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

Current planned and proactive school improvement activity

1. The delegation of operational leadership has been accelerated and sharpened by the absence of headteacher and the addition of lead whole school behaviour manager
2. Governors have been aware and active and supportive as this heightened challenge coalesced and maintained contact and understanding of risks and challenges.
3. SLT undertake review using Babcock LDP framework and this prompted audit of EHCPs and other useful activity.
4. HT and SLT PM mid-point review and reminders.

Impact of that improvement activity? (impact will be updated and reported on verbally at meeting)

1. AHT DJ closely supported by SR and BM CM faced and managed successfully the considerable risks and challenges he faced daily.
2. Governors saw operational leadership authentically challenged by circumstances and school operate safely with headteacher in conventional "office based" role (albeit home based)
3. Key elements EHCP provision requirements being met, home school contact audited and hard to reach/ not reached parents and carers identified and engagement begun by AHT MM
4. Pragmatic and pertinent focus for HT and SLT.

Emerging challenges and obstacles to improvement; threats and opportunities

1. The absence of the headteacher compounded existing long term staffing absence made worse by additional staffing losses to illness and injury during opening weeks of summer term.
2. A core of KS4 students continued test boundaries and prove risky and challenging
3. **Audit is carried out.**

Consequent reactive school improvement activity

1. Risk and challenge for AHT and senior colleagues and team intensified and they rose to challenge and sustained a stable and safe community.
2. AHT and senior colleagues and team maintained pragmatic problem solving/solution focusses approach and school community stable.
3. **Participation scrutiny of governance though minutes, meeting with C to GB and SLT. Immediate responses to housekeeping in for example exactly matching policies to terms of reference exactly**

Impact of that improvement activity? (impact will be updated and reported on verbally at meeting)

1. The community has remained measurably stable
2. The community has remained measurably stable
3. **Verbal feedback affirming on C to GB minutes, SIP costings, pro-active nature of governance at FGB and committees including pay, policies and TOR harmonised.**

Read at 80% across two pages so pertinent SIP and Ofsted descriptors line up adjacent to reporting.

1. **Identified improvement challenges and risks?** Delegating operational leadership and behaviour management has created risks and caused setbacks and will continue to do so but must be persisted with because only by facing and tackling that risk, challenge and adversity can emerging school leaders grow in confidence and effectiveness.**(governors recognise and accept to develop capacity adversity and some wobbles in good order and discipline necessary and unavoidable)**

   Consequent proactive (planned) school improvement activity? We must persist in creating high quality operational leadership capacity and senior colleagues must be further exposed to risk and challenge in order to grow and we must accept we may have to go backwards to go forwards in behaviour management so capacity is authentically secure. **(managing dynamic budget as pupil numbers grow to increase front line teaching and support capacity that in turn supports senior leadership development and promotes wellbeing)**

2. **Identified improvement challenges and risks?** Sustaining and consolidating the progress made in governance that could slip or be lost unless we maintain the rigour and enthusiasm that has characterised the new team in 2015-2016. We must be sure they can call us to account incrementally more confidently and robustly.

   Consequent proactive (planned) school improvement activity? The matter of developing and embedding governor understanding of and insight into our specialist work through both a frequent "critical-friend" presence in the school and an established timetable for scrutiny with increasing governor awareness of and fluency in the use of all available and potential measures and indicators:

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.

Read at 80% across two pages so pertinent SIP and Ofsted descriptors line up adjacent to reporting.

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

Current planned and proactive school improvement activity

1. The conversation about best practice continues and the intervention of Babcock advisor GD and a consequent review of EHCPs and statements refreshed what our provision must look like and the needs to be met and in doing so described often familiar best practice
2. Self, peer and student evaluation of QoT using leadership cluster's "best practice" priorities supplemented by Babcock model outcomes review of EHCPs.

Impact of improvement activity?   (impact will be updated and reported on verbally at meeting)

1. Repetition has its benefits like practising a skill repeatedly and it is the same themes of best practice that reappear and are revisited and this is a tangible reminder to the team heightens accountability because there can be no fudging what is necessary.
2. Brings clarity and rigour to teacher self-evaluation as disparities challenging and encourage more robust self-awareness.

Emerging challenges and obstacles to improvement threats and opportunities

1. Senior and experienced staff intuitively expressing concern about "stoic" approaches to challenging behaviour that allow ultimately corrosive low level poor behaviour to damage learning a need for robust self-evaluation and high expectation
2. Accumulative staffing losses and consequent increased strain on remaining team does hinder robust calling to account because morale can be fragile.
3. **DCC AUDIT looks at SIP costings and biggest costs staffing recruitment and retention.**

Consequent reactive school improvement activity

1. AHT SR to reflect and plan nature of challenge and support and agree a mechanism to address this recurrent matter of experienced staff arguably sometimes fudging the level of challenge they are facing in class?
2. Reflect share as senior colleagues do nothing…yet.
3. **Costs in retention and development a part of SIP and necessary to meet audit requirements.**

Impact of improvement activity?   (impact will be updated and reported on verbally at meeting)

1. Awareness of nuanced challenge pragmatic delay in any intervention.
2. As above…
3. **Audit satisfied recruitment and retention logical, necessary, governors active , costs planned for (resources committee and part two discussions)**

Read at 80% across two pages so pertinent SIP and Ofsted descriptors line up adjacent to reporting.

1. **Identified improvement challenges and risks?** Scrutiny of quality of teaching in the round evidences how in our setting predictably given the shifting, mercurial and complex nature of our students the challenge to good order and the positive climate for learning in each classroom is relentless and established and highly, talented and competent teachers can be undone. The threats of our own passivity and stoicism and student energy outdoing our own are ever present**… (governing body recognises leadership team risk overload in small school setting with multiple responsibilities that often include teaching that itself a huge challenge in this setting)**

    Consequent proactive (planned) school improvement activity? The collective team imperative then supports those teachers individually at risk and we must continue to focus our energy on the "conversation" about best teaching practice (and imbued in that will be best behaviour management) in all its nuances: how can we do things consistently well, differently and or better? It will require a relentlessly proactive pragmatic/creative response: one as relentless as the risks and challenges the students and student combinations present. **(develop further teacher accountability for GCSE outcomes by Y11 contextualised predictions that sit alongside FFT and what would be good progress)**

2. **Identified improvement challenges and risks?** An elite of bright complex and risky young people over time have demonstrated a need to access a different rhythm to their learning and school life or they become disaffected and disengaged and this impacts not only their behaviour and learning but is detrimental to the wider school community: it can lead to exclusion both literal and figurative.

    Consequent proactive (planned) school improvement activity? The growing use of alternative provision, personalised packages and vocational learning have proven repeatedly successful and whilst challenging to set up and sustain and maintain high quality their positive and inclusive impact on both individuals and wider community very powerful and necessary.

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.

Read at 80% across two pages so pertinent SIP and Ofsted descriptors line up adjacent to reporting.

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

Current proactive school improvement activity

1. Vigilance in matters of safeguarding ongoing with risk assessment updates completed in Easter break including dedicated CSE and PREVENT
2. Habitual sharing with social care and CP professionals ongoing.
3. Habitual revisiting of core safeguarding housekeeping including posters, prescribed agendas and business cards reminders.
4. On-line PREVENT certificated training ongoing.
5. Staff delivering therapeutic interventions for example counselling and emotional intelligence continue and will report in person to committee

Impact of improvement activity?   (impact will be updated and reported on verbally at meeting)

1. Vulnerable children monitored closely supported and kept safe
2. Vulnerable children monitored closely supported and kept safe
3. Public display and business card style reminders of key guidance as support and prompt diminishes risks
4. Keeps PREVENT awareness sharper.
5. Hard to measure impact but those delivering asked to present feedback and evidence to committee

Emerging challenges and obstacles to improvement threats and opportunities

1. Spike of misogyny and predatory behaviours
2. Year 10 retesting boundaries as year 11 prepare for public exams and leaving.
3. The absence of the headteacher compounded existing long term staffing absence made worse by additional staffing losses to illness and injury during opening weeks of summer term.
4. Some relationships with colleagues in other disciplines becoming strained.
5. **Audit scrutinises safeguarding for example HR records, checks and balances, annual audit of safeguarding.**

Consequent reactive school improvement activity

1. A range of activity from informal meeting and idea sharing to formal surveying of staff, external trainers (www.2020dreams.org.uk)secured, team challenged to set out their contributions, scrupulous sharing in debriefings, gender prioritised in briefings, associate SLT membership for emerging female teaching talent, home visits and contact, FTE applied if supportive interventions do not impact.
2. AHT uses staffing and curriculum intelligently to manage risky combinations and applies fair boundaries and consequence, team challenged to reflect on performance and response to challenges in class most pointedly experienced and UPS staff.
3. AHTs work in tandem to creatively and pragmatically deploy staffing to best effect.
4. Engage with all supporting disciplines to seek cooperation and goodwill but also challenge where necessary and reasonable.
5. **This actually planned activity and standards met with necessary small adjustments for example date of checking barred lists.**

Impact of improvement activity?   (impact will be updated and reported on verbally at meeting)

1. Individuals emerging as empowered and enthused and seeking to influence positively across community
2. AHT and senior colleagues developing strong esprit de corps and growing in confidence and protecting positive climate.
3. See point 2.
4. Too early to tell...sharing with social care and work with DCC remains very strong and very positive.
5. **Successful safeguarding dry run for inspection using latest KCSIE directive.**

Read at 80% across two pages so pertinent SIP and Ofsted descriptors line up adjacent to reporting.

1. **Identified improvement challenges and risks?** Staff reflection and sharing adds to ever present sense we are but must remain super vigilant in and reliably promote and consolidate protecting and safeguarding.

   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 and the team is challenged daily to do things consistently well, better and or differently to meet the constant challenges and risks and any emerging frailties are tackled and the most powerful best practice embedded.

2. And we need to do more to help children be autonomously, proactively safe and happy and make others safe and happy? **(governing body recognises in this setting modelling more powerful than being didactic)**

   Consequent proactive (planned) school improvement activity? Develop in parallel PSHE curriculum and a whole school approach where high quality relationships between students and staff mean the children and young people can be challenged and supported to be autonomously safer. **(governing body embraces and endorses school position of seeking to develop empathy through example and wider culture of genuine "kindness" best defence against radicalisation)**

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.

Read at 80% across two pages so pertinent SIP and Ofsted descriptors line up adjacent to reporting.

Supporting documents	Context	Pertinence
1. Babcock framework for reviewing SEN duties	New Babcock LDP associate GD makes contact occupying SEN advisor space and shares framework	Highly useful tool for governors to check statutory responsibilities being met and any frailties addressed.
2. Babcock framework identified frailties and actions		
3. EHCP audit and actions		
4. HT and SLT PM mid-point review and reminders.	SLT stay focussed on agreed priorities	Governors have evidence SLT are reliably focussed on those agreed priorities.
5. Leadership cluster refreshed teacher PM focus	Leadership group responded to Babcock/SENTIENT peer review outcomes and revisited best practice.	Governors are aware SIP commits to ongoing rigour around best classroom practice and risks if neglected.
6. EHCP audit focus and audit for teachers	A positive outcome of Babcock LDP framework as review of EHCPs refocuses on key commitments	Governors have insight into what is demanded and that teachers have clarity about their responsibilities.
7. Robust self-evaluation and high expectation	As SIP narrative describes	Governors must have evidence high expectation being maintained about best classroom practice and that responsibility is proportionate with more expected of those with greater experience and pay.
8. A framework for reflection and problem solving	*"The school's success demands autonomous problem solving and creative teachers who are robustly self-critical and self-reliant and even in those blessed naturally with such qualities and character it is challenging still to sustain the high levels of energy, emotional resilience and indestructible optimism essential to being effective in our setting."*	
9. CSE risk update and summary anonymised	Essential and serious housekeeping where risks reviewed and managed.	Governors now familiar with anonymised sharing to evidence to them key risk management is happening.
10. PREVENT risk update and summary anonymised		
11. Safeguarding case study anonymised		
12. Safeguarding-risk update and summary anonymised		
13. Evidencing safeguarding using Ofsted prompts update 17.04.17		

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14. gender discussion feedback outcomes and actions	A response to a spike in risk and challenge and a response too to staff perceptions and insights.	Gender in an all-boys SEMH school demands governor awareness and scrutiny.
15. Therapeutic interventions presenting to governors	Committee requested personal contributions from those directly offering therapeutic support	Governors have an opportunity to both understand and scrutinise
16. Daily briefing-framework with prompts for SLT	More significant housekeeping in risk management in an innately high risk context.	Governors and most pertinently nominated safeguarding governor require evidence of ongoing rigour.
17. Staying safe large backed poster		
18. evacuate or lock down business card		
19. accessing additional PREVENT on-line training		
20. working effectively with professional colleagues	"politics" a part of working life…	Governors must be reassured that in a very large majority relationships across diverse stakeholders positive and strong.
21. new staffing structure	Includes new leadership clusters and expanded SLT group	Governors aware of and approved developments
22. SIP update version 11-23.04.17	This report as always a review of SIP and the emerging challenges and opportunities.	Review of governance set out focus on Ofsted framework and agreed improvement priorities would be our focus in FGB and committees.
23. Parent and carer contact audit	SEN advisor highlighted issue of hard to reach parents	Clear much contact diverse, formal, informal and in some cases habitual but hard to reach an issue and AHT MM already active post audit.

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