

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

Current school improvement activity

- The primary school runs 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 and EPS in observation /coaching activity; it is also subject to greater prescription and scrutiny in professional housekeeping for example reviewing 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)**
- 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”)**

Emerging challenges and obstacles to improvement; threats to school effectiveness

- Staff illness impeded process of distribution and delegation and forced head-teacher back to daily prominence for a period...
- The head-teacher has been challenged by senior colleagues to be less visible to allow them to grow...
- There have been very challenging risks to manage safely rooted in student complexity and frailties in practice.

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 has accepted strategic work being damaged by unbalanced operational leadership and privileged other tasks; pertinently post a review of governance and the effectiveness of his work with governors.
- Frailties in practice have been identified and addressed whether minor modification or major changes.

Main evidence of impact (most pertinent, current evidence)

- Measures and indicators of behaviour in the secondary school remain positive overall. **(rolling behaviour and safety review summary)**
- 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)**

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 for 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.

