



An evaluation of the work of Lilac Sky Schools in partnership with Chilton Trinity - Somerset

November 4th 2009

Present

The evaluation reflects the work in the school over most of 2009.

What has gone well?

Relationships for Learning Project

The project to improve Relationships for Learning has introduced and embedded the notion of the school's vision and the core values that all members of the community believe in. The values are used in assemblies and in the Head's presentations to staff and parents. The work has provided a clarity of the values that the school works to. Parents have been impressed and the clarity of the policy to manage students behaviour was noted positively by year 6 parents visiting the school for the first time.

Teaching for Learning Project

The confidence engendered by the 'Relationships work' made the move to focus on Teaching and Learning well received by teachers in the school. There was a quick win and teachers understood the effectiveness of working with Lilac Sky Schools. Teachers commented that students are better prepared for lessons in effect becoming better learners. The school feels that Lilac Sky kept them on track and focused to improve the quality and standard of teaching in the school. The methodology of Lilac Sky Schools has in effect allowed the school to document the story of teaching that any external organisation such as Ofsted would need to read. It has given it a narrative. It has shifted teachers from being concerned with 'controlling events in their classrooms' to focusing on learning in the classroom.





The work on teaching for learning has also enabled the school to support poor practice with clarity and has led as a result to the leadership team being more pro active.

The leadership team has shifted from responding to crisis to support, monitoring and recognising success in the classroom. Teachers are pleased with this shift.

One of the most notable outcomes of the work between Lilac Sky Schools and Chilton Trinity is the he drop in after school detentions, Head's detention and students placed outside rooms. Sanctions are now smaller and more effective. Most importantly parents get positive phone calls home which both they and students have commented on as well as negative calls.

In a recent student survey 98% of students felt they were clear about expectations in the school.

Teachers thought Lilac Sky Training with the school was 'brilliant' and had engendered a very good understanding of Ofsted requirements which in turn has led to a robustness of teacher planning, confidence and accountability.

Probably the most telling statistic since the Lilac Sky work started is a fall in exclusions from an average of 120 a year to under 40. A remarkable reduction of 66%.

Of course anything can be even better:

The school feels it needs to provide 'islands of time' to build on the work done for teachers, so that they can plan effectively. Likewise the Lilac Sky time in school needs to be planned for maximum effect.

The school also feels it needs to be relentless in implementing and monitoring the new way of working.

The school is committed to Leadership Training at senior and middle leadership level and recognises the need to give new innovations time to embed before reviewing.





There is also a need for the Lilac Sky work to be flexible and paced - with the school giving maximum thought to how it implements the new way of working. The school recognises that it needs to commit to take action and be clear about its own priorities.

Next Steps

As a result of this evaluation Lilac Sky and the school intend to work on the following in 2010:

- Middle Leadership training for transformation
- To develop planning time into the work
- In school coaching at middle and senior leadership
- A planning day for the new school post BSF
- Associate staff training
- White board training
- Planning and training for 'outstanding' learners

2009 has been a great year for both Chilton Trinity and lilac Sky Schools.

Trevor Averre - Beeson November 2009

