



DATE: 28TH SEPT 2016	PD MONITORING VISIT	THE RODILLIAN MAT
RMAT STAFF: ALEX BURNHAM		
SCHOOL: CHAUCER SCHOOL SHEFFIELD	Lead: Yasmin Celik	Head Teacher: Scott Burnside

Data on Behaviour

The data provided is clear and concise. Fixed term exclusions for the first 3 to 4 weeks are below the national average (6.6%), although in line with the national pattern, Year 9 have the biggest exclusion rate with 6.9% of the year group having been excluded. The pastoral team are well aware of this and have used the data to ensure that early identification leads to early intervention.

We have agreed that as the new system embeds into the school the exclusions will spike along with isolation. A target has been set to monitor and bring this down by the second term.

A high percentage of the exclusions are for verbal abuse / threatening behaviour towards adults. This makes up 53% of the exclusion figure but is not unexpected as the school have targeted this as an area for improvement and have consequently increased the severity of the consequence for this category. Again in my next visit we should see a decrease in this area due to the intervention the pastoral team have put in place for these students.

Internal exclusions are highest in Year 9, which again fits the national model. The majority of isolations are for defiance and 8 planner comments. These are all indicators that PD is being used by the staff and that as expected the students are testing the boundaries. Persistent offenders should be identified by the data and interventions should be in place to reduce the incidents or support managed moves and alternative programmes if they are needed.

Isolation

Isolation had a calm, structured environment with very clear expectations. The majority of students were silent and very much aware of the expectations. The pastoral team need to ensure that all staff are consistent in their approach. I would suggest that when there is a change in staffing, expectations are made very clear and the staff do not make excuses for poor student behaviour.

I would also consider splitting the room into booths. This will make the area easier to monitor and creates a true isolations area.



Corridors

During lesson time the corridors were very calm and relatively student free. Students that were out of class had their planners. There was no litter and the students clearly respected the rules you had introduced for corridors.

Students moved around the school in a relatively orderly fashion respecting each other and the staff. Movement between lessons was not as timely as it could be and learning time was lost. This was also the case after break. Staff need to show a higher presence on the corridors between lessons. They need to greet the students and get them off the corridor as soon as possible. They should also support each other by ensuring students do not loiter after break and between lessons.

Break

The behaviour during break was good and there was a strong staff presence on duty. When they were asked to leave for lessons they did but some were slow to respond. Again there were inconsistencies with how staff dismissed the students from the canteen and dealt with PD issues such as coats.

There was no litter outside of the school building after break and the canteen was clean and well respected by the students.

Lessons

The behaviour in lessons varied depending on the consistency of PD. In Maths and Science we saw that PD was not being used consistently and the consequence was not only low level disruption but poor attitudes to learning. In one Maths lesson the Year 7 boys were not being addressed with any sort of behaviour policy. Expectations were low in these lessons.

In ICT and Geography, PD had been used consistently and consequently the students were engaged in their learning and the teachers did not have to use any written warnings as their expectations were high for all of the learners.

The atmosphere in most lessons was positive. Where PD was used consistently and expectations were high the attitudes to learning were good. Planners were on the desks in the majority of lessons and the staff were very enthusiastic about the new system. You could use Mr Wright for drop in sessions to demonstrate good practice.

Student Panel

- The students are very proud of their school and appreciate all the work that the staff are doing to change the perception of the school in the community.
- PD is not used consistently by the teaching body yet, but where it is they are really enjoying it. They are able to complete more work as the class room environment is more conducive to learning.
- One student stated:



“When the good students get something wrong or misbehave they are given a verbal warning. The bad students do not get punished as quickly with the new system.”

- Departments that are inconsistent include: English, Maths and Science
- Staff that use PD well include: Miss Pinder, Miss Lees, Mr Wright, Mr Dimler, Mr Wentworth, Miss Butters.

Leadership

As we agreed in our meeting it is advised that you re-visit the training for your pastoral teams in the zones. They seemed inconsistent in the rules and approach they were using, especially after an exclusion for isolation. PD is not yet being used consistently, but it is very new to the school. In areas where it is being used it is clear the student’s enjoy the system and the attitudes to learning are much better. Revisit this in briefings and have PD drop in sessions on a weekly rota. At the beginning you could make these voluntary and then compulsory for staff that are repeatedly not following the system.

The data systems and evidence trails that Mrs Celik has produced are thorough and inform the intervention and external agencies that are being used to support the different groups of students. I have seen that SEND students are being supported and we talked about reasonable adjustments that can be considered in isolation. The data is also identifying the exclusions and isolations for disadvantaged students. On my next visit I would like to see the impact of the interventions on these groups.

Consistency is the key for any system to work. The students I spoke to like the system and especially the reward stamps. The next steps are to ensure that staff receive the support needed to improve their practice. This could be a performance management target for this year.

Kind regards

Alex Burnham
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The Rodillian MAT