

Barley Lane School

Friendship, Optimism, Hard-work

Working and rolling SIP summer 2021: outgoing headteacher closure and what next suggestions...

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.**
 - Governors have had access to a wide range of feedback from across the community that clearly and powerfully evidences we have done so (appendix 1)
 - The best ever core indicators of good order and discipline and a positive climate for learning (appendix 2) evidence the positive outcomes that result because we are alive to the fundamental matter of wellbeing and so morale and so effectiveness.
 - The new leadership team, wider team and governors could choose to maintain a focus on this “soft” but critical and powerful element?

- 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!**
 - We are empowered to both support and challenge each other if we promote happiness and wellbeing and have done so across our community by always recognizing, as did Ofsted, all of our good work is built on relationships and both appendices 1 and 2 evidence this.
 - Closely linked and in truth underpinning it again the new leadership team, wider team and governors could choose to maintain a focus on this “soft” but critical and powerful element of SEMH work?

- 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**
 - We have been vigilant in this and lived out our healthy values and brought our best practice and I see every day and it is now inarguable that these characteristics are embedded in this group (appendix 3) and everyone in this community can see and knows that not least governors.
 - 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? ✓ achieved
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 and 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.
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.