



Pivotal Education

Behaviour Specialists

A Division of CPI

Behaviour Healthcheck Report:

Lady Lumley's

17th October 2019

Lady Lumley is secondary school serving the local town and farms surrounding Pickering. The number on roll is approximately 920. The numbers of students with special educational needs and/or disabilities are much lower than national averages but a significant proportion come with EHCP's. The school is currently graded as good by Ofsted. The safeguarding procedures and judgement rated good and described as a real strength of the school in 2016 appeared to be as robust as the original report judged. Indeed, if anything, the evidence on the day I visited from staff, student support, and every student interviewed and observed seemed to reflect an improvement.

During the course of a very inspiring day (9.45 am - 4.30 pm), I observed social times and spoke to a wide range of young people during those times across the school site. I observed open areas (reception, corridors etc) as well as a number of classrooms and various learning spaces. I visited classrooms, I visited many different learning spaces, I spoke to learners and staff, I also enjoyed lunchtime with the students. I was welcomed professionally by everyone in the school.



Green: Doing well already

- ✿ The DBS checking system/safeguarding was thorough and immediate. The safety of the students is carefully considered, actively monitored and overseen by exceptional designated leads across the school. Students are unequivocal in saying that they feel safe both in class and in social times: that bullying is not a major issue and is dealt with effectively; and that support is characterised by what they describe as overwhelmingly positive relationships with staff.
- ✿ Children approached me happily to say 'hello' and pointed me or took me to areas I wanted to visit. They made me feel part of the school. I found them all to be polite, respectful and approachable. They were extremely friendly, happy and talkative, clearly very proud of their school. They told me that they feel safe and that teachers make learning fun, are calm, strict, kind and honest. Indeed, the list of positive comments about teachers and staff in general was extensive!
- ✿ This is a warm and friendly community where all children are able to flourish and learn to aspire under a secure and respectful ethos. There are genuine, positive relationships between staff and children which makes the children feel valued.
- ✿ Some routines are well established and extremely effective such as movement between lessons and from breaks including lunch. There is no audible signal to move and yet children are registered and ready to learn very quickly between breaks in the day.
- ✿ Support staff are very skilled at supporting pupils when there seems to be a barrier to learning or particularly challenging social situations. Where pupils struggle to self-regulate and incidents escalate, staff respond calmly with empathy and kindness. In particular, I observed a young man with complex needs being expertly supported by a senior colleague through a delicate and calm 'matching' intervention. This pupil later independently sought out the colleague to make amends for his outburst and repair the harm done.
- ✿ Committed pastoral staff work tirelessly to ensure the pupils are fully supported. They undertake their roles quietly and efficiently without fuss and without drawing attention unnecessarily. Vulnerable children are therefore enabled to access as full a mainstream timetable as possible moving towards independence.
- ✿ Staff clearly understand their students and are aware of the pace required in lessons to achieve an extremely high level of engagement. This was evident through the learning walks, where effective differentiation was evident both in terms of task, outcome and approach alongside challenging activities appropriate in creating a strong sense of purpose and motivation.
- ✿ The pupils have strongly positive views about the efforts of staff to go above and beyond in supporting them towards their goals. "Nothing is too much for them" was quoted by a year 13 pupil gaining the approval of all her peers present.



- Senior leaders and advisors are proactive and understand the issue with behaviour policy being framed somewhat negatively and are committed to working towards a more collaborative and consistent approach to promoting positive learning behaviour. They are also aware that the school values are not sufficiently evident which, rather ironically, sits at odds with the adult behaviour encountered which clearly demonstrates and models the ethos of the school.

Amber: Recommendations for action medium to long term

- The quality of displays could be improved to create a public focus and recognition for the best efforts of pupils. Some outstanding work is readily available as is the wall space. It would be appropriate to focus upon areas where visitors are likely to take notice.
- 'Meet and Greet' was not consistently applied by staff and yet the pupils really appreciated and responded to me shaking their hands and to those staff who made the effort strategically to do so on entry to classrooms. A whole school response to this would enable a very positive start to lessons/school.
- There was a lack of visible consistency in relation to school values and expectations alongside classroom consistencies employed across the school. A sharing of good practice exercise would bring about a clarity of ethos and vision. In particular, praise in public (PIP) and reprimand in private (RIP) would provide an excellent initial focus.

Red: Immediate action

- Students were unaware of the school rules and no members of staff could refer to all existing rules nor were they fully cognisant of policy. In addition, the C1 – C8 system is too heavily tariff focussed and is advertising, by default (accidentally), the punitive response to negative behaviour without publicising and promoting positive behaviour. Moving to ready, respectful, safe would allow staff to keep current rules for their classroom whilst also offering the opportunity to remove the focus on the consequence system and make it subject to review.



Recommendations

Whole staff training on the five pillars of pivotal practice. Our Instructor programme will be highly suitable as it allows members of your staff to train as licensed Pivotal instructors and then roll out a training programme within the organisation to embed positive and sustainable behaviour change.

Lady Lumley is undoubtedly a 'good' school and, I feel sure, will continue to serve its community well. Leaders are aware of the areas for improvement with respect to behaviour and are focussed on creating a consistent approach and focus on promoting positive learning behaviours which will enable children to flourish and understand the values which are observable in daily life but not advertised. This school already has so many positives and, with staff student relationships so positively framed, will develop into an even more life affirming institution for local families and their children. The Lady Lumley Way, through the school motto "Lady Lumley's Loves Learning", will be a most potent force when it becomes embedded and will surely result in the school becoming a beacon of excellence.

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