Effectiveness of leadership and management: current self-evaluation: **good** (see **impact** and supporting evidence)

Current planned and proactive school improvement activity

1. The delegation of operational leadership has been sustained and widened further with the addition of a whole school behaviour leader working in both primary and secondary schools. Operational leads have met more reliably and weekly to reflect on the core challenges faced and their own contribution and development: the head-teacher is incrementally leading less and coaching more. Reporting to governors is now delegated for example in key behaviour indicators.
2. Emerging leadership clusters have been formalised and embedding in "learning and teaching" and in "behaviour" and personal development" and "safeguarding" post challenge and encouragement from Babcock/SENTIENT peer review.
3. Governors have maintained their regular presence in school and were well represented at the recent peer review. Specific and agreed visits have happened both in school (safeguarding) and off-site where two alternative providers were visited and reported on: in addition two further visits were made in response to emerging challenges in both the operation and the staffing of the school.

Impact of that improvement activity?

1. Operational leadership is "distributing" and individual leaders growing in confidence meaning despite daily risks and challenges safety and wellbeing, good order and discipline and the positive climate for learning have all been maintained and promoted and as previously reported and incrementally more so *"The headteacher has despite high challenge and staff absence combination been able to support and facilitate emerging leaders and on occasions be wholly absent without good order and discipline being compromised or put seriously at risk".* The reflection and sharing amongst operational leaders has highlighted strong practical and impactful improvements for example as developed under "behaviour" below a determined and collective and reinvigorated leadership focus on *"The classroom is a place of respect and learning"* that has improved behaviour and protected learning. Delegated reporting means governors hear more than one voice and the headteacher not the sole source of information in the SLT. (DJ to develop)
2. The learning and teaching leadership cluster have revisited and refreshed our notion of core and key best classroom practice in line with SIP and teacher PM and reminded teacher colleagues of their responsibilities for example the simple and powerful element that is a strong and well timed plenary. They have now begun to tackle a more comprehensive way of describing and reporting both what a child accesses and receives and the outcomes generated so a wide and diverse audience not least parents and carers can better understand what their child is doing and how they are progressing as learners and people. (SR to develop)
3. Governors are growing in their understanding of the school and so is their ability to challenge, "triangulate" and hold us to account. This evident in their questioning in meetings, visits and consequent reporting and the quality of their contribution to the peer review. Impact is tangible too in driving the agenda for the Learning and Teaching Cluster meeting governors' reasoned and sensible wish to understand more about the learning and progress of individual children and this a response to the small but eclectic student body. (DH, VW MD to develop)

Emerging challenges and obstacles to improvement; threats and opportunities

1. The medium and long term loss of influential staff at all levels and across functions has continued to make operating the school safely on some days hugely challenging and required great energy and discretionary effort across the team.
2. A core of very complex youngsters has at times bent supervision out of shape and threatened wider good order.
3. The school has accepted an increase in pupil numbers in an accelerated way to support and build rapport with DCC.

Consequent reactive school improvement activity

1. It remains true that the whole team has shown great generosity of spirit and offered considerable discretionary effort and operational leaders have "buddied up" in pairs to meet challenges.
2. In times of challenge and adversity "natural leaders" emerge across the team and functions and this has been a huge plus and a climate of unity, encouragement and support led by intelligent empathetic governance and school leadership.
3. Creative and progressive steps to develop and retain talented staff and to recruit new and additional staffing.

Impact of that improvement activity?

1. The community has remained measurably safe and stable as described above with the "buddy" system bolstering confidence in emerging leaders and making things safe and in adversity natural leaders have emerged…
2. …and this reflected in accelerated development of a number of support staff and the growing stature and influence of others for example the school's counsellor. "Natural leaders" have filled staffing gaps and increased capacity for example committed and able support staff promoted to lead groups off-site. (DJ to develop)
3. Ever present colleagues across the team retain strong morale and commitment and therefore effectiveness and our inherently unstable community is solidly stable. (DJ SR to develop)

1. **Identified improvement challenges and risks?** Delegating operational leadership and behaviour management has created risks and caused setbacks and will continue to do so but must be persisted with because only by facing and tackling that risk, challenge and adversity can emerging school leaders grow in confidence and effectiveness.**(governors recognise and accept to develop capacity adversity and some wobbles in good order and discipline necessary and unavoidable)**

   Consequent proactive (planned) school improvement activity? We must persist in creating high quality operational leadership capacity and senior colleagues must be further exposed to risk and challenge in order to grow and we must accept we may have to go backwards to go forwards in behaviour management so capacity is authentically secure. **(managing dynamic budget as pupil numbers grow to increase front line teaching and support capacity that in turn supports senior leadership development and promotes wellbeing)**

2. **Identified improvement challenges and risks?** Sustaining and consolidating the progress made in governance that could slip or be lost unless we maintain the rigour and enthusiasm that has characterised the new team in 2015-2016. We must be sure they can call us to account incrementally more confidently and robustly.

   Consequent proactive (planned) school improvement activity? The matter of developing and embedding governor understanding of and insight into our specialist work through both a frequent "critical-friend" presence in the school and an established timetable for scrutiny with increasing governor awareness of and fluency in the use of all available and potential measures and indicators:

Pertinent Ofsted grade descriptors: the effectiveness of leadership and management; "good"

- Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school.
- Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics.
- Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work.
- Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils.

Quality of teaching, learning and assessment: current self-evaluation **good** (see **impact** and supporting evidence)

Current planned and proactive school improvement activity

1. The conversation about best practice most powerfully and pertinently the intervention and impact of annual peer review with headteacher colleagues and Babcock has accelerated the development and influence of the "Learning and Teaching" leadership cluster a group of measurably good and outstanding practitioners led by SR and this linked strongly to the leadership improvement strand of greater distribution.
2. The learning and teaching leadership cluster have revisited and refreshed our notion of core and key best classroom practice in line with SIP and teacher PM and reminded teacher colleagues of their responsibilities for example the simple and powerful element that is a strong and well timed plenary.
3. They have now begun to tackle a more comprehensive way of describing and reporting both what a child accesses and receives across a comprehensive curriculum (the curriculum offer has been revisited and refreshed) that includes the academic, vocational, social and cultural and therapeutic and this includes then dedicated alternative packages and the outcomes generated so a wide and diverse audience not least parents and carers can understand what their child is doing and how they are progressing as learners and people.
4. The innovation of a "primary" model and class for secondary students who need the strong emotional support that brings.
5. As a result of the ongoing dynamic dialogue about best practice and the emergence of new leaders and so voices in the shifting context and challenge we are facing there has been a focus and push on respecting the classroom and "the right to learn" where core expectations, rituals and routines and have been reinforced promoted and protected across the secondary school and this dovetails with Learning and Teaching Cluster's work on key elements of best practice.

Impact of improvement activity?

1. The group (critically it contains talented and influential women) has become more influential and prominent new voices refreshing familiar and essential messages about best practice at risk of becoming tired and tarnished. (SR to develop)
2. It has sharpened the focus and sense of clear professional accountability and responsibility in the teaching team to reliably deliver classrooms that are orderly with a positive climate where learning and teaching are consistently good or better and this has in the experience and judgment of the senior staff supporting teaching day to day consolidated and improved that climate and learning and behaviour although this is not universal. (SR to develop)
3. Innovative personalisation is happening this will allow us to evidence it and its positive impact more clearly and be more effective in its planning. (SR/DJ to develop)
4. A number of complex KS3 students have become happier, more stable and critically are learning much more effectively in the primary model
5. Behaviour has improved and the positive climate in a majority of classes and lessons consolidated and protected; learning and teaching and assessment cannot happen without secure good order. (DJ to develop)

Emerging challenges and obstacles to improvement threats and opportunities

1. The emergence of key individuals and groups powerfully challenging good order and discipline in some classes and with some teachers(new teachers are of course powerfully tested) and in the wider school all damaging the positive climate for learning.
2. The inability if not reluctance of a very small minority of teachers to reliably and robustly self-evaluate, self-improve and take ownership of and address challenging behaviours in those children and groups testing them.
3. Staff absence in the teaching and support team inevitably adds to challenge and difficulty in the core business of maintaining good order and discipline and the positive climate for learning.

Consequent reactive school improvement activity

1. Personalised packages with some learning off-site and intelligent operational tweaks for example picking a student up for college to avoid a refusal to attend once on site examples of pragmatic steps to promote good behaviour. Close support from both senior and support teams for new staff with high risk groups and or individuals. Doubling up and "buddying" in operational leadership to protect positive climate for learning.
2. Opportunities across meetings of all kinds to be reflective and usefully self-critical and share best practice including focussed activities to promote spotting "blind spots" and challenging the team to address weaknesses.
3. Consistent across the framework of leadership and teaching and learning and behaviour and welfare has been as described above and the whole team has shown great generosity of spirit and offered considerable discretionary effort and in times of challenge and adversity "natural leaders" emerge across the team and functions.

Impact of improvement activity?

1. Consequent good behaviour that allows good learning has resulted for those individuals, groups, cohorts and teachers. (SR/DJ to develop)
2. Issues and challenges have not been fudged and individuals and groups challenged and supported to behave well where good order and discipline and the positive climate for learning at risk and good behaviour and learning sustained. (SR/DJ to develop)
3. Indicators of behaviour support the shared intuitive feeling in the team that after a sustained period of challenge going back to the summer of 2016. (SR/DJ to develop)

1. **Identified improvement challenges and risks?** Scrutiny of quality of teaching in the round evidences how in our setting predictably given the shifting, mercurial and complex nature of our students the challenge to good order and the positive climate for learning in each classroom is relentless and established and highly, talented and competent teachers can be undone. The threats of our own passivity and stoicism and student energy outdoing our own are ever present**… (governing body recognises leadership team risk overload in small school setting with multiple responsibilities that often include teaching that itself a huge challenge in this setting)**

   Consequent proactive (planned) school improvement activity? The collective team imperative then supports those teachers individually at risk and we must continue to focus our energy on the "conversation" about best teaching practice (and imbued in that will be best behaviour management) in all its nuances: how can we do things consistently well, differently and or better? It will require a relentlessly proactive pragmatic/creative response: one as relentless as the risks and challenges the students and student combinations present. **(develop further teacher accountability for GCSE outcomes by Y11 contextualised predictions that sit alongside FFT and what would be good progress)**

2. **Identified improvement challenges and risks?** An elite of bright complex and risky young people over time have demonstrated a need to access a different rhythm to their learning and school life or they become disaffected and disengaged and this impacts not only their behaviour and learning but is detrimental to the wider school community: it can lead to exclusion both literal and figurative.

   Consequent proactive (planned) school improvement activity? The growing use of alternative provision, personalised packages and vocational learning have proven repeatedly successful and whilst challenging to set up and sustain and maintain high quality their positive and inclusive impact on both individuals and wider community very powerful and necessary.

Pertinent Ofsted grade descriptors: the quality of teaching, learning and assessment; "good"

3. Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
4. In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.
5. Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.
6. Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
7. Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.
- Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.

Personal development, behaviour and welfare: current self-evaluation: good (see **impact** and supporting evidence)

Current proactive school improvement activity

1. The twice daily structured and prescribed discussions about risks across the school community from safeguarding through the day's emerging risks in students, in combinations of students, in us and in our practice and systems are relentlessly privileged.
2. Dedicated best practice and training happens weekly and emerging frailties addressed, risk assessments revisited and external training cascaded by colleagues for example level 3 CP refreshers happening currently: there are quizzes and scenarios to stimulate thought and discussion and embed knowledge.
3. The behaviour reward system has been revisited and refreshed and will be relaunched after the Easter break focussing on and privileging the core and recurrent statement and now EHCP themes of need: developing greater self-awareness and self-control, accepting adult direction and developing positive relationships with peers and adults and these key personal development goals are revisited and celebrated across the school community.
4. The recent peer review focussed and reported positively on safeguarding and encouraged set up of safeguarding group.
5. Dedicated governor VW continues to be a regular presence in the school both challenging and supporting.
6. The refreshed and revised PSHE content has been rolling out.
7. DJ to rollout new electronic recording system recommended at CP3 refresher training and known to him.

Impact of improvement activity?

1. A multiplicity of diverse safeguarding risks continues to be made safe on a daily basis. (MMc to develop)
2. Staff confidence and knowledge and engagement with and ownership of all things safeguarding and more widely wellbeing and health and safety are secure and embedding further and this directly contributes to managing risks safely. (DJ/SR to develop)
3. Will be felt post Easter holidays but greater collective staff awareness of core and recurrent SEN needs in personal development across the student body encourages collective reinforcement and positive affirmation of sought behaviours.(CM to attend and develop)
4. Roles of supporting back line team WH and AH and dedicated governor VW affirmed and approved by review building confidence in collective competence and resilience in this critical area. (AH to develop)
5. Creates ongoing sense of "critical friend" accountability that encourages best and safest practice with nuances of risk discussed and explored.
6. The privileging of "staying safe" bolstering SIP priority and addressing ever present risk. (SR to develop)
7. Will be felt and reported on post Easter but will enhance everyone's ability to share and record and see chronology and trends (we can do so with current recording but this promises to harmonize). (DJ to develop)

Emerging challenges and obstacles to improvement threats and opportunities

1. The multiplicity and diversity of risks demands both discretionary and innovative working.
2. A spike in prohibited mobile phone use is testing as children and families prove unreliable and even sometimes hostile and unsupportive and the matter requires persistence and creativity.
3. Low level but corrosive disruptive behaviour at perceived weak points in supervision and staffing threatens wider positive climate for learning.

Consequent reactive school improvement activity

1. Home visits, hospital visits, close working with a range of other professionals across disciplines from social care to GPs, surgeons, LADOs, the police and parents and carers (MMc has shared with VW in face to face anonymised briefing and will develop with supporting document)
2. A range of explanatory, supportive, pragmatic and punitive steps for example home visits and morning collections to support parents and carers and prevent mobiles coming on site.
3. As described in "learning, teaching and assessment" a natural outcome of the work of both new operational leaders and the dedicated L&T cluster focussed the team's attention on this challenge and sharpened both awareness and practice.

Impact of improvement activity?

1. Risks have been made safe of an extraordinary variety and seriousness most beyond school and these will be anonymously shared. They have tested and proven the school's ability to be alive to and make safe such risks and to access appropriate help and intervention. (MMc to develop)
2. Mobile phones and the serious risks they pose to wellbeing and safety have been managed safely and our determination to continue to do so tangible to both those students who repeatedly test our resolve and parents and carers both needing our support and encouragement. (DJ to develop)
3. Good order and discipline and the positive climate for learning have been protected and promoted. (DJ to develop)

1. **Identified improvement challenges and risks?** Staff reflection and sharing adds to ever present sense we are but must remain super vigilant in and reliably promote and consolidate protecting and safeguarding.

   Consequent proactive (planned) school improvement activity? The conversation about known and emerging risks and challenges and best or faulty practice in safeguarding, student welfare and behaviour management is privileged and prominent every day and the team is challenged daily to do things consistently well, better and or differently to meet the constant challenges and risks and any emerging frailties are tackled and the most powerful best practice embedded.

2. And we need to do more to help children be autonomously, proactively safe and happy and make others safe and happy? **(governing body recognises in this setting modelling more powerful than being didactic)**

   Consequent proactive (planned) school improvement activity? Develop in parallel PSHE curriculum and a whole school approach where high quality relationships between students and staff mean the children and young people can be challenged and supported to be autonomously safer. **(governing body embraces and endorses school position of seeking to develop empathy through example and wider culture of genuine "kindness" best defence against radicalisation)**

Pertinent Ofsted grade descriptors: personal development, behaviour and welfare; "good"

- Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.
- Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.
- The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe.
- Pupils conduct themselves well throughout the day, including at lunchtimes.
- In secondary schools, pupils use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training.
- Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.
- Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.

Supporting documents	Context	Pertinence
1. Narrative report: context for report to governors	• The governance review in the autumn of 2016 led to a clear demand from governors that the Ofsted framework and our agreed school development priorities shape and scaffold reporting to them. • Reporting then is both a working SEF (school self-evaluation) that provides a pragmatic insight and support to core SEF and… • An ongoing review of progress in school improvement.	• Maintaining this rigour where the Ofsted framework and school improvement are privileged and self-evaluation must happen in reporting is pragmatic and keeps the community focussed on our agreed priorities. • New governors join us and need to access and understand why things are framed this way and how to navigate them.
2. Babcock Peer review report	• An annual scrutiny of the school undertaken by colleague headteachers and DCC partner in school improvement Babcock LDP	• With inspection on a four year cycle invaluable pseudo annual inspection "light" and insight for governors into the quality of the school's work. • Informs and tests school's self-evaluation and progress in improvement.
3. Core behaviour and safety indicators	• Recorded serious incidents, holding children, attendance, the extent of fixed term exclusion and emerging trends and patterns a window into the climate and safety in an inherently risky setting.	• SEMH schools often fail because scrutiny of behaviour management is not robust because governors do not know how to identify indicators of risk.
4. Dedicated report on "holding" children	• Unpicking who and why and how children held and the duration, the level of force and critically the reasoning: was there a greater good or a risk of greater harm all these must be answered credibly.	• Becoming fluent in these matters critical to "critical friendship" in this most sensitive and risky of areas.
5. Operational leaders detailed behaviour and safety reporting	• Senior leaders with responsibility for the day to day safe operation of the school and the maintenance of good order and discipline, health and safety report half-termly to the headteacher	• Attendance has huge safeguarding implications • Exclusion must be scrutinised and justified and the school held to account
6. Attendance detailed report	• Looking beneath headline numbers to ensure individual students monitored, challenged and supported to attend school reliably.	

7. Fixed term exclusion detailed report	• Looking beneath headline numbers to see emerging trends and patterns, reasoning and the effort to avoid and reduce exclusion.	
8. Safeguarding: risk update and summary anonymised	• An anonymised overview of risks and risk management	• Governors must be tangibly reassured that the multiple and diverse risks our setting experiences are being managed safely.
9. CSE risk update and summary anonymised	• A dedicated risk assessment revisited and reviewed each half-term that privileges child sexual exploitation.	• These powerful risks whilst longstanding cases have demonstrated the urgent need for greater awareness and vigilance that governors must be an active part of.
10. PREVENT risk update and summary anonymised	• A dedicated risk assessment revisited and reviewed each half-term that privileges radicalisation.	
11. Safeguarding case study anonymised	• A series of coalescing risks over a seven day period in March 2017 across a range of safeguarding and child protection challenges tests school's ability to respond effectively and make matters safe.	• An opportunity for governors to scrutinise actual emerging risks being managed
12. Curriculum offer refreshed	• The work of the "Learning, teaching and assessment" leadership group a collection of our measurably most effective teachers.	• The variety and range and increasingly personalised curriculum as the students move through the school was not previously clear to governors when challenged during headteacher performance management.
13. Classroom best practice revisited		• The core business of the school and something governors must be plugged into.
14. A comprehensive pupil profile		• A response in part to governors' request for greater detail and depth of information about anonymised individual students because "data" hard to use in a conventional way due to small, eclectic cohorts.

15. Anonymised observations with educational psychological service	• Our internal judgments about the quality of teaching moderated by credible others.	• The core business of the school and something governors must be plugged into.
16. An operational leader's reflection	• Operational leads have met more reliably and weekly to reflect on the core challenges faced and their own contribution and development	• Evidence for governors that operational leaders are actively reflecting and self-improving in the critical improvement goal of increasing operational leadership capacity.