

Never look down on anybody unless you are helping him up. Jesse Jackson

## Barley Lane School

Friendship, Optimism, Hardwork

### Simple SDP framework

Ofsted framework: descriptors	Suggested and possible focus for new leadership?	Develop the key strands a bit....	What will success look like?	What measures and specific goals and so evidence of success?
<p><b>1. Quality of education</b></p> <ul style="list-style-type: none"> <li>Leaders adopt or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life</li> <li>The provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of special educational needs and/or disabilities – their curriculum is designed to be ambitious and to meet their needs</li> </ul>	<ul style="list-style-type: none"> <li>This project to bring integrity and coherence to both curriculum content and assessment needs to be completed</li> <li>As wider society returns to normal seeking to enrich the curriculum further notably vocational learning could be revisited and revitalised</li> </ul>			
<p><b>1a. Implementation</b></p> <ul style="list-style-type: none"> <li>Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate /differentiated approaches</li> <li>Teachers create an environment that allows the learner to focus on learning.</li> </ul>	<ul style="list-style-type: none"> <li>Revisiting as we have done the question what does best SEMH classroom practice look like?</li> <li>Taking the planned but stalled step to teacher peer scrutiny and coaching to embed and improve classroom practice</li> </ul>			<ul style="list-style-type: none"> <li></li> </ul>

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<p><b>2. Behaviour and attitudes</b></p> <ul style="list-style-type: none"> <li>The provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct.</li> <li>Learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively, are resilient to setbacks and take pride in their achievements</li> <li>Relationships among learners and staff reflect a positive and respectful culture. Learners feel safe and do not experience bullying or discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>Alongside and in step with the revisiting of best SEMH classroom revisit the question what do "good relationships" look like and how do we secure them?</li> <li>What do our best and most effective people do that nurtures good relationships and so generates good behaviour and positive attitudes?</li> </ul>			
<p><b>3. Personal development</b></p> <ul style="list-style-type: none"> <li>The curriculum extends beyond the academic, technical or vocational and provides for learners' broader development, enabling them to develop and discover their interests and talents</li> <li>The curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy</li> <li>Prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society...</li> <li>Developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.</li> </ul>	<ul style="list-style-type: none"> <li>With the project to QA and develop the school based curriculum bring in a strand that focuses on enrichment and challenge and fun: this means both consolidating and developing for example re-establishing DoE and innovating in say cultural experiences like theatre as society reopens...</li> <li>Revisiting and refreshing the "college" offer when we access other places to enrich the curriculum typically vocational stuff but what about media and IT for example that were being explored pre COVID?</li> </ul>			<ul style="list-style-type: none"> <li></li> </ul>

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<p><b>4. Leadership and management</b></p> <ul style="list-style-type: none"> <li>Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice</li> <li>Leaders engage effectively with learners and others in their community, including parents, carers, employers and local services</li> <li>Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff including their workload</li> <li>Those responsible for governance understand their role and carry this out effectively. They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education or training</li> </ul>	<ul style="list-style-type: none"> <li>The new leadership choose the right and pragmatic and pertinent improvement/development priorities that consolidate the school's progress and strengths.</li> <li>Staff morale and wellbeing has a place</li> <li>In an SEMH school safeguarding, and behaviour and attitudes must be privileged as all other progress dependent upon these building blocks: without them there will be no development as learners or people...</li> </ul>			
<p><b>Safeguarding</b> (a part of leadership and management)</p> <ul style="list-style-type: none"> <li>The provider has a culture of safeguarding that facilitates effective arrangements to: identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to learners and vulnerable adults.</li> </ul>	<ul style="list-style-type: none"> <li>Something around the theme of everyone is responsible for safeguarding and child protection.</li> <li>Keep that conversation about keeping the children safe at the centre of school life.</li> <li>Keep that critical element of proactivity and tenacity around our most risky and vulnerable children.</li> </ul>			<ul style="list-style-type: none"> <li></li> </ul>

Simple SDP framework other possible elements to framework process: example

Ofsted descriptor	consulting and engaging with others	agreed goals	What success looks like?	leadership/ownership	training/coaching	costs/investment	available measures / indicators	specific measurable goals	key timings/benchmarks along the way
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Reviewing: I suggest half-termly or synchronize with FGBM

agreed goals	What success looks like?	available measures/indicators	specific measurable goals	key timings/benchmarks along the way	progress made	risks, challenges and obstacles
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