

Barley Lane School

Friendship, Optimism, Hard-work

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

Thursday 19th November 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 healthy and robust and securely rooted in good recruitment and retention based on shared values and aspirations and years of investment in each other: the group is strong and powerfully mutually supportive.

The team is visibly united and comfortable in its collective skin and attend any briefing or debriefing and the unity and solidarity in the group is palpable and inarguable.

- 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!**

In step with the comment above these are our great strengths because we understand and embrace any good work we do any progress we make is underpinned and made possible by investing in and cultivating diverse relationships across our extended community.

COVID is taking its toll but ordinary staff absence is negligible a sure sign of the good relationships as is the still low rate of recorded serious incidents and holding children: the calm and security in our community contrasts with reliable if anecdotal sharing of losses of good order and for example deliberate spitting in some schools.

- 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 team has been diligent in its re-embedding of expectation, ritual and routine and its essential and comforting rhythm and reassurance and so behaviour is good: in short folk have brought their “A Game”.

SIP 2020-21 on a page: a context for governors

Throughout and together:

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- 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"> Daily briefing and de-briefing has sharp focus on safeguarding and welfare CPOMS evidences proactivity to make and to keep safe Conversation and action about safeguarding is habitual and permeates all of school life 	MMac-DJ/team	<ul style="list-style-type: none"> What is the COVID dimension each day to keep everyone safe? 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? 	<ul style="list-style-type: none"> All children are kept and diverse risks made safe The team across roles and functions confident and actively contribute to sharing, reflection ad action to keep children safe.
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"> The creative and flexible organisation and operation of the school both proactive and reactive. The optimum deployment of all staffing capacity and ability and available resources day to day... 	DJ-CM /team	<ul style="list-style-type: none"> Pupil chemistry and so risk and staff deployment and so risk management critical to essential good order that underpins any wider safety. All COVID risk management at risk in SEMH context as good order always at risk. The mantra of “bubbles” and “hygiene” and “social distancing” must be sustained and made tangible. 	<ul style="list-style-type: none"> The school community is orderly and safe and happy and that precious calm that Ofsted described is embedded and secure Relationships are clearly strong and supportive and “kind” across the community. Learning is happening and personal development is happening.
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"> We revisit and refresh and agree and collectively assert and embed rhythms, rituals and routines. We develop, tweak and improve them... We factor in COVID reality 	DJ-CM / team		
1. Teachers drive a bottom up refocusing and re-energizing of the curriculum offer that is coherent and cohesive across the school and that privileges pupil wellbeing and happiness, personal development (PSHE), literacy and numeracy and fun –an enriched and diverse element from DofE to drumming... 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.	<ul style="list-style-type: none"> 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. Post COVID it privileges student happiness and wellbeing and focusses on literacy and numeracy. It is enriched to provide specialist support for example mentoring and fun for example horse riding. It broadens learning for example college courses Pupil goals are generated from EHCP that have genuine worth and so are readily known to pupils and staff. 	AL-MMcD-VS / team	<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> Children engaged in and enjoying learning They present as happy and content 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 Children can identify trusted adults and express feeling safe in school. Learning progress is reliably good in a large majority.

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

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<p>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?</p>	<ul style="list-style-type: none"> Daily briefing and de-briefing has sharp focus on safeguarding and welfare CPOMS evidences proactivity to make and to keep safe Conversation and action about safeguarding is habitual and permeates all of school life 	<p>MMac-DJ/team</p>	<ul style="list-style-type: none"> What is the COVID dimension each day to keep everyone safe? 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? 	<ul style="list-style-type: none"> All children are kept and diverse risks made safe The team across roles and functions confident and actively contribute to sharing, reflection and action to keep children safe.
<p>1. What has been consolidated and embedded? 2. What progress has been made? 3. What challenges have we faced?</p>				
<p>1. Twice daily team briefings remain the critical ritual and routine that scaffolds safety and safeguarding.</p> <p>We have completed the annual safeguarding audit on-line</p> <p>2. This is now supplemented by daily briefing/meeting with back office team because this has a significant safeguarding dimension and one recently rapidly improved post poor financial audit.</p> <p>3. Nailing any remaining wrinkles in the administration of safeguarding by the back office team led by JF.</p>	<p>1. It is the quality of insights and contributions and decisions that is notable in briefings.</p> <p>2. The team continues to diligently record and share using CPOMS so our working knowledge of the children and the risks and challenges and actions sound.</p> <p>3. There is a daily ongoing and pragmatic and proactive conversation about risks and this leads to necessary actions to keep the children safe: notably children continue to disclose (case studies 1 and 2 anonymized verbal report) and such cases can be nuanced and complex and heart rending.</p> <p>Some complex children are hard and expensive to keep safe as they require high staffing levels and so costs that impact budget and must be kept under control.</p>		<p>1. In a large majority both the adults and children and young people are behaving COVID securely and you see hands being washed, sanitizer gel dispensers actively used, rooms well ventilated and bubbles intact.</p> <p>2. COVID safe behaviours are embedding and becoming habitual.</p> <p>3. We have had three instances of specifically and deliberately unsafe COVID behaviours: two gel dispensers broken and one incident of a child blowing in the face of a MOS.</p>	<p>1. Currently the school remains a stable and safe places (measurably so year on year see appendices below) and relationships good.</p> <p>2. I judge the prevailing climate of calm and positivity and safety as remarkable progress.</p> <p>3. COVID unsafe and unruly behaviours remain rare and encapsulated.</p> <p>Mentoring highly complex children in transition to new schools protracted and expensive.</p>

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<p>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.</p>	<ul style="list-style-type: none"> The creative and flexible organisation and operation of the school both proactive and reactive. The optimum deployment of all staffing capacity and ability and available resources day to day... 	DI-CM /team	<ul style="list-style-type: none"> Pupil chemistry and so risk and staff deployment and so risk management critical to essential good order that underpins any wider safety. All COVID risk management at risk in SEMH context as good order always at risk. The mantra of “bubbles” and “hygiene” and “social distancing” must be sustained and made tangible. 	<ul style="list-style-type: none"> The school community is orderly and safe and happy and that precious calm that Ofsted described is embedded and secure Relationships are clearly strong and supportive and “kind” across the community. Learning is happening and personal development is happening.

1. What has been consolidated and embedded? 2. What progress has been made? 3. What challenges have we faced?

<ol style="list-style-type: none"> This simple and doable but essential and critical element an ever present each day as we seek tweaks and improvements to consolidate the positive climate in classes, bubbles and the wider school. COVID has demanded a pragmatism and flexibility this team has in buckets. The loss of key and very talented staff due to COVID is stretching and will stretch our capacity to cope in the weeks up to Christmas. 	<ol style="list-style-type: none"> As described in the adjacent column the team daily considers the operational challenges planning in the morning and reflecting at day’s end and the optimum deployment of available staff so powerful if we get it right... Events have demanded progress in that staffing has been impacted by COVID so a pragmatic daily sharing about operational pressures and risks and how to respond essential. As described above staffing has been impacted but so too albeit in moderation and isolation and most notably post the positive test some children have become elevated and riskier. <p>An elite of super complex and risky youngsters continue to disproportionately pull on our resources and finances.</p>		<ol style="list-style-type: none"> COVID controls and so safe behaviours are being reliably observed by a very large majority of our children and young people. <p>Staff are developing and so modelling more reliably COVID secure behaviours too.</p> <ol style="list-style-type: none"> COVID safe behaviours are more habitual and embedded. A pocket of COVID unsafe behaviours but few and none repeated or revisited by those children. <p>Genuine staffing issues and challenges quite nuanced and COVID related.</p>	<ol style="list-style-type: none"> A school that is measurably stable and a gut level feels in a good place in a tough context. <p>The relationships that scaffold and facilitate that climate remain strong across the team and between staff and students and beyond to our families and for example professional colleagues in H&S and CSW and HR and Babcock.</p> <ol style="list-style-type: none"> I think consolidation in current context is equivalent to “progress” in less strange times and actually our numbers are better year on year. COVID in all its impact...
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<p>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.</p>	<ul style="list-style-type: none"> We revisit and refresh and agree and collectively assert and embed rhythms, rituals and routines. We develop, tweak and improve them... We factor in COVID reality 	<p>DJ-CM /team</p>	<ul style="list-style-type: none"> Pupil chemistry and so risk and staff deployment and so risk management critical to essential good order that underpins any wider safety. All COVID risk management at risk in SEMH context as good order always at risk. The mantra of “bubbles” and “hygiene” and “social distancing” must be sustained and made tangible. 	<ul style="list-style-type: none"> The school community is orderly and safe and happy and that precious calm that Ofsted described is embedded and secure Relationships are clearly strong and supportive and “kind” across the community. Learning is happening and personal development is happening.

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<ol style="list-style-type: none"> I commend the staff for their individual and collective skill, commitment and resilience to deliver this in such challenging times. COVID has embedded further out of necessity our primary model and working with its “Bubbles” and separateness as this leads to good order. The team are like swans elegant on the surface but paddling like crazy beneath: SEMH work is never easy add COVID to the mix and the team’s achievement all the more admirable. 	<ol style="list-style-type: none"> Levels of pragmatic communication and compromise and sharing of resources and access to for example play areas has been notable and our rhythms and routines facilitated and made doable by the good relationships between all of us. We have learned together to tweak routines and we have leaned hard on the goodwill between us. Staff losses and changes degrade routine but by seeking to be canny about who covers whom we have avoided any escalation in risks and incidents 		<p>As described above:</p> <ol style="list-style-type: none"> In a large majority both the adults and children and young people are behaving COVID securely and you see hands being washed, sanitizer gel dispensers actively used, rooms well ventilated and bubbles intact. COVID safe behaviours are embedding and becoming habitual. A pocket of COVID unsafe behaviours but few and none repeated or revisited by those children. <p>Genuine staffing issues and challenges quite nuanced and COVID related.</p>	<ol style="list-style-type: none"> We have maintained an orderly and safe and happy school and the prevailing mood is clam and friendly. I think many of us would agree school has a new but working rhythm oiled by the investment we have all made in the good relationships between all of us over many years? We are weary...been a tough period
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<p>4. Teachers drive a bottom up refocusing and re-energizing of the curriculum offer that is coherent and cohesive across the school 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 and of 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"> 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. Pupil goals are generated from EHCP that have genuine worth and so are readily known to pupils and staff. Post COVID it privileges student happiness and wellbeing and focusses on literacy and numeracy. It is enriched to provide specialist support for example mentoring and fun for example horse riding. It broadens learning for example college courses The teaching time must have and protect time to work together to progress this essential work 	AL-MMCD- VS / team	<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> Children engaged in and enjoying learning They present as happy and content 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 Children can identify trusted adults and express feeling safe in school. The children and young people make reliably good progress in a large majority

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<ol style="list-style-type: none"> In the context of the wider SIP reflected on and described above the team are delivering on curriculum no wild initiatives but the steady drip of literacy and numeracy and wellbeing enhanced by outdoor education or horse riding as examples of enrichment and college courses have successfully persisted plus a proliferation of guitar playing! The critical element in terms of progress has been and must be in the matter of coherence in what we teach and how we assess across the school. The other “steady drip” and sometimes gushing that is COVID and its impact on capacity and so operation day to day does sap the energy for focussed, nuanced and detailed development activity like this. 	<ol style="list-style-type: none"> The dedicated leadership and championing of the EHCP/review cycle is making the process more meaningful for children and families and tutor/teachers who must deliver on agreed goals. As described in the adjacent column that focus on return on literacy, numeracy and the youngster’s wellbeing enriched by variety and fun is happening and is being led by tutor/teachers The EHCP/review process and goals generated are being “Championed” and incrementally delegated to the team... In a world of COVID I judge it progress or perhaps admirably progressive that school is actually running normally The key challenge is that of quickly making our move to a primary model that has had huge and instant and ongoing benefits in good order and the positive climate for learning and so wellbeing and happiness both pre and now amidst COVID wholly credible by addressing this issue of collective coherence in and integrity what we teach and how we teach it (see appendices 2 and 2i the notes from the team’s work together) 	<ol style="list-style-type: none"> Framed by the basic building blocks we have set out to consolidate and described above of relationship, rhythm, ritual and routine being engaged in and enjoying learning is an integral part of wider good order and good and so COVID secure behaviour because bore and so disengaged SEMH children become risky. Again as I reflect on the “normality” the team has achieved amidst such abnormality I think this consolidation qualifies as “progress” and the embedding of COVID safe behaviours in the children a remarkable achievement in an SEMH setting. Self-evidently the most powerful challenge that of managing a dynamic staffing context. 	<ol style="list-style-type: none"> All the above are happening and it is a frustration that governors cannot do visits to moderate my judgment and to triangulate what are our best ever “behaviour indicators”. Almost to our surprise but no doubt helped along considerably by our determination to remain open we have bettered behaviour and so climate and stability year on year in a pretty demanding and even hostile wider context. Pupil “progress” will and must be the thing come the Spring in an interim way and then the summer definitively. As set out in the adjacent column “the most powerful challenge that of managing a dynamic staffing context”
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Appendix 1: behaviour indicators

