.15 		
"This is a good school... pupils learn well because teaching is good, with some outstanding teaching." Ofsted 2013	<ul style="list-style-type: none"> Ofsted report 2013* 		MMc
"I thoroughly enjoyed my visit yesterday. I saw some top quality teaching and some young people who were highly engaged in learning."...AHT has an extremely good understanding of the strengths of teaching at the school and areas for development...All the judgements made by the AHT at the end of observations, matched my own."	<ul style="list-style-type: none"> Report of visiting Ofsted inspector* and former special school head-teacher Bob Pugh 11.05.15 (internal observation summary 2014-15) 	SR DJ MM	
Corporately the school's end of final key stage outcomes stand up well in comparison to similar schools locally and nationally and trends are positive overtime.	<ul style="list-style-type: none"> End of final key stage outcomes 2014-15 and over time pages 1-3 DfE performance tables* 	MMc SR	
Benchmarked students for example children in care, able children achieve their FFT predictions for GCSE in a large majority	<ul style="list-style-type: none"> End of final key stage outcomes 2014-15 and over time pages 4-6 	MMc SR	
Those leaving school enter and stay in further education and training in a large majority.	<ul style="list-style-type: none"> Leavers destinations (source CSW*) 	DJ	

Table of source documents (key documents that give governors insight into our effectiveness)

Those in bold essential for governors to understand their school.	Purpose and value?
Ofsted report 2013*	Self-evident
School improvement, teacher performance management and Ofsted	Understand challenges and weaknesses and what is being done to address them
Report of visiting Ofsted inspector* and former special school head-teacher Bob Pugh 11.05.15 (also 17.11.14)	Most current and pertinent and credible external insight into how good school is?
Report of visiting and attached educational psychologist* Babcock LDP Observations feedback 18.03.15	Ongoing useful credible and external insights and judgments into quality of teaching.
Report of visiting and attached educational psychologist* Babcock LDP Observations feedback October 2015	
Internal observation summary 2014-15	As moderated and underwritten by visiting Ofsted inspector these credible and useful for governors.
End of KS2 and KS3 outcomes	The extent of good learning progress is summarised for governors.
End of final key stage outcomes 2014-15 and over time	GCSE in context of other similar schools locally and nationally and Benchmarked students for example children in care, able children achieve their FFT predictions for GCSE in a large majority
Leavers destinations (source CSW*)	At the heart of everything we do...what happens to our young people?
Behaviour indicators in context-now and over time*	An insight into our specialist world of high risks and potentially contentious issues for example holding children.
Rolling behaviour and safety review Aut 1 15-16	How are those risks and issues being made safe currently? Dense but worth a look one for committee scrutiny.
Student and learning support team feedback 2014-2015*	Invaluable insight from key people: the children and young people and those supporting teachers.
Parent and carer feedback 2014-2015*	Critical feedback from our key “customer” after the children.
Feedback from our colleagues in social care*	Given the extent of risk and intervention essential governors have insight into the quality of our work with our key professional partner.
Staff feedback on challenge and support*	With distributed leadership critical the team’s perceptions must be known to governors
Positive feed-back 2014-15*	Positive experiences of and input about school and our work gives a rounded picture to governors across our work.