SECONDARY SLE PROFILE

SALLY HEPPENSTALL

SLE designation (Date of designation & Teaching School)	**April 2017** Ladywood Teaching School Alliance
Current School (LA or Sponsor)	Harper Green Secondary School, Bolton Local Authority
Recent OfSTED judgement (Overall and Leadership)	Behaviour, Safety and Welfare - Good
Context of School	Harper Green School is a comprehensive school with 1250 students and an intake of ~ 250 per year. There are increasing numbers of international new arrivals whose language acquisition ranges from no spoken English to fluent in 2 or more languages. Students who have English as an additional language make up approx. 25% of the current cohort and students who meet the PPG criteria make up approx. 52% of the current cohort.
Particular area(s) of Expertise/ Strength (please show supporting data/ information	> Behaviour, Safety and Welfare > SEN and EAL > Robust Line management systems
How have you supported other schools or middle leaders and senior leaders in your own school?	I firmly believe in the audit, plan, do and review cycle and use student and staff voice to help me with the audit. I work collaboratively with staff within the school using a coaching and facilitation approach. I currently support a school with regards Behaviour and started by completing an audit of their current behaviour for learning policy and the implementation of this, looking at data, speaking to staff and using student voice. From this information I troubleshooted solutions which I fed back to their governing body and Senior Leadership Team. As a result of this work I supported the Deputy Head Teacher in reviewing and amending their current practices to allow more consistency and ownership at teacher and department level. We devised a timeline for implementation and resources to launch the new policy with staff and students. My team have also been involved in discussing our school's journey and supporting their counterparts. As part of the work, we have also looked at the accountability structure within the pastoral team, reviewing the current practice and coaching to better empower the team. **Within Harper Green I have supported Middle and Senior Leaders with behaviour, safety and welfare by:** > Introducing a clear line management structure and developing line management as a tool to empower individuals yet also hold them to account > Developing distributed leadership > Creating consistency across the year teams in the way that behaviour for learning is approached. > Developing clear procedures in response to behaviour for learning, attendance and safeguarding > Empowering colleagues to do their jobs effectively > Developing and implementing robust systems and structures to support them > Listening to them and giving them a voice in the changes that have happened > Developing them to deliver CPD to staff > Creating behaviour for learning professional enhancement sessions > Training them on how to collate and interpret data to use to target intervention > Increasing communication > Introducing action planning and regular review to keep focused on our priorities > Effective use of CPOMS > Running welfare meetings > Improving the use of data for attendance and behaviour for learning by the pastoral team > Improving the use of data for behaviour for learning by heads of department > Including the students in their behaviour for learning and attendance journeys through student passports

At Wright Robinson College I supported Middle and Senior Leaders around SEN and EAL by:
> Close line management which empowered the SENCo and EAL coordinators to do their roles more effective whilst also holding them to account
> Action planning with regular reviews
> Introducing and using annual cycles
> Developing the use of data to identify students who may need further testing
> Introducing the concept of keyworkers
> Increased parental contact
> Developing the skill set of the LSAs
> Developing the role of the LSAs
> Increasing EAL lessons and support
> Developing EAL procedures and protocols
> Staff training around differentiation for EAL and SEN
> Increased information sharing around SEN and EAL students
> Creating and using INCLUSION BOOKLETS for staff

What was the Impact of your support?

The evidence showed that there was:
> Improved capacity within the pastoral team.
> Improved consistency in follow up to behaviour for learning across the school.
> Improved leadership capacity within the pastoral team.
> Increased ownership of behaviour for learning at all levels.
> Improved self-evaluation and reflection within the team.
> More focused and targeted intervention with students struggling with behaviour for learning.
> Strategic planning within the team.
> Clear action planning working towards a common goal.
> Reduced incidents of poor behaviour for learning.
> More rigorous approach to safeguarding.
> Trend in improving attendance, reduce PA

Ofsted didn't see one incidence of poor behaviour for learning on either of their visits and commented on this during their feedback. Ofsted feedback for these areas can be seen below.

Ofsted March 2016 HGS:
"Behaviour was judged as good at the inspection and continues to be so…."
"Incidents of poor behaviour have reduced and staff spoke about the positive impact of 'restorative conversations'"
"The consistent application of policy is having a significant impact on maintaining a calm and positive atmosphere in school".

Impacts from line management of SEN at Wright Robinson College:
SEN A*-C (EM) from 11 to 25% from 2012–2015
Drama A*-C from 14% to 82% from 2012 - 2015