

## Barley Lane School

Friendship, Optimism, Hard-work

### Working and rolling SIP and so SEF (any modifications and additions in blue)

Friday 16<sup>th</sup> October 2020

#### The underlying themes and core values of the consolidation/improvement effort

- i. **Staff and governors we drive and facilitate and expect the consolidation and improvement set out below and so the element of challenge but we never lose sight of the “support” bit and the friendship, the esprit de corps that underpins our morale and wellbeing and so our effectiveness. Staff feeling challenged but critically supported essential to morale and so effectiveness in COVID context and actions too.**

Esprit de corps remains strong and can be evidenced in our briefings and in our daily working and whilst hard to achieve in these opening weeks of the new academic year and the new reality I believe we remain united and so strong: school is orderly and so COVID security can happen.

I have asked staff with potential COVID “vulnerabilities” to feedback directly to the chair and vice chair so we get authenticity and honesty in this critical area.

- ii. **We work hard on all our relationships and reflect daily on any emerging frailties and embed strengths and our core values underpin this effort: friendship, hard work and optimism. Relationships underpin and drive everything and there can be no safety or any kind without them!**

I will am seeking direct input to governors from a kind of “focus group” of diverse staff to moderate and if necessary challenge my own perception that we are still investing in each other and we understand positive relationships and professional friendship even more important in these risky times.

- iii. **We never lose sight of and we keep revisiting and embedding and growing what SEMH best practice looks like: what are the characteristics and qualities of our best people; what is it they do? We have to bring our A Game and develop it too to protect and promote a stable and so safe community**

The evidence I see of an extraordinary calm and good order and goodwill is rooted in years of investment by skilled and hardworking colleagues who because of that investment can create schools within schools and their classes “bubbles” of good order where a positive climate prevails and our familiar indicators evidence this.

## SIP 2020-21 on a page

### Throughout and together:

- i. Staff and governors we drive and facilitate and expect the consolidation and improvement set out below and so the element of challenge but we never lose sight of the “support” bit and the friendship, the esprit de corps that underpins our morale and wellbeing and so our effectiveness. **Staff feeling challenged but critically supported essential to morale and so effectiveness in COVID context and actions too.**
- ii. **We work hard on all our relationships and reflect daily on any emerging frailties and embed strengths and our core values underpin this effort: friendship, hard work and optimism. Relationships underpin and drive everything and there can be no safety or any kind without them!**
- iii. **We never lose sight of and we keep revisiting and embedding and growing what SEMH best practice looks like: what are the characteristics and qualities of our best people; what is it they do? We have to bring our A Game and develop it too to protect and promote a stable and so safe community**

improvement / consolidation focus	improvement / consolidation activity	Who	COVID dimension	What will success look like?
1. Daily and habitually we ask ourselves are the children safe and do we care enough? Are we vigilant enough? Are we proactive enough? Are we investing enough in the children to build those relationships and so trust and so safety?	<ul style="list-style-type: none"> <li>Daily briefing and de-briefing has sharp focus on safeguarding and welfare</li> <li>CPOMS evidences proactivity to make and to keep safe</li> <li>Conversation and action about safeguarding is habitual and permeates all of school life</li> </ul>	MMac-DJ/ team	<ul style="list-style-type: none"> <li>What is the COVID dimension each day to keep everyone safe?</li> <li>What are the COVID rituals and actions and routines for example wiping surfaces, maintaining bubbles and what are the challenges and risks around them in a full school?</li> </ul>	<ul style="list-style-type: none"> <li>All children are kept and diverse risks made safe</li> <li>The team across roles and functions confident and actively contribute to sharing, reflection ad action to keep children safe.</li> </ul>
2. We keep a very sharp focus on the most cohesive and stable and so productive combinations of our eclectic youngsters and staff: we maintain our “can do”, pragmatic and child-centred approach.	<ul style="list-style-type: none"> <li>The creative and flexible organisation and operation of the school both proactive and reactive.</li> <li>The optimum deployment of all staffing capacity and ability and available resources day to day...</li> </ul>	DJ-CM / team	<ul style="list-style-type: none"> <li>Pupil chemistry and so risk and staff deployment and so risk management critical to essential good order that underpins any wider safety.</li> <li>All COVID risk management at risk in SEMH context as good order always at risk.</li> <li>The mantra of “bubbles” and “hygiene” and “social distancing” must be sustained and made tangible.</li> </ul>	<ul style="list-style-type: none"> <li>The school community is orderly and safe and happy and that precious calm that Ofsted described is embedded and secure</li> <li>Relationships are clearly strong and supportive and “kind” across the community.</li> <li>Learning is happening and personal development is happening.</li> </ul>
3. We both embed the old and build new rhythms and routines post COVID that hold the children safely (figuratively) and deliver the calm and good order that promote wellbeing and learning.	<ul style="list-style-type: none"> <li>We revisit and refresh and agree and collectively assert and embed rhythms, rituals and routines.</li> <li>We develop, tweak and improve them...</li> <li>We factor in COVID reality</li> </ul>	DJ-CM / team		
1. Teachers drive a bottom up refocusing and re-energizing of the curriculum offer <b>that is coherent and cohesive across the school</b> and that privileges pupil wellbeing and happiness, personal development (PSHE), literacy and numeracy and fun –an enriched and diverse element from DofE to drumming...  <b>A teacher work collegially and with other schools to moderate and so make sure assessment for learning is secure and so any good progress is made reliably and that best practice in assessment for learning is shared and applied.</b>	<ul style="list-style-type: none"> <li>Each teacher and their support worker audits the needs of the child using formal methods for example the EHCP but equally their knowledge and insights to construct a bespoke curriculum offer.</li> <li>Post COVID it privileges student happiness and wellbeing and focusses on literacy and numeracy.</li> <li>It is enriched to provide specialist support for example mentoring and fun for example horse riding.</li> <li>It broadens learning for example college courses</li> <li>Pupil goals are generated from EHCP that have genuine worth and so are readily known to pupils and staff.</li> </ul>	AL-MMcD-VS / team	<ul style="list-style-type: none"> <li>This focus on happiness and wellbeing underpinned by a bottom up positive climate for learning class bubble by class bubble and so building a school wide culture and climate of calm and safety critical to any more focused and developed work – we must have that wider and embedded sense of calm and good order.</li> <li>We must keep admin/bureaucracy/paperwork to an absolute minimum as emotional and physical demands on team will be huge when fully reopen given trauma and adjustment for the children.</li> </ul>	<ul style="list-style-type: none"> <li>Children engaged in and enjoying learning</li> <li>They present as happy and content</li> <li>There is a clear focus on literacy and numeracy but also variety and fun and the children enthuse about elements of their experience at school</li> <li>Children can identify trusted adults and express feeling safe in school.</li> <li><b>Learning progress is reliably good in a large majority.</b></li> </ul>

**Reflecting on: 1. what has been consolidated and embedded? 2. What progress has been made? 3. What challenges have we faced?**

improvement / consolidation focus	improvement / consolidation activity	Who	COVID dimension	What will success look like?
<p>2. Daily and habitually we ask ourselves are the children safe and do we care enough? Are we vigilant enough? Are we proactive enough? Are we investing enough in the children to build those relationships and so trust and so safety?</p>	<ul style="list-style-type: none"> <li>Daily briefing and de-briefing has sharp focus on safeguarding and welfare</li> <li>CPOMS evidences proactivity to make and to keep safe</li> <li>Conversation and action about safeguarding is habitual and permeates all of school life</li> </ul>	<p>MMac-DJ/team</p>	<ul style="list-style-type: none"> <li>What is the COVID dimension each day to keep everyone safe?</li> <li>What are the COVID rituals and actions and routines for example wiping surfaces, maintaining bubbles and what are the challenges and risks around them in a full school?</li> </ul>	<ul style="list-style-type: none"> <li>All children are kept and diverse risks made safe</li> <li>The team across roles and functions confident and actively contribute to sharing, reflection and action to keep children safe.</li> </ul>
<p><b>1. What has been consolidated and embedded? 2. What progress has been made? 3. What challenges have we faced?</b></p>				
<ol style="list-style-type: none"> <li>This is embedded in our culture and practice and so reliably happening.</li> <li>There is evidence in case study "OW" of powerful and relentless proactivity and in "RJ" and given sensitivity of both cases a brief oral report the best way to develop: they also evidence that "investment".</li> <li>Post audit criticisms of safeguarding procedures work with Babcock safeguarding team identifies further and related frailties in admin' of safeguarding.</li> </ol>	<ol style="list-style-type: none"> <li>We have maintained a sharp focus on emerging safeguarding risks see case studies OW and RJ as powerful examples and staff reliably and diligently both sharing and recording using briefing/debriefing with its safeguarding/wellbeing prompts and documenting using CPOMs.  The conversation about the children's safety and wellbeing and happiness remains robust and habitual</li> <li>The "relationship" element is both embedded but progressive too as the investment made in the children and young people over time is underpinning keeping them safe and their willingness to engage and share with us.</li> <li>The office team have moved speedily and efficiently to address identified weaknesses in HR files that evidence and back up single central record and any emerging gaps and frailties filled and made safe respectively.</li> </ol>		<ol style="list-style-type: none"> <li>Our necessary preoccupation with multiple and sometimes very serious risks and the culture of dynamic risk assessment and management plus the ritual of twice daily sharing gave us a framework to add COVID security to and we have done so.</li> <li>We are steadily changing behaviours to me more COVID aware and so secure.  We continue thanks to the magnificent</li> <li>Progress is not secure and slippage always a problem as good COVID practice is not yet embedded as a good habit for example I am still opening windows and doors and championing good ventilation,</li> </ol>	<ol style="list-style-type: none"> <li>The children and young people have been kept safe but this is a painting the Humber Bridge in a force 10 gale activity...there is zero complacency or we will be blown into the stormy Humber below.  Case studies are powerful but so for example is DJ's diligence inn making sure trips and visits reflect COVID times.</li> <li>Attend any briefing/debriefing or ask any one on the team where risks are and what we as a group and they as an individual are doing about it and I am very confident they will tell you promptly and credibly.</li> <li>The back office-team has been magnificent in speedily and thoroughly addressing admin' failings in safeguarding.</li> </ol>

improvement / consolidation focus	improvement / consolidation activity	Who	COVID dimension	What will success look like?
<p>3. We keep a very sharp focus on the most cohesive and stable and so productive combinations of our eclectic youngsters and staff: we maintain our “can do”, pragmatic and child-centred approach.</p>	<ul style="list-style-type: none"> <li>The creative and flexible organisation and operation of the school both proactive and reactive.</li> <li>The optimum deployment of all staffing capacity and ability and available resources day to day...</li> </ul>	DJ-CM / team	<ul style="list-style-type: none"> <li>Pupil chemistry and so risk and staff deployment and so risk management critical to essential good order that underpins any wider safety.</li> <li>All COVID risk management at risk in SEMH context as good order always at risk.</li> <li>The mantra of “bubbles” and “hygiene” and “social distancing” must be sustained and made tangible.</li> </ul>	<ul style="list-style-type: none"> <li>The school community is orderly and safe and happy and that precious calm that Ofsted described is embedded and secure</li> <li>Relationships are clearly strong and supportive and “kind” across the community.</li> <li>Learning is happening and personal development is happening.</li> </ul>
<b>1. What has been consolidated and embedded? 2. What progress has been made? 3. What challenges have we faced?</b>				
<ol style="list-style-type: none"> <li>This is wholly embedded in the team and those who lead for example DJ and CM and critical to good order and so being COVID secure</li> <li>The wider team is increasingly pragmatic and alive to this essential efficient and proactive way of working to best effect by the best deployment of our team and the canniest organization of class groups and pupil combinations</li> <li>Failure to do so and GOAD immediately at risk...</li> </ol>	<ol style="list-style-type: none"> <li>Reliably and intelligently and pragmatically done</li> <li>This growing nous across the team...</li> <li>Some individual lapses addressed around ownership and being aware of how decisions about supervision in class impact wider community</li> </ol> <p>We need more permanent HLTAs and less agency and mentoring staff</p>		<ol style="list-style-type: none"> <li>We get this right and being COVID secure follows...</li> <li>The team is modelling and embedding key controls the “bubbles” and “hygiene” and “social distancing” have been sustained and made tangible.</li> <li>High risk behaviours unavoidable in some students and so COVID security inevitably compromised sometimes buy rarely.</li> </ol>	<ol style="list-style-type: none"> <li>Relationships have underpinned our familiar indicators of behaviour and safety evidencing huge improvements year on year COVID or no COVID</li> <li>See 1. above and table below</li> <li>Adjustments from gentle tweaks to groups and staffing through class changes to seeking new schools and everything between.</li> </ol>

improvement / consolidation focus	improvement / consolidation activity	Who	COVID dimension	What will success look like?
<p>4. We both embed the old and build new rhythms and routines post COVID that hold the children safely (figuratively) and deliver the calm and good order that promote wellbeing and learning.</p>	<ul style="list-style-type: none"> <li>We revisit and refresh and agree and collectively assert and embed rhythms, rituals and routines.</li> <li>We develop, tweak and improve them...</li> <li>We factor in COVID reality</li> </ul>	DI-CM /team	<ul style="list-style-type: none"> <li>Pupil chemistry and so risk and staff deployment and so risk management critical to essential good order that underpins any wider safety.</li> <li>All COVID risk management at risk in SEMH context as good order always at risk.</li> <li>The mantra of “bubbles” and “hygiene” and “social distancing” must be sustained and made tangible.</li> </ul>	<ul style="list-style-type: none"> <li>The school community is orderly and safe and happy and that precious calm that Ofsted described is embedded and secure</li> <li>Relationships are clearly strong and supportive and “kind” across the community.</li> <li>Learning is happening and personal development is happening.</li> </ul>
<b>1. What has been consolidated and embedded? 2. What progress has been made? 3. What challenges have we faced?</b>				
<ol style="list-style-type: none"> <li>It is a strong and independent teaching team well supported by able HLTAs (we need two more) and the school within school thing is happening and each “school” developing and embedding its own routines.</li> <li>The diversity and individual character of each “school within a school” has been in step with core values and teaching team been universally strong and independent in ways that would have been in conceivable even 5 years ago</li> <li>No room for complacency: stop rowing hard and we will go backwards with alarming speed.</li> </ol>	<p>This is as described in the previous and adjacent column</p>		<p>Please see points 1-3 above as wholly pertinent here plus the element of calm and stability predictable rituals and routines bring and that healthy rhythm of school life underpins all good behaviour and so COVID secure behaviour.</p>	<ol style="list-style-type: none"> <li>Again see point 1 above and there is no more powerful combination than strong relationships and embedded routines in SEMH context and learning is happening as a result.</li> <li>As first column describes the diversity and individual character of each “school within a school” has been in step with core values and teaching team been universally strong and independent in ways that would have been in conceivable even 5 years ago</li> <li>A full SEMH school brings risks and challenges that can sometimes usurp the relationship/routine combo but where pronounced and persistent a new setting may be needed.</li> </ol>

improvement / consolidation focus	improvement / consolidation activity	Who	COVID dimension	What will success look like?
<p>5. Teachers drive a bottom up refocusing and re-energizing of the curriculum offer <b>that is coherent and cohesive across the school</b> and that privileges pupil wellbeing and happiness, personal development (PSHE), literacy and numeracy and fun –an enriched and diverse element from DofE to drumming...</p> <p>Teachers work collegially and with other schools to moderate and so make sure assessment for learning are secure and so any good progress is made reliably and that best practice in assessment for learning is shared and applied.</p>	<ul style="list-style-type: none"> <li>• Each teacher and their support worker audits the needs of the child using formal methods for example the EHCP but equally their knowledge and insights to construct a bespoke curriculum offer.</li> <li>• Post COVID it privileges student happiness and wellbeing and focusses on literacy and numeracy.</li> <li>• It is enriched to provide specialist support for example mentoring and fun for example horse riding.</li> <li>• It broadens learning for example college courses</li> <li>• Pupil goals are generated from EHCP that have genuine worth and so are readily known to pupils and staff.</li> </ul>	AL-MMCD-VS / team	<ul style="list-style-type: none"> <li>• This focus on happiness and wellbeing underpinned by a bottom up positive climate for learning class bubble by class bubble and so building a school wide culture and climate of calm and safety critical to any more focused and developed work – we must have that wider and embedded sense of calm and good order.</li> <li>• We must keep admin/bureaucracy/paperwork to an absolute minimum as emotional and physical demands on team will be huge when fully reopen given trauma and adjustment for the children.</li> </ul>	<ul style="list-style-type: none"> <li>• Children engaged in and enjoying learning</li> <li>• They present as happy and content</li> <li>• There is a clear focus on literacy and numeracy but also variety and fun and the children enthuse about elements of their experience at school</li> <li>• Children can identify trusted adults and express feeling safe in school.</li> <li>• <b>The children and young people make good progress in a large majority</b></li> </ul>
<b>1. What has been consolidated and embedded? 2. What progress has been made? 3. What challenges have we faced?</b>				
<ol style="list-style-type: none"> <li>1. On the shop floor this is reliably happening.</li> <li>2. It is pleasing in context to see the routines of learning and fun play out rhythmically and staff seeking opportunities to offer interesting and different things to experience for example horse-riding or trampoline: I note also the success and good value of our coaching team and the variety of fun physical activity</li> <li>3. Operational context and challenge an impediment to strategic work so coherence of effort uncertain.</li> </ol>	<ol style="list-style-type: none"> <li>1. EHCPs are rolling out to better effect and on the ground as described in adjacent column teachers are building their own “curriculum offers” with a routine of literacy, numeracy and personal development with the latter supported and enhanced by a range of physical and fun activities on site and off. College is running as normal as is outdoor education.</li> <li>2. Teachers are incrementally taking ownership of securing other input for example CAMHs or early help.</li> <li>3. As described in adjacent column operational pressures are hampering collegial work to be more strategic and seek collective coherence in any “offer” and specific strands for example to measure personal growth and development having to be done on the hoof...</li> </ol>		<ol style="list-style-type: none"> <li>1. The incremental and embedding and powerful combination of good relationships, the steady and reassuring rhythm of familiar routines and an engaging and varied and fun curriculum underpins the good order and positive climate for learning that allows us to be COVID secure and if absent no way!</li> <li>2. The element of fun and physical exercise to promote wellbeing has been more prominent and promoted.</li> <li>3. We have to be strong about bureaucracy and JC leading omn EHCPs and having dedicated role and time helped enormously.</li> </ol>	<ol style="list-style-type: none"> <li>1. I am a visible presence and frequent albeit masked and socially distanced visitor to all classes and the children are in a very large majority engaged in and enjoying learning indeed some activities have been positively joyous.</li> <li>2. I revisit and celebrate the greater dimension of fun and physical activity to promote the children’s happiness and wellbeing</li> <li>3. Insidious and creeping staff fatigue...(this I have reported on separately given its importance)</li> </ol>