

Barley Lane School

Friendship, Optimism, Hard-work

School simple self-evaluation and improvement summer 2020-21 handover document

Ofsted framework: descriptors		context	best historic evidence	best current evidence	Suggested and possible focus for new leadership?
<p>1. Quality of education</p> <ul style="list-style-type: none"> 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 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 	good	<ul style="list-style-type: none"> The teaching team has worked collaboratively to review and rework the curriculum to meet the challenges of a whole school primary model COVID has impacted learning beyond school for example accessing vocational courses off-site. 	<ul style="list-style-type: none"> “The quality of teaching and learning is good and continues to improve. High expectations prevail. Staff carefully choose curriculum areas that interest pupils.” <p>Ofsted December 2017</p>	<ul style="list-style-type: none"> The curriculum remains diverse and varied Middle leaders have and can demonstrate significant progress in reviewing and developing and making coherent both curriculum and assessment across the school. 	<ul style="list-style-type: none"> This project to bring integrity and coherence to both curriculum content and assessment needs to be completed As wider society returns to normal seeking to enrich the curriculum further notably vocational learning could be revisited and revitalised
<p>1a. Implementation</p> <ul style="list-style-type: none"> 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 Teachers create an environment that allows the learner to focus on learning. 	good	<ul style="list-style-type: none"> School stayed open and stayed a place of calm ad good order and learning: basic but critical. Teaching is a strength rooted in skilled, committed, resilient and resourceful teaching and support team 	<ul style="list-style-type: none"> “There is a culture of reflection and a sharing of good practice ...Approaches are kept fresh and invigorated” <p>SENTIENT/Babcock LDP peer review March 2019</p>	<ul style="list-style-type: none"> Learning walks repeatedly and continue to evidence a prevailing positive climate for learning across tutor groups As described above there is a collegiate and collective problem-solving culture in the team that includes SEMH best classroom practice The school has inarguably protected and embedded the “respect and belonging celebrated by Ofsted. 	<ul style="list-style-type: none"> Revisiting as we have done the question what does best SEMH classroom practice look like and reinvigorating and refreshing it? Taking the planned but COVID stalled step to teacher peer scrutiny and coaching to embed and improve classroom practice

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<p>2. Behaviour and attitudes</p> <ul style="list-style-type: none"> 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. 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 Relationships among learners and staff reflect a positive and respectful culture. Learners feel safe and do not experience bullying or discrimination. 	good	<ul style="list-style-type: none"> The theme of wellbeing and happiness rooted in good and healthy relationships across our community and amongst all stakeholders underpins that <i>"sense of trust, respect and belonging that permeates the school."</i> that was and is so hard won and Ofsted noted. 	<ul style="list-style-type: none"> "Then, staff skilfully support pupils to come together to discuss the coming day. Each teacher provides a motivating comment, highlighting a positive message. This helps to confirm and reinforce the sense of trust, respect and belonging that permeates the school." Ofsted December 2017 	<ul style="list-style-type: none"> As above learning walks repeatedly encounter a prevailing positive climate for learning across tutor groups Renewed governor visit reports triangulate and confirm prevailing positive culture and climate across the community. Accumulating and incremental behaviour and climate indicators very positive and improving under new and transitional leadership Consistently and most positive pupil and parent/carer feedback reinforces this There is good pupil progress in a majority and a range of exams and accreditation is secured 	<ul style="list-style-type: none"> 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? What do our best and most effective people do that nurtures good relationships and so generates good behaviour and positive attitudes?
<p>3. Personal development</p> <ul style="list-style-type: none"> 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 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 Prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society... 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. 	good	<ul style="list-style-type: none"> Our community is a "society" in microcosm and our best work is done in the multiplicity of small but influential encounters and interactions every day across school life and these framed and driven by our commitment to live out and model healthy, respectful and compassionate behaviours: any "success" we have secured has been built on the unfussy but relentless steady drip of kindness. 	<ul style="list-style-type: none"> "Clear positive relationships, genuine warmth and affection; - interest; expectations; rewards; praise; positivity and knowledge of needs...Modelling of socially acceptable, expected behaviour by staff: consistent and effective." <p>SENTIENT/Babcock LDP peer review March 2019</p>	<ul style="list-style-type: none"> The curriculum offers challenge and fun for example outdoor education. As above move about this community at any time and the prevailing atmosphere is still as Ofsted experienced it: calm and positive and above all that precious sense of "belonging" pervades. As above: accumulating and incremental behaviour and climate indicators very positive and improving under new and transitional leadership Consistently and most positive pupil and parent/carer feedback reinforces this 	<ul style="list-style-type: none"> 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... 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?

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<p>4. Leadership and management</p> <ul style="list-style-type: none"> 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 Leaders engage effectively with learners and others in their community, including parents, carers, employers and local services 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 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 	good	<p>The legacy is</p> <ul style="list-style-type: none"> We have strong shared and healthy values and aspirations that are lived out and real and these generate the wider positive climate and a healthy community that in turn delivers good behaviour, learning and outcomes. Relationships are good: these underpin positive outcomes and the prevailing positivity that characterises our community. 	<ul style="list-style-type: none"> “Leaders increasingly confident to lead and enthusiastic about opportunities being given... Distributed leadership stronger than ever before... There has been an empowerment of SLT – partly deliberate, partly coincidental” <p>SENTIENT/Babcock LDP peer review March 2019</p>	<ul style="list-style-type: none"> The school in a period of turmoil (COVID) and transition (a new leadership team) by a range of measures and experiences remains essentially stable and safe and happy and purposeful for example staff and pupil feedback and key measures for example incident rates and trends The school team is united and ambitious for the children and each other and themselves. There is strong leadership potential and capacity including to navigate current and imminent headteacher retirement (August 2021) There is also strong middle leadership and potential. 	<ul style="list-style-type: none"> The new leadership chooses pragmatic and pertinent improvement/development priorities that consolidate the school’s progress and strengths. 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... Staff morale and wellbeing and so effectiveness must have a place
<p>Safeguarding (a part of leadership and management)</p> <ul style="list-style-type: none"> 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. 	good	<ul style="list-style-type: none"> There is an ongoing commitment to remaining super alert and incrementally learning and considering more about safeguarding risks (and these are multiple, diverse and often very serious in our setting) and strong working with other pertinent professionals 	<ul style="list-style-type: none"> The key to the safe environment stems from the strong and trusting relationships that exist between pupils, their families and staff... There is a culture of care and vigilance. <p>Ofsted December 2017</p>	<ul style="list-style-type: none"> Anonymized case studies We remain as Ofsted described us in the adjacent column Financial audit addresses “safeguarding” and records “substantial assurance” Visit, audit and support from Babcock 	<ul style="list-style-type: none"> Something around the theme of everyone is responsible for safeguarding and child protection. Keep that conversation about keeping the children safe at the centre of school life. Keep that critical element of proactivity and tenacity around our most risky and vulnerable children.

Make SDP/SIP and PM meaningful by choosing to consolidate and improve what actually needs doing and so what you will actually do, not esoteric stuff: safeguarding, wellbeing, the safe operation of the school day to day, best classroom practice; themes you can share and so bring that collective power to consolidate and improve together and drive each other on. Apply this sensible pragmatism to the whole bureaucratic paraphernalia or “blob” around you and the children don't let the tail wag the dog: put the children as people and learners at the heart of everything you do and make the systems and processes around them and you work for and serve them.