School iP

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Billing Brook School

AT A GLANCE

PREVIOUS CHALLENGES

- Engaging staff in their own professional development
- fostering collaboration around the school
- Visualising staff progress

CURRENT BENEFITS

- Staff can take control and be involved in their own PD
- Staff connect with colleagues through SchooliP, sharing best practice
- Easy to link various aspects together, making it easy to track progress

OVERVIEW

Billing Brook is an all age, 4-18 years, school for pupils with a range of complex needs in particular:

- significant or severe learning difficulties;
- autistic spectrum disorder;
- speech, language and communication difficulties

"SchooliP has been able to facilitate the direction of our PD vision; working with us to make this possible and being able to work with our requests. We have been able to work collaboratively with SchooliP to support processes and be innovative with how it can work"

NICOLA HOLLAND
Assistant Headteacher
Billing Brook School

I M P A C T

Does SchooliP save your school money?

"Staff engagement in their own PD supports value and sense of belonging, which in turn could support staff retention. This would impact on school resources as the staff turnover would be less. Staff feel more included in their professional development and lead their own learning; supporting autonomy over this and moving away from the performance related pay which will be stopped next year through recent guidance."
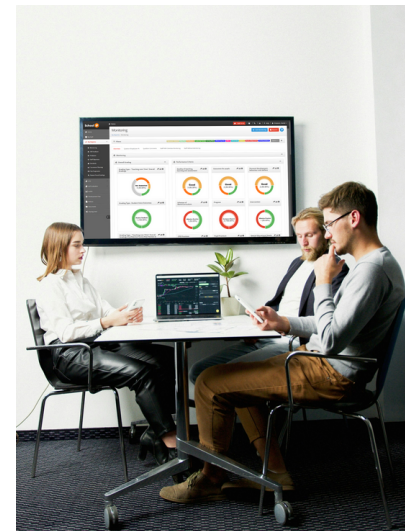

Does SchooliP reduce teacher workload?

"Staff are able to link in all areas of their work to SchooliP, sharing with other colleagues but also building up a virtual portfolio. Connections can be made with other staff in the school to share practice and ideas; supplementing the professional development of all staff and not just themselves. With the use of SchooliP on phones and iPads as well it means that reflections, evidence and actions can be completed wherever the staff are and instantly loaded to their platform."

Does SchooliP provide school data?

"Engagement within the system and reflections of the teaching standards support SLT to be able to understand the strengths and areas for development across the school. We have also been able to include new developments such as the work we are doing with professional focus groups; supporting collaboration between staff, and including their reflections on this through the monitoring forms. We have built our paperwork into the system to support this and will be able to extract data as a result from this. SLT can also input SDP and SEF information which shows at a glance where we see ourselves as a provision and what we celebrate, as well as where we are heading next"

Does SchooliP improve teacher well-being?

"Being able to reduce the workload of staff through the collaborative system, as well as having access to personlised monitoring forms has meant that wellbeing has improved. However the move to a more staff led PD cycle; giving autonomy over the target for the year, which is focused and allows for regular check ins over the year to ensure discussion and reflection, has had the biggest impact on wellbeing. Staff are invested in the target they have set and see ways to move it forward, using the PD partner as a coach or facilitator to share ideas and discuss next steps; rather than having the meeting and focus being identified for them. Autonomy and competence are celebrated; building on prior success and acknowledging that the direction of the PD can change course and be tweaked over the year rather than having to stick with an outcome which they don't know or want to work on for the duration."

How has SchooliP improved your school's processes?

"Although having only used this with staff for a couple of months; we have already noted that the engagement of staff, being able to use it as a professional portfolio as well as allowing all records to be in one place has really streamlined the paperwork. Where possible we are looking to use SchooliP to be our 'paperwork' base; adapting the monitoring forms where possible to ensure that we are not creating additional work but that this is also accessible to staff across school where needed. There is no more need to share through emails or in a paper document which could get lost; it is all centralised"

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