

Barley Lane School

Hard work, humility, kindness

Proud to be a part of the and in partnership with

SENTIENT TRUST
inspire • empower • enable

Devon
County Council

Head-teacher's midpoint interim report to governors: Summer 2016 (reporting Summer 1 2016)

Context for report

Although only half way through the summer term a number of factors have contributed to me providing an interim narrative report.

1. I have submitted a report to the SBLT committee that forms the basis of this report.
2. Working with the SENTIENT/Babcock quadriad quality assurance group of schools has highlighted in outstanding schools reporting and meeting whilst following a similar structure does so with double the frequency.
3. With a new governing body under relatively new leadership operating a different more engaged type of governance greater sharing makes sense.
4. In our setting things change and can deteriorate quickly, it is an innately risky and challenging setting and so it is important to share accurately, freely and openly with governors.
5. The school as the report will set out is experiencing a period of challenge and risk described in the report to SBLT com as:
 - Multiple legitimate and unavoidable staff absence through significant health issues, training commitments, personal challenges, career changes and jury service impact on capacity;
 - Spike in high risk behaviours from an elite of super complex youngsters increases demand and pressure on denuded capacity;
 - Exam and accreditation pressures on students and staff and labour intensive nature (majority of children have one to one support of some kind in public exams and others carefully risk managed with off-site exam centres and multiple invigilators compounds pressure on already denuded capacity);
 - Anticipated Ofsted visit inevitably impacts staff anxiety and stress levels adding to already tough environment.

I have selected key evidence and information shared with SBLT to make tangible and credible the many positive statements that follow specifically:

- behaviour and safety indicators
- examples of development work in safeguarding and teaching and learning
- anonymised examples of work done with teachers requiring improvement
- notes and slides from EPS work
- AHT DJ work on leavers' "packages" challenges and successes (anonymised extracts)
- Staff morale feedback

Barley Lane School

Hard work, humility, kindness

Proud to be a part of the and in partnership with



SENTIENTRUST
inspire • empower • enable



Devon
County Council

Leadership and management

Key activity and impact has included:

- Governor presence in school is markedly increased and therefore understanding of the school is deepening and they can call us account more confidently.
- Leadership capacity is greater and the critical maintenance of good order and discipline and the positive climate for learning (all perpetually at risk without strong leadership) have been protected in a context where wider staffing denuded and a measurable spike in risks and challenges made safe.
- There have been improvements to safeguarding and learning and teaching as a result of work with sister schools and LA (Babcock) specifically a revisiting of best SEMH practice and greater rigour and focus in weekly coaching and best practice sessions.
- The emerging teaching leadership group a result and more focussed work with vulnerable teachers another.
- Both the bursar role and the innovated SDO support officer role are embedding; the former has ameliorated uncertainty created by current funding model and allowed essential spending on staffing and supporting students at risk of PEX, the latter has ensured we are ever present at all professional meetings and increased our capacity daily and accumulatively to document, reflect and act on the multiplicity of safeguarding risk.
- As a result of esprit de corps and generosity of spirit and hard work momentum to call teaching team to account and take proactive steps to improve teachers and teaching has been maintained.
- The children and young people have accessed a positive climate for learning despite pressures as a result and also benefited from the improvements described.

Learning and teaching and assessment

Key activity and impact has included:

- Teachers identified have accepted need for consolidation and improvement and latter tangible already in some cases for example improved environment and “buddying” building confidence and assertiveness and teacher pupil relationships improved
- Team around the teacher session led by “leading teachers” and peer observation have bettered understanding in improving staff and informal observation and support work has noted fewer children in conflict and exiting classes.
- EPS work in one case has clearly led to greater composure and positivity in presentation and this in turn diminished dispute and conflict in class.

Barley Lane School

Hard work, humility, kindness

Proud to be a part of the and in partnership with



SENTIENTRUST
inspire • empower • enable



Devon
County Council

- As a result of the work of the “quadriad” best practice in teaching and safeguarding refreshed and staff self-awareness and vigilance in both upped and navigating safely behaviour spike and staff losses as a result and school remains measurably purposeful.
- A number of students more stable as a result of changes and new groups largely successful with one exception but that group and those individuals stabilising post crises.
- TAC (team around the child led by schools educational psychology service) has been very powerful and measurable risks and incidents down significantly for child subject to piece of work as staff insight and practice both sharpened by activity.
- As a result of esprit de corps and generosity of spirit and hard work momentum to call teaching team to account and take proactive steps to improve teachers and teaching has been maintained.
- The children and young people have accessed a positive climate for learning despite pressures as a result and also benefited from the improvements described.

Pupil development welfare and safety

Key activity and impact has included:

- The breadth of risks from benign neglect through physical and sexual abuse to CSE and radicalisation prompted both by type and actual children have been revisited and tested through repeated and repetitive discussion and including written tests improving reinforcing and awareness and knowledge.
- The critical nature of prompt sharing from slivers of information and the intuitive nagging worry to the obvious injury and explicit allegation or disclosure have been revisited also and tested heightening awareness and vigilance in team
- The pragmatic reality of essential sharing and team-working and the far greater power of the collective to identify and manage risk reinforced and tested and this increased vigilance and awareness in team.
- As a result a range of sharp risks to the children and young people have been made safe.
- Managing some super risky episodes and making safe the children involved through pragmatic and creative work with children, their parents and carers and attached professionals .
- The wider team in the wider school offering freely discretionary effort and strong team spirit to maintain wider stability and the school
- School despite huge pressures accumulating and spiking remains stable and safe and purposeful.

Never look down on anybody unless you are helping him up. Jesse Jackson



Barley Lane School

Hard work, humility, kindness

Proud to be a part of the and in partnership with



Pupil outcomes

Key activity and impact has included:

- As described above both individuals and the community have been kept safe despite a very significant spike in very high risk behaviours.
- Teachers have not been allowed to “drift” and where there has been “slippage” or attempts to dilute accountability or agreed improvement steps it has been robustly but professionally addressed.
- The opening public exams have been tackled by students and staff with positivity and commitment and the school though wobbling at times has absorbed the considerable impact of the exam effort (it is very labour intensive and brings powerful stresses)
- Leaders in sponsoring Y11 students through their proactivity and persistence have maintained “packages” and fought hard to promote attendance and engagement at a time when some leaving students can become very challenging.
- Not becoming solely focussed on the operational as would be easy and maintaining healthy accountability for the team around safeguarding and teaching.
- Managing and making safe the spike in risk and risky behaviours.
- Pragmatically and creatively overcoming the challenging context described.
- Preserving positive relationships across the community and stakeholders.
- The school, its community and stakeholders in good shape despite sustained and very challenging half-term.
- Risks made safe.
- Solid and successful start to public exams.

Barley Lane School

Hard work, humility, kindness

Proud to be a part of the and in partnership with



document	Context	Pertinence
<ul style="list-style-type: none"> behaviour and safety indicators 	<ul style="list-style-type: none"> a summary of behaviour and safety indicators to date for example how often and why are children held? How is attendance? 	<ul style="list-style-type: none"> personal development, behaviour and welfare
<ul style="list-style-type: none"> examples of development work in safeguarding and teaching and learning 	<ul style="list-style-type: none"> evidence of ongoing dialogue and professional conversation about best practice in both. 	<ul style="list-style-type: none"> leadership and management/learning and teaching and assessment/ personal development, behaviour and welfare
<ul style="list-style-type: none"> anonymised examples of work done with teachers requiring improvement 	<ul style="list-style-type: none"> evidence of proactivity in addressing frailties in teaching. 	<ul style="list-style-type: none"> leadership and management/learning and teaching and assessment
<ul style="list-style-type: none"> notes and slides from EPS work 	<ul style="list-style-type: none"> evidence of proactivity in addressing frailties in teaching and in meeting complex needs and challenges in student behaviour. 	<ul style="list-style-type: none"> learning and teaching and assessment/ personal development, behaviour and welfare
<ul style="list-style-type: none"> AHT DJ work on leavers' "packages" challenges and successes (anonymised extracts) 	<ul style="list-style-type: none"> How are high risk and complex youngsters doing as their finish line approaches? 	<ul style="list-style-type: none"> learning and teaching and assessment/ personal development, behaviour and welfare/ pupil outcomes
<ul style="list-style-type: none"> staff morale survey 	<ul style="list-style-type: none"> impacts effectiveness 	<ul style="list-style-type: none"> leadership and management/learning and teaching and assessment/ personal development, behaviour and welfare/ pupil outcomes