

Barley Lane School

Friendship, Optimism, Hard-work

School improvement narrative on a page 22.03.19 (a brief summary)

Our values: there can be no consolidation or improvement without them...

- We have stayed tight as a team and as a community as the overwhelmingly positive feedback from all corners of that community evidences.
- The investment in each other, the children and their families is sustained and skilled and again evidenced is how positively our children and young people and their families view us.
- We continue to intelligently and creatively build best practice by being reflective and usefully self-aware and self-critical.

Focus 1: safeguarding

- We have sustained our vigilance and kept children safe and the conversation about safety and wellbeing is the most prominent and habitual and framed by daily briefings and de-briefings and we have done so in a challenging and shifting COVID context.

Focus 2: pupil combinations

- Simple enough at first glance but actually a critical and nuanced and hugely impactful element made all the more powerful by the shifting school context during COVID: get this right, and we have, good order is promoted and protected get it wrong and any positive climate for learning will unravel sometimes with frightening speed and all these risks compounded and made more complex by COVID.

It was a knowing decision to privilege all basic SEMH good practice in our SIP and to acknowledge in the real world consolidation is often more important and by its nature essential to any notions of “improvement” and this no less pertinent to...

Focus 3: embedding rhythms and routines

- We needed to make our established rhythms and routines COVID savvy and have done and these again critical to good order and also COVID controls: after “safeguarding” it is good order that is most at risk and that risk made more complex and compounded by COVID and why basic fitness for purpose cannot be taken for granted hence 2 and 3 and we are vindicated by so many measures in all this from good attendance to low physical intervention and pupil and family high levels of satisfaction.

Focus 4: the curriculum and assessment

- The change to a primary model with all its huge and now proven benefits in for example relationships and so wellbeing and learning created challenges about what we teach and how we assess it and this neglected due to a leadership gap rooted in safeguarding and personal circumstances and had to be addressed and rapidly progressed and it has been by a committed and united teaching team well led by middle leaders.

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

22.03.21 post lockdown 3 full reopening

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.**

Feedback across our extended community of pupils, families and staff evidences we have navigated “lockdown 3” and reopened fully successfully and this underpinned throughout by strong relationships that scaffold high moral and good wellbeing.

- 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!**

As above and throughout this past 12 months of unprecedented risks and challenges these have been tested across our community and stayed strong

- 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**

If pupils tell us in a very large majority and almost universally they feel safe, if parents and carers respond similarly about feeling listened to and supported and as a team we experience each other as generous, supportive and insightful then we must be living out the core values and characteristics of the best SEMH practitioners?

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

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"> 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	<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.
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... 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-D//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.

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

<p>1. We still ask those questions...and we asked them about staff too in context</p> <p style="color: blue;">We continue to be proactive and take tangible and practicable steps to keep the children safe</p> <p>2. DDSLs (deputies in safeguarding) incrementally more confident and knowledgeable and the wider team also.</p> <p>3. When a child is in crisis the system around them can be very slow to respond.</p>	<p>1. There has been no dilution across the team and our day to day working of the significance and necessary prominence of safeguarding.</p> <p style="color: blue;">Pupil feedback argues we continue to invest in the “relationships” that underpin safeguarding and we have protected and consolidated what Ofsted set out “<i>The key to the safe environment stems from the strong and trusting relationships that exist between pupils, their families and staff</i>”</p> <p>2. <u>Innovations driven by COVID and lockdown have been retained for example another layer of reporting and context on attendance daily from teachers to our DDSL.</u></p> <p>3. Readjusting to a full school and re-establishing our safeguarding routines and rhythms for example weekly risk updates on all children.</p>		<p>1. <u>It remains the case</u> that 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 embedded and habitual.</p> <p style="color: blue;"><u>Bubbles remain smaller</u></p> <p>3. <u>Innumerable and evidenced in multiple tweaks to COVID overarching risk assessment over time</u></p>	<p>1. <u>The above remain reliably so</u></p> <p>All children are kept and diverse risks made safe</p> <p>The team across roles and functions confident and actively contribute to sharing, reflection and action to keep children safe.</p> <p>2. <u>We have been flexible and pragmatic but also dogged in some complex cases (case studies can be shared)</u></p> <p>3. <u>COVID has added to risks and challenges but at home and at school we kept children safe</u></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"> The return to a full school has demanded pragmatic and practicable and anticipatory tweaks to pupil groups and staff deployment This proactive approach has meant a positive return and a stable school. Some children have struggled... 	<ol style="list-style-type: none"> The team’s collective pragmatism and willingness to compromise to achieve the best outcomes and the prevailing goodwill embedding further. This intelligent and collective pragmatism and proactivity in the group is diminishing the need for “reactive” working and this means school is more stable and there is good behaviour and learning can happen and the return to a “full school” measurably successful for example high attendance and low numbers of incidents. Those anxious about returning and those who find returning challenging: both have required skilled management by staff. 		<ol style="list-style-type: none"> COVID controls and so safe behaviours are still being reliably observed by a very large majority of our children and young people. Staff are developing and so modelling more reliably COVID secure behaviours too and with greater urgency and conviction in new reality COVID safe behaviours are more habitual and embedded but also increased-smaller bubbles. COVID unsafe pupil behaviours dealt with more decisively for example the assertion of remote learning. Complacency! 	<ol style="list-style-type: none"> In a tough ad shifting landscape school remains as described above: an 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 School has once again adapted and reorganized quickly and pragmatically and safely. Our already complex and so risky young people made more so by the demands, risks and challenges of COVID

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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 	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?

<p>1. We have maintained the new COVID driven rhythms of smaller bubbles and less movement</p> <p>2. The children have come with us in this and because how we worked pre-lockdown 3 and throughout it and on the return to a full school has been unchanged these COVID secure rhythms and routines have embedded for example the good ventilation facilitated by open doors throughout the community has been respected.</p> <p>3. Full school/ Lockdown/full-school since September and all that preceded it has been hugely disruptive and potentially disastrous...</p>	<p>1. COVID has demanded we do this</p> <p>2. Our prior move to a primary model and a stable and able team growing in experience and confidence and competence (we have reached a positive tipping point) of always advantaged us in managing COVID and it continues to do so for example class “bubbles” stable.</p> <p>3. I think the challenges are self-evident</p>	<p>As described above:</p> <p>1. COVID controls and so safe behaviours are still being reliably observed by a very large majority of our children and young people.</p> <p>Staff are developing and so modelling more reliably COVID secure behaviours too and with greater urgency and conviction in new reality</p> <p>2. COVID safe behaviours are more habitual and embedded but also increased-smaller bubbles. COVID unsafe pupil behaviours dealt with more decisively for example the assertion of remote learning.</p> <p>3.</p>	<p>Again as described above:</p> <p>1. In a tough ad shifting landscape school remains as described above: an 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</p> <p>2. School has once again reorganized quickly and pragmatically and safely and is fully open.</p> <p>3. They are self-evident and as described throughout.</p>
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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
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"> 1. <u>Lockdown or no lockdown and whatever the challenges of reopening</u> a core of staff supported by the team has maintained the focus on coherent assessment and curriculum planning. 2. The assessment project is almost complete with agreed assessment both for and of learning and a new marking policy: leading teachers have worked with both colleagues and other schools to distil and agree a shared approach across the school. 3. With curriculum planning it is the filling in now of the agreed framework with more detailed curriculum content. 4. <u>The challenges of COVID and the risks inherent in our work ever present...</u> 	<ol style="list-style-type: none"> 1. The team has factored in the EHCP and review process so learning and behaviour goals have pertinence and integrity. 2. Teacher/tutors are advocating and championing their pupils and the curriculum offer they get including seeking specialist support an enriching the curriculum so it is fun and engaging. 3. <u>To do so in a COVID/Lockdown context has added considerably to the challenges.</u> 		<ol style="list-style-type: none"> 1. We are still protected and sustained from risks others face because the staff team is here in force and the children in school and parents supportive because of all we have invested and invest in relationships. These underpin and COVID controls 2. The prevailing atmosphere in school is very positive and the children are enjoying school and this makes good and so COVID safe and secure behaviour much easier to achieve. 3. The transitions from lockdown and partial opening to full opening are potentially hugely disruptive. 	<p>It remains true.</p> <ol style="list-style-type: none"> 1. 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”. 2. 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. <p>Pupil “progress” will and must be the thing come the Spring in an interim way and then the summer definitively.</p>