

# GYO. PROGRAMME DIALOGUE CHRIS FREESTONE

Module 3. Day  
4..... After the  
inspection- follow  
on .



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## MODULE 3 DAY 4.

The focus of the session today is to review the strategies for receiving and acting upon feedback. Taking your service forward.

The day will involve discussions and a substantial piece of case study work this afternoon.

# Working together

- Sharing experiences
- Confidential to the room
- Ask naïve questions- they are always helpful.
- Manage your other devices so that you have this time for the session
- If you have to leave/ answer a call / please send me a message on chat / let me know
- Remember to unmute yourself in order to speak ....
- Leave your camera on if possible.....
- The opportunity to network
- Enjoy!

So , the inspection has happened – feedback is given , what next ?

How do you deal with challenge ?

How do you respond – at the inspection / afterwards/going forward ?

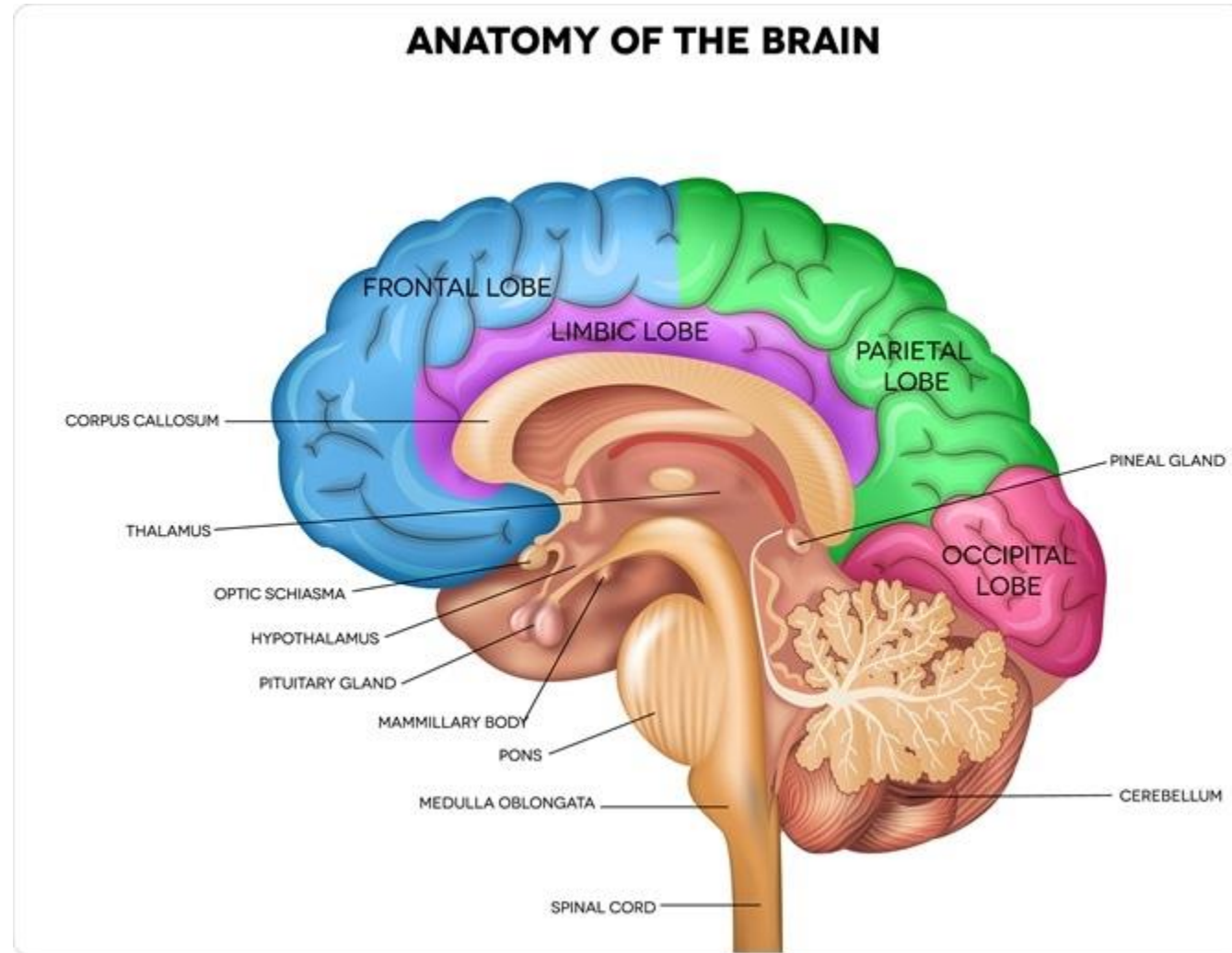
How do you carry on developing your service ?

So, you are about  
to have your  
inspection  
feedback.....what  
does it feel like ?  
Your brain will play  
the major part in  
how you  
respond....

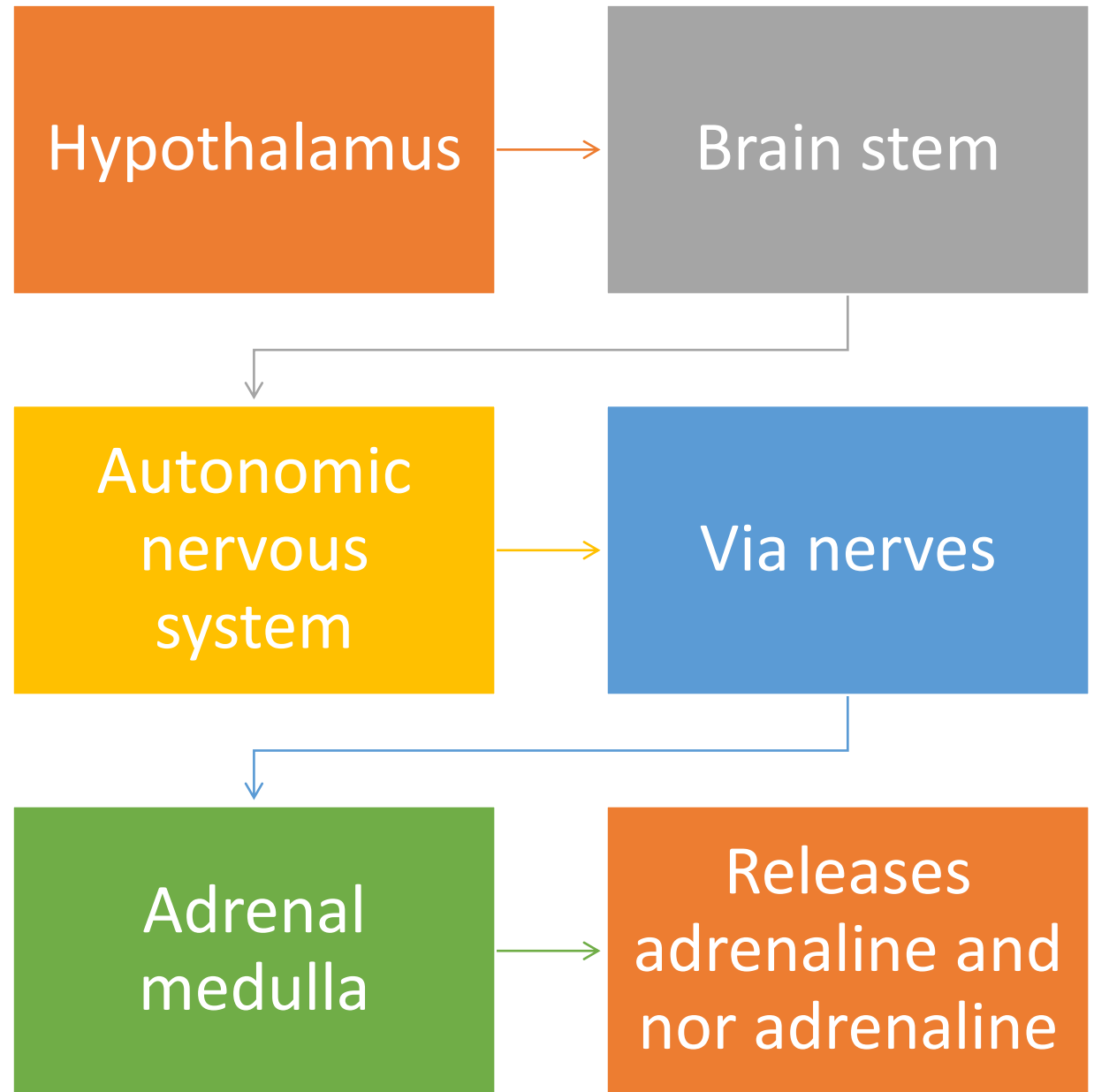
**What!? Me Stressed!?!**



# The brain :



# Physiological reaction 1



## Physiological reaction 2

Stressor

Hypothalamus is alerted

Hypothalamus alerts the pituitary gland

Pituitary gland secretes ACTH

ACTH arrives at the adrenal cortex

The adrenal cortex secretes corticosteroids

Physiological response



How do you  
respond?

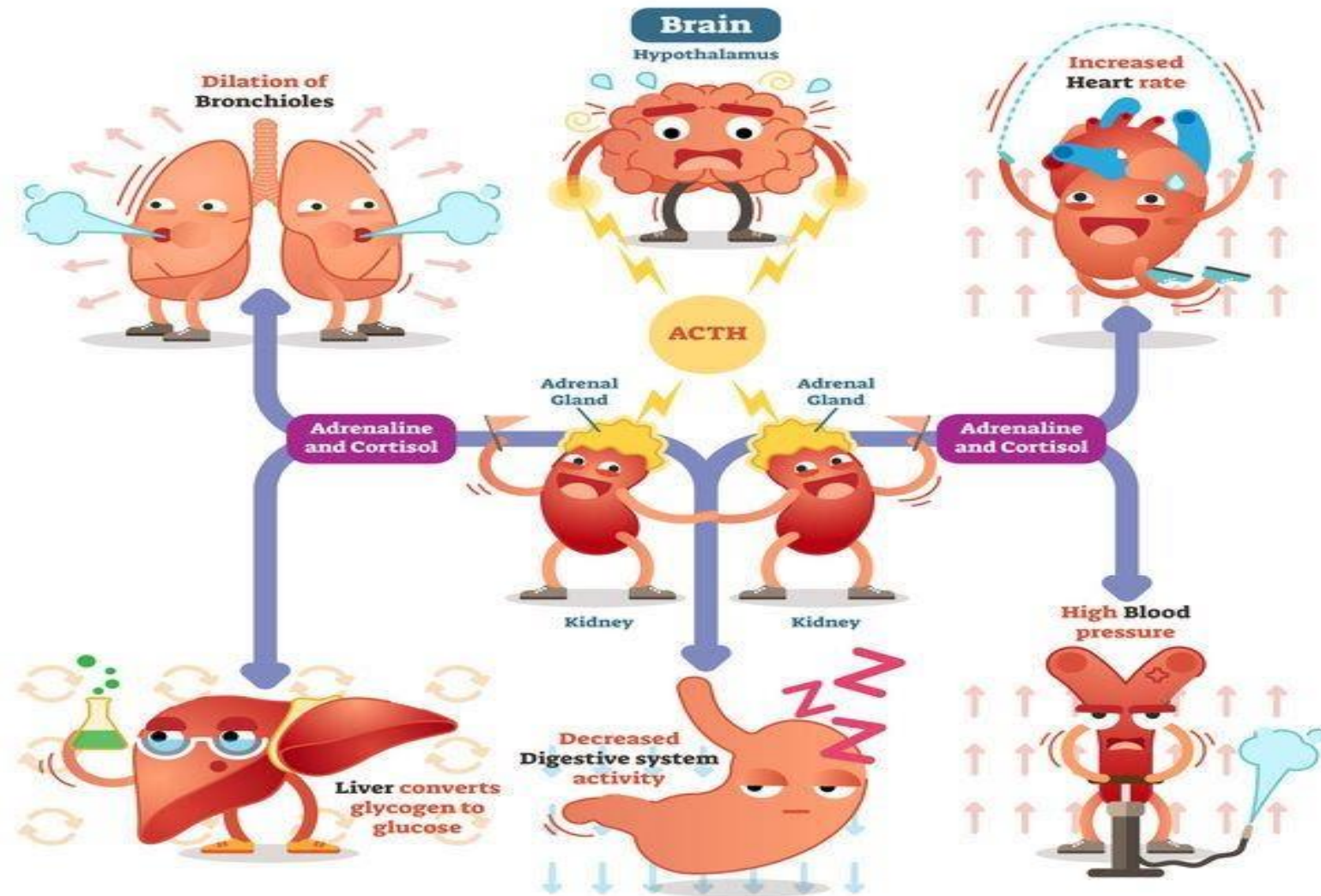
Alarm response-the fight or flight mechanism that prepares you for immediate action-  
heartrate up , breathing rate up, blood supply diverted to muscles and core , pupils dilated,  
blood pressure up , increased mental alertness

Adaptation phase- when stress/stressor is prolonged. Sugars are released. Not harmful but you must have some relaxation and rest to counterbalance this. If it becomes negative  
sleeplessness , irritability , fatigue ,  
concentration lapses set in

Exhaustion-chronic stress sets in with impact on  
all body systems , mental , emotional health

# The adrenals and the stress response:

## STRESS RESPONSE SYSTEM



REFLECTION-Do  
you recognise  
this?

Think about how you have reacted when in this situation / or one similar – did you make the right decisions and responses?

(n.b.) Staff feel like this – supervision , appraisal , disciplinary , PIP, observation, behaviours which challenge all create this response. They may also have other factors in their lives which are causing this reaction. Do you recognise their responses?

Our young people may feel in a constant physiological state of stress

Taking the physiology in to account , how should you receive feedback ?

- Listen to the feedback given. This means not interrupting. Hear the person out, and listen to what they are really saying, not what you assume they will say. You can absorb more information if you are concentrating on listening and understanding rather than being defensive and focusing on your response.
- Be aware of your responses. Your body language and tone of voice often speak louder than words. Try to avoid putting up barriers. If you look distracted and bored, that sends a negative message as well. Attentiveness, on the other hand, indicates that you value what someone has to say and puts both of you at ease.

# Taking the physiology in to account , how should you receive feedback ?

- **Be open.** This means being receptive to new ideas and different opinions. Often, there is more than one way of doing something and others may have a completely different viewpoint on a given topic. You may learn something worthwhile.
- **Understand the message.** Make sure you understand what is being said to you, especially before responding to the feedback. Ask questions for clarification if necessary. Listen actively by repeating key points so that you know you have interpreted the feedback correctly. In a group environment, ask for others' feedback before responding. As well, when possible, be explicit as to what kind of feedback you are seeking beforehand, so you are not taken by surprise.

Taking the physiology in to account , how should you receive feedback ?

- **Reflect and decide what to do.** Assess the value of the feedback, the consequences of using it or ignoring it, and then decide what to do because of it. Your response is your choice. If you disagree with the feedback, consider asking for a second opinion from someone else- feasible ? Who receives feedback with you- check out what you think you heard with them .
- **Follow up.** There are many ways to follow up on feedback. Sometimes, your follow-up will simply involve implementing the suggestions given to you. In other situations, you might want to set up another meeting to discuss the feedback / formulate an action plan etc.

## Taking your service forward.....

Whatever the graded outcome of your inspection action planning will be a key feature in taking your service forward

If an inadequate or RI grade is awarded this becomes a matter of immediacy.

What are the risks to effective action planning at this point ? How do you manage and overcome them?

How do you manage the team at this point ? What issues may you face ?

OPEN DISCUSSION.

# Taking your service forward.....

Dealing with “the dip” - whatever the grade .

What is this ? Do you recognise /have you experienced this ?

What are the risks in this period ?

How do you spot them and manage them?

Small group work . Please nominate one person to feed back .....



# Progress models ;

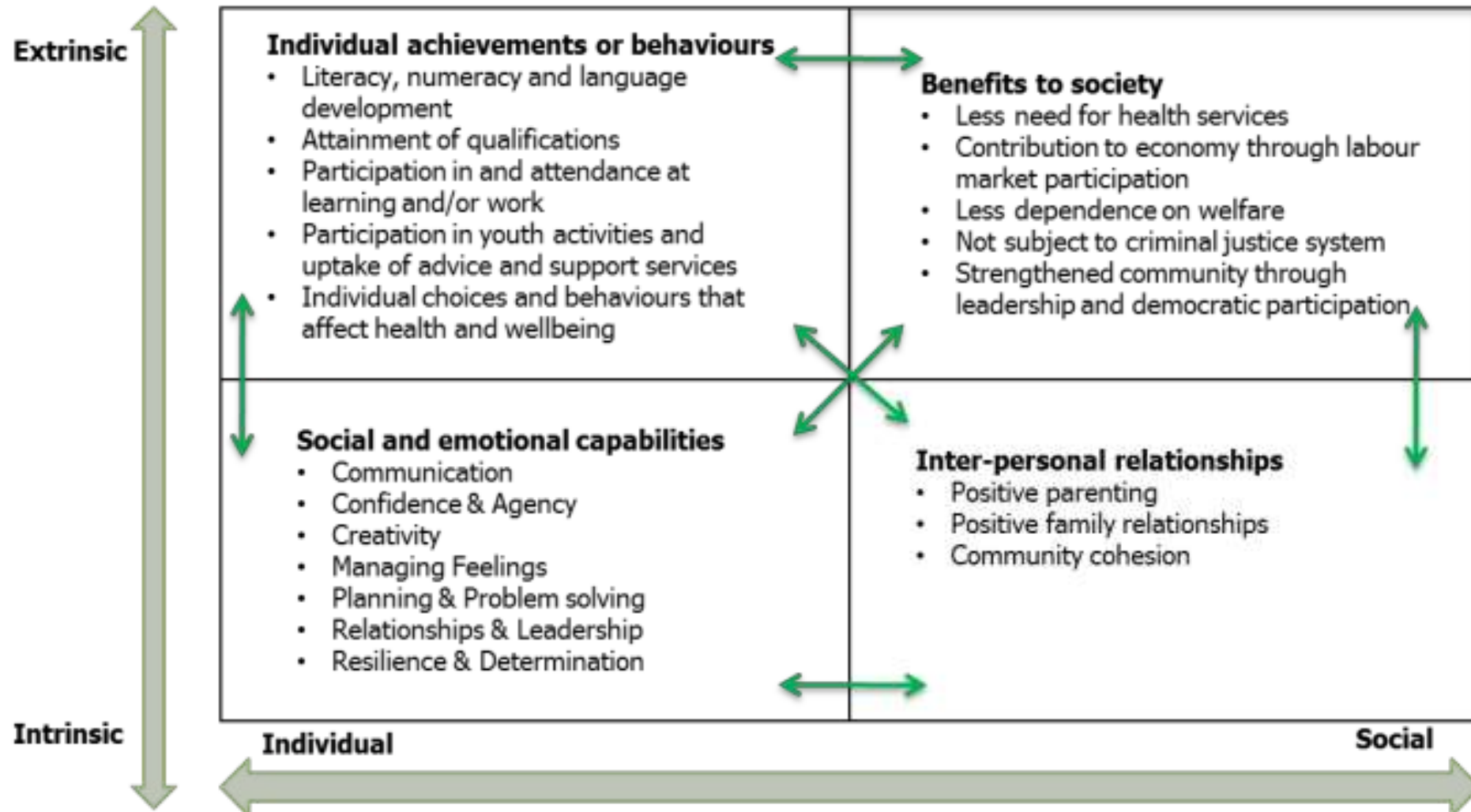
- Ofsted does not recommend any given model.
  - They are looking for the impact of your model of practice on children's "progress and experiences. "
  - Models should set clear expectations and have a consistent approach
  - Are these the constituent parts of your model –
    - a stable workforce
    - effective management oversight and frequent supervision
    - highly visible leaders and managers
    - a strong culture of learning
    - good quality assurance, performance monitoring and performance management arrangements
    - established and effective partnerships with other agencies.
    - effective recording , monitoring and review
- ANYTHING ELSE YOU CAN THINK OF ?

# Progress models ;

What are you measuring against ?

- Regulations
  - Standards
  - Compliance
  - Requirements
  - Recommendations
  - Another established framework e.g.
- achieving in education  career success  being healthy  having positive relationships  involvement in meaningful, enjoyable activities.

# Outcomes framework:



# TIMESCALES ....

- An inadequate or RI grade will tie you in to some very tight timescales. What plan will you put in place so that YOU and the organisation can achieve these ?
- How will you ensure that you have space and time to keep on top of everything that is happening day to day as well as the monitoring and actions needed?
- What plans will you put in place for monitoring points / inspections by Ofsted?
- Who needs to be available ?
- What will be needed for follow up visits?
  
- Open discussion- any other issues , concerns ?

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**HAVE YOU GOT  
THESE COVERED**

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dialogue

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# PLAN FOR THE AFTERNOON

- You are going to spend some time in small groups looking at the Elm House case study and discussing the action plans you will need to put into place



## Case study / discussions / small group work

Elm House is a three bedded Ofsted registered children's home for young people aged between 11 and 17 years of age . It is registered in the EBD category

It has had a chequered regulation history in its four years since opening:

Yr 1 - Good

Yr 2- RI – delay in new RM seeking registration / R40 notifications out of time / PI not logged or poorly recorded

Yr 3-Inadequate – L&M and safeguarding/children's voice not heard consistently .

Yr 4 – RI- L&M , staffing / rotas/ agency staff- told borderline inadequate .

Case study:

You are writing follow up action plans for Ofsted for the following areas

1. LEADERSHIP AND MANAGEMENT
2. SAFEGUARDING
3. QUALITY OF CARE

What kind of targets would be in place , realistic timescales , how will you monitor and review the plans ?

Please nominate one person to feedback.



Any:

- Follow up?
- Thoughts?
- Queries?

Open discussion.....



Many thanks and  
see you next time.

Chris .