**Appendix 2**

**SHENFIELD HIGH SCHOOL SELF-EVALUATION DOCUMENT**

**IMPROVEMENTS AGAINST KEY FINDINGS FROM THE LAST INSPECTION**

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| --- | --- |
| **Areas for Improvement identified in November 2018 inspection** | **Impact of improvements: Autumn 2021** |
| **Key Priority Area 1**: Most able make progress in line with students nationally | * There are no national statistics for H, M and L ability definitions using scaled scores. Neither are there national statistics with which to provide any analysis of results. ASCL provided suggested definitions of H, M and L ability bands using scaled scores in 2017. This analysis has been undertaken but is of limited use. |
| **Key Priority Area 2**: strengthen provision in MFL and ensure students achieve well at GCSE and A Level | * Take up at GCSE for Spanish is improving. 47 entries in 2021. 48.94 – 9-7; 78.72% - 9-5; 91.49% - 9-4; 100% 9-1. There were 7 entries for A Level is 2021 28.6% A\*-A; 57.1% A\* -B; 71.3% A\*-C; 100% A\*-D. There has not yet been sufficient take-up to run French to GCSE, with the aspiration of running both GCSE and A Level French alongside Spanish. Provision has strengthened significantly since 2018 – four well qualified members of the department plus a trainee this year who will gain QTS at the end of the academic year. Curriculum clearly designed and sequenced. |

**Current School improvement headlines:**

Underpinned by rigorous self-evaluation practices and intelligent accountability, Shenfield High School’s Strategic Headlines are designed to continue the School’s journey and to take forward a number of key developments essential to the School’s future success.

**School Improvement Plan Headlines 2021-22**

In addition to the on-going maintenance of previous development, the School Improvement Headlines for 2021-22 are:

1. Embed the newly developed school House system, promoting student leadership, participation and embracing school values:

* Be Respectful
* Be Responsible
* Be Ready to Learn
* Seek Challenge
* Make your Contribution
* Develop your Collaboration skills

2 - Supporting Literacy; Providing specific intervention for students entering Y7 and Y10 two or more years below their chronological reading age, and support for others who have fallen behind with their reading, ensuring that they read confidently with the aim that all students should read at their chronological age or better.

- Intervention for Y8 pupils who are significantly below their chronological writing age with the aim to improve their writing skills in all lessons.

3 Supporting numeracy:

- providing a numeracy transition programme for Y7 students significantly behind with numeracy.

4 To further develop academic and other support for disadvantaged students

5 Re-establish and extend the school’s wide range of extra-curricular activities

6 to ensure that staff professional development is prioritised with compulsory, directed and optional CPD provided.

7 To review and re-set our equality objectives and determine how identifies issues can be progressed.

**Each of these strands to be supported by:**

* Action plans for specific elements, as appropriate
* Team Improvement Portfolio (TIPs) to support departmental developments
* Performance Management (PM) areas of focus to support professional development in support of team and school priorities.

**SHENFIELD HIGH SCHOOL SELF EVALUATION SUMMARY**

**21/03/2022**

**Quality of Education**

**Intent:**

Team Leaders reviewed their Key Stage 3 & 4 curriculum. The review was based on Intent and how the curriculum sequenced in order to prepare students for the following key stage. Departments have not yet had a full uninterrupted academic year in which to implement the plans fully.

Team Leaders and staff have studied Rosenshine’s Principles of Instruction which has informed much of the curriculum design and sequencing. The focus on Walkthrus this year will enhance the overall design further over the coming academic year.

Our curriculum is ambitious and broad. Students at Key Stage 3 have the full complement of Arts subjects, two languages, a healthy amount of PE alongside core subjects. We also have breadth and depth at Key Stage 4 & 5 with a large amount of options and pathways to suit student needs. We promote the EBACC but do not restrict the curriculum offer for students.

Key stage 3 adopt a research-informed ‘mixed attainment’ model to allow students from all backgrounds and needs are delivered a consistent, well-planned, well-structured, supported curriculum in order to achieve their potential. This model allows the curriculum to remain ambitious for all, but broken down through scaffolding to ensure students have the support they need to meet the curriculum goal.

Assessment data is analysed at department level to ensure there is both access to the curriculum and challenge. The information is used to further develop the curriculum for each cohort and for future year groups.

Assessment data and Attitude to Learning is analysed by Year Teams to give an overview of curriculum access and challenge. Each Year group has a Head of Year, Pastoral Manager, SEN specialist and Senior Leader to ensure no student slips through the net.

Key Stage 4 & 5 are based on the specifications but we encourage departments to go beyond the specification in order to stretch, inspire and broaden understanding of each subject domain. Examples of this can be found in History, MFL and Science at Key Stage 4. Not all subjects are suited to deliver a curriculum in this way but the curriculum design in all subjects is supported by the latest research and methods.

We have strong links with organisations that provide students with cultural opportunities in both sport, the arts and the CCF. We have always understood the great benefits of the super-curricular on outcomes and encourage this through in-school trips and curriculum-linked super-curricular opportunities in our half termly PREP Newsletter for each subject.

**Implementation:**

A majority of subjects use centralised planning and departmental CPD in order to deliver consistent curriculum content.

Many of our staff are experienced practitioners and subject specialist examiners that are able to develop departmental resources and train less experienced staff.

We have a full research-informed CPD Menu where staff are able to attend based on priorities and needs. The menu is balanced across all teacher standards to ensure full coverage as well as developmental sessions for staff looking to prepare for the next stage of their career.

Every member of staff has a Teaching & Learning Group member who regularly meet on a one-to-one basis to discuss CPD sessions, pedagogy and latest research. This is an informal coaching relationship with someone outside of their department to broaden support. This level of support is to both improve teaching & learning and maintain our outstanding teacher retention.

Each member of staff has a CPD Portfolio where they diarise and track their developmental areas and performance targets.

Many subjects adopt a spiral curriculum to allow for long-term retention and linking of knowledge.

PREP is designed to help students learn independently through research-informed strategies. The PREP roadmap is used to build and embed these strategies over time.

Subjects have a planned and structured curriculum with resources used by all teachers within the department. This ensures curriculum consistency and aids subject knowledge of in-experienced staff.

Thinking Reading and Catch-Up Numeracy are interventions to ensure all students can access the curriculum as soon as possible. We also have started to implement a ‘Future Writers’ intervention to improve comprehension.

All subjects have consistent year group assessments so comparisons, development and intervention can be put in place where necessary.

New SLT Role introduced to focus on assessment supporting the curriculum as the model of progress across the school, collaborating with team leaders, staff, students and parents to ensure effective assessment leads to positive change in both the curriculum and parent/pupil understanding.

**Impact:**

Team Leaders monitor the quality of teaching & learning through lesson observations, student voice and assessment which is evidenced in their departmental TIP (Team Improvement Plan)

Exam Results Reviews take place each year to reflect on results against historical, internal and National data. The main aim being to target areas for further development to be actioned.

In 2021 51% of students in Year 11 remained at our school for sixth form and in 2020 46% remained. We have a large number of pathways to ensure students have the best possible chance to follow their own ambitions.

Key Stage 3 use a four-point bell-curve assessment system. The subject specialists use their experience and knowledge of the curriculum intent to measure whether students are Exceeding Expected Progress, Meeting Expected Progress, Below Expected Progress or Making Poor Progress against the curriculum expectation. This data works in tandem with a four-point Attitude to Learning Score that helps to identify students who are coasting or struggling. [W:\1Whole School\Teaching and Learning\Assessment Videos](file:///W:\1Whole%20School\Teaching%20and%20Learning\Assessment%20Videos)

Key Stage 4 & 5 use percentages for each assessment. The percentage is reported with the class or year group average for parents. The percentages allow departments to understand how much students know and apply to a particular question or series of questions. The Team Leader or Key Stage Leader than then make clear judgements on the quality of teaching and learning, access to the curriculum and levels of challenge. Curriculum and assessment is then able to be adapted to meet need.

Year Teams also monitor data for both current grade & attitude to learning across all subjects to find trends or patterns that can be supported within departments, by the year team or through a whole school policy adaption.

**Key priorities and actions:**

1. Work with Team Leaders to further develop curriculum as the model of progress across all Key Stages
2. Develop Team Leaders’ understanding of how assessment is used to inform curricular development.
3. Ensure all school stakeholders are prepared for remote learning (if required)
4. Develop cultural capital through extension of the extra-curricular provision, trips and House opportunities.
5. Develop and broaden year 9 curriculum to improve breadth and prepare students adequately for options process.
6. Review impact of current intervention programme.

**Evidence & Up-Date March 2022**

1. Delivered presentation to Team Leaders on 12th October – The presentation tackled the challenge and posed questions for Team Leaders to inform their priorities for the year. [Presentation HERE](file:///\\shssan2\Staff%20Resources$\SLT\Self%20Evaluation%202019%20and%202021\SEF%202021-22\Evidence%20Folder%202022\Curriculum%20as%20progression%20model%202021.pptx). Produced a prompt sheet for SLT to use in line management meetings following the presentation. [Prompt Sheet HERE](file:///\\shssan2\Staff%20Resources$\SLT\Self%20Evaluation%202019%20and%202021\SEF%202021-22\Evidence%20Folder%202022\What%20does%20it%20mean%20to%20use%20the%20curriculum%20as%20a%20progression%20model.docx).
2. Initial work with assessment has looked at KS3 data. Simple class breakdowns and percentages are now being used to prompt reflection in the TIP. KS4 and KS5 analysis is now being developed in order to support curriculum conversations within departments. [Year 7 Overview HERE](file:///\\shssan2\Staff%20Resources$\SLT\Self%20Evaluation%202019%20and%202021\SEF%202021-22\Evidence%20Folder%202022\Overview%20Y7.pdf)
3. COVID plans put in place for Remote Learning. [Contingency document HERE](file:///\\shssan2\Staff%20Resources$\SLT\Self%20Evaluation%202019%20and%202021\SEF%202021-22\Evidence%20Folder%202022\COVID%20-%20November%202021.docx). Remote Learning Web Site Policy [Up-date HERE](file:///\\shssan2\Staff%20Resources$\SLT\Self%20Evaluation%202019%20and%202021\SEF%202021-22\Evidence%20Folder%202022\Remote%20Learning%20-%20Web%20Site%20-%20DEC%2021.docx).
4. Literacy: Year 7 pupils took part in the first round of No More Marking’s Secondary Writing project. The findings can be seen [here](file:///\\shssan2\Staff%20Resources$\SLT\Self%20Evaluation%202019%20and%202021\SEF%202021-22\Evidence%20Folder%202022\Secondary%20Writing%20Project%20data%20September%202021_2022.pdf) .NMM identified three main errors that pupils make in writing: fragmented sentences, run-on sentences and comma splices. We have become involved with No More Marking’s pilot for the Writing Hub. This involved pre-testing pupils on their knowledge of the previously stated errors, six starter lessons and a post test. This will all take place in the Spring term. You can see the pre-test [here.](file:///\\shssan2\Staff%20Resources$\SLT\Self%20Evaluation%202019%20and%202021\SEF%202021-22\Evidence%20Folder%202022\Writing%20Hub%20Pre-test%202022.docx) The first screening for reading ages in Years 7 – 10 took place in October. ATA selected pupils in Year 7 and 10 who were more than 2 years away from their chronological reading ages for the NGRT2 screening. The second round of STAR tests takes place in March 2022. We have also started to use the Bedrock Vocabulary programme with Year 7 and 8 (it will roll out to Year 9 next year). We have had good success in getting pupils to engage with the programme and we are aware of the pupils who are not engaging. You can see an engagement report for January to February [here.](file:///\\shssan2\Staff%20Resources$\SLT\Self%20Evaluation%202019%20and%202021\SEF%202021-22\Evidence%20Folder%202022\bedrock%20report%20Jan_Feb%202022.pdf)
5. Future Writers: We currently have two classes of 8 pupils. They were identified using the Secondary Writing Project data from Summer 2021 which can be seen [here.](file:///\\shssan2\Staff%20Resources$\SLT\Self%20Evaluation%202019%20and%202021\SEF%202021-22\Evidence%20Folder%202022\Secondary%20Writing%20Project%20data%20May%202021.pdf) Pupils have received 19 lessons and have had 2 assessments. In assessment 1 pupils scored on average 82%. Assessment 2 has yet to be marked. A third assessment will place at the start of the summer term and at the very end of the term.
6. Thinking Reading: seventeen students were carried over into this academic year following the COVID Lockdown. Exit data for this cohort is showing average reading age gain per lesson is 2 months and average reading age gain is 4.6 years. In programme data is showing a reading age gain of 5.4 months per lesson on average. There is a larger cohort in Year 7 and Year 10 for the academic year 2021/22 that require this intervention. This will necessitate a two year rolling programme to ensure that there is full coverage of the intervention. More information and data can be found [here](file:///\\shssan2\Staff%20Resources$\SLT\Self%20Evaluation%202019%20and%202021\SEF%202021-22\Evidence%20Folder%202022\Thinking%20Reading%20Data%20V1%20Mar%202022.docx).

**Behaviour and Attitudes**

**Environment and routines**

1. The majority of students are well behaved and conform consistently to the high expectations prevalent throughout the school. Students are guided in their conduct via the school’s refreshed values, which form the key principles behind policy, behaviour systems and staff/student narratives. School values and expectations are now entrenched further into the assembly and form time programme, ensuring both frequency and quality in the guidance provided to proactively manage the school community and student actions. The expectations of staff are equally high, with clear guidelines provided regarding whole school routines to promote positive behaviours for learning. Consistency of staff practice is ensured via communication, where information is shared regularly with staff and students regarding conduct around the whole school site, including social time.
2. The central behaviour policy places an emphasis on the school ethos of ‘known and known well’ by upholding a value in maintaining positive relationships. Student behaviour and relationships are managed via a restorative approach, and supported by the ever informed Pastoral team and newly established year teams (including Head of Year and SLT Links).
3. Being respectful, taking responsibility and ensuring students are ready to learn lie at the heart of the school’s expectations, for which a number of central systems are employed to provide simplicity, uphold expectations and support staff workload. Middle leaders are supplied with data and communicated with regularly to remain informed, whilst Senior Leaders remain visible and supportive of whole school systems and expectations, through mediums such as Top form and Time Out.

**School culture**

1. Over the course of the last year, the school’s embedding of the three Cs (Challenge, Collaboration and Contribution) has led to a whole school cultural drive on the importance of recognition and reward.
2. Healthy volumes of praise and positive reinforcement are applied throughout the whole school community and each curriculum area through the currency of Celebration Points and KS4 Credits. Student success in a wealth of areas (including both curricular and extra-curricular) are celebrated at a number of events throughout the year, with further opportunities supplied by the newly established vertical house assemblies.
3. Students are afforded the opportunity to work towards the tiered and newly-branded Shenfield Awards (Bronze, Silver and Gold) at Key Stage Three, before an opportunity to track and monitor their progress towards a more prestigious Headteacher Award. Such awards rely on consistent adoption of positive behaviour for learning habits (3Cs) or one-off acts of excellence within the school community, celebrated via Commendations. Form Tutors are an active part of the rewards process, working with their year team to ensure students remain focused and motivated to achieve success. In its inaugural year, nearly 200 Key Stage Three students achieved Shenfield awards.
4. In order to further recognise the quality of learner existent within the reformed school culture, an array of leadership opportunities have been created for students to aspire to, supporting a refreshed house system and the school’s bespoke elements of extra-curricular excellence in both Sport and the Arts.
5. Student and Parent voice opportunities were provided within the redevelopment of the house system in order to ensure community engagement. Via the school’s Student Leadership Team of 2020-21, the house system now not only provides additional opportunity for engagement, contribution and competition across the full curriculum, but also provides key values essential in the character education of students in the wider community, such as tolerance, empathy and leadership.
6. Students who are new to the school in Year 7 are provided with a healthy induction programme that supports the ‘known and known well’ ethos. As part of the induction, students are immersed in the reward and recognition culture through the administering of rewards for Induction Challenges, including the earning of their house badge via the ‘House Induction Challenge’, supported by Form Tutors. Most students start Shenfield having already earnt their first celebration points.

**Attitudes to learning**

1. Students’ attitudes to learning are rigorously monitored and reviewed by an expanded team of individuals within the Year Team structures. Data is regularly collected and monitored. Alongside staff’s extensive student knowledge, timely and impactful intervention can be determined and put into place.
2. Teaching staff remain vigilant and alert to changes in attitude to learning, using the real-time devices and tools (G4S/Edulink) to communicate key information. Attitude to learning measurements are understood and valued by students, who strive to meet or exceed expectations.
3. Year teams work holistically with other stakeholders (Form Tutors, SEND staff, parents/carers) to ensure any issues or concerns are addressed to ensure a positive outcome. Interventions are tracked carefully by Year Teams to ensure all students within a cohort receive ample input and guidance to maximise or challenge their potential.
4. Attitude to learning information is readily supplied to parents via dynamic online formats, enabling constructive and proactive intervention. More recently, Edulink has provided greater information to parents regarding both behaviour and achievement data, facilitating greater understanding and engagement for parents/carers.

**An environment where students feel safe**

1. Shenfield High School remains a place where students feel safe and comfortable. Students are welcomed onto the school site via staff at each gate every morning, and enter a school site where the dangers and distraction of mobile phones and social media are less impactful due to more robust expectations regarding mobile phone use.
2. Staff and students are regularly reminded of the school’s ‘red lines’ for behaviour, highlighted as behaviours that are unsafe or intolerable within a safe and respectful school community. Students are well-versed in the consequences of overstepping such expectations, and as a result respond accordingly.
3. All stakeholders within school are aware of the key staff in place to support student safety and wellbeing. Students proactively seek staff in circumstances where their safety or comfort is of concern, in which instance there is ample staff capacity to monitor or support students. Staff regularly refer internally or externally for further support should it be required, whilst also communicating effectively with families.
4. Instances of peer on peer abuse or bullying are minimal, and dealt with effectively via the school’s robust and consistent practices. Student conduct of this nature is dealt with through a process of escalation, with clear consequences applied. Students impacted by any such behaviour are supported by key staff, whilst instances are also monitored robustly post-incident to ensure the hybrid approach of consequence alongside restorative practice is effective long term. Bullying logs reflect the school’s relatively low incident rate, testament to the frequent communication

regarding respect alongside clear expectations.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Bullying** | **eSafety** | **Racism** | **Homophobia** |
| **2016/17** | 4 | 19 | 8 | 0 |
| **2017/18** | 14 | 11 | 10 | 0 |
| **2018/19** | 12 | 6 | 10 | 6 |
| **2019/20** | 11 | 5 | 6 | 1 |
| **2020/21** | 2 | 2 | 19 | 12 |

**Discrimination data**

1. The school has seen a contextual rise in the challenges regarding discriminative behaviour, explained best through the 55.8% rise in hate crime in Essex since 2016/17.
2. In incidents of discrimination the school continues to intervene quickly and seriously, with consistent processes followed to investigate and hold students accountable. Incidents of a racist or homophobic nature have contributed considerably to the school’s formal warnings.
3. Student voice activities have been integral to the forming of a cultural working party within school, aimed at ensuring the school’s culture and ethos remains fully inclusive and plays an active role in the challenges faced in both school, the wider community and in society.

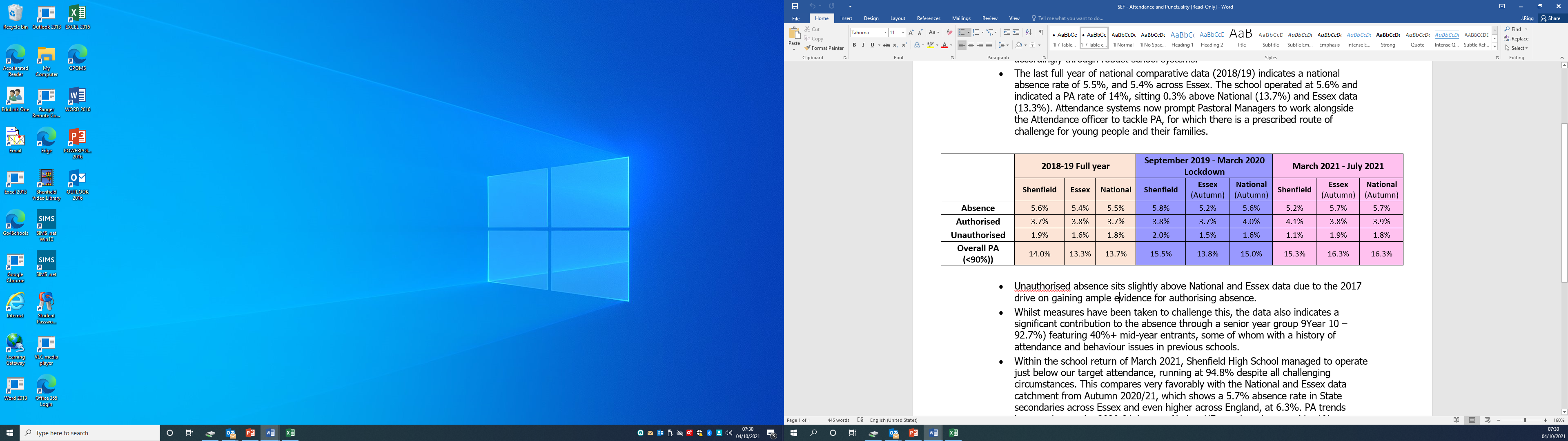
**Behaviour data**

1. Through the cultural shift in recognizing and rewarding positive conduct, rewards far outweigh consequences.
2. The heaviest volume of school behaviour data continues to be present - both positively and negatively – in Key Stage 3. Throughout the academic year of 2020/21 a total of 45,605 Celebration Points (student average of 62.7) compares very favourably to the 3,933 R Marks recording adverse behaviour (student average of 5.5).
3. Both measures represent significant improvements on the academic year of 2019/20, even once extrapolated to represent a full teaching year. The volume of reward points administered despite COVID represents an increase of 14.8% despite losses in contact time with students in 2020-21
4. Incidents of disruptive behaviour are challenged via a consistent whole school policy. Data is shared with a range of staff, with Year Teams central in the intervention and support of teaching staff.
5. Escalation rates for incidents featuring challenging behaviour have decreased significantly, despite a growing roll. Data is vigorously monitored and analysed by senior staff and governors in order to ensure stability and development of our school expectations, and that those expectations are embraced by students.
6. Classrooms removals due to disruptive behaviour (R3) continue to become less frequent since the adoption of the 3Rs language, and represent proportional progress against four-year data trends. More robust focus is placed on restorative practice to ensure recidivism is less frequent and less damaging to learning time.
7. Time Out data analysis represents a proportionate year on year improvement, with Senior staff still intervening to support staff but focusing more so on the proactive management and support of learning environments around school via visibility and presence.
8. Data for the academic year of 2020-21 compares positively to previous years when analysing the extrapolated rate of BLUE Room referrals for a full academic year. BLUE Room practice has been developed with an intense focus on restorative processes and enhanced mentoring, adding capacity to support more vulnerable students or those at risk of exclusion.
9. Exclusion rates at the school remain much lower than national data, and comparing even more favourably to both Essex and Brentwood comparatives within the state secondary sector. The school’s stance on retaining students in school to work holistically through lapses in expectations ensures accountability and limits to lost learning. As a result, permanent exclusion rates over the previous year were zero, significantly lower than the local demographic.
10. Although infrequent, Fixed Term Exclusions (FTE) are used effectively to maintain the safety of the school community. Where FTEs are applied, they are done so in a robust and consistent manner, ensuring the understanding of all stakeholders through clear reintegration processes.
11. Repeat rate FTEs (1+) remain significantly less than Essex and Brentwood trends due to the value that is placed on student responsibility and accountability alongside support.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 2019-20 | SHS  2019-20 | SHS  2020-21 | Brentwood State Secondaries | Essex State Secondaries | National |
| Permanent Exc. | 1 | 0 | 9 | 62 | 5057 |
| Permanent Exc. Rate | 0.07% | 0% | 0.12% | 0.07% | 0.06% |
| FTE | 16 | 14 | 447 | 6142 | 310,773 |
| FTE Rate | 1.19% | 0.97% | 5.92% | 6.88% | 3.76% |
| 1+ FTE | 3 | 2 | 274 | 3192 | - |
| 1+ FTE Rate | 0.22% | 0.14% | 3.63% | 3.57% | - |

**Attendance and punctuality data**

* School leaders work hard to promote the importance of attendance and follow up accordingly through robust school systems.
* The last full year of national comparative data (2018/19) indicates a national absence rate of 5.5%, and 5.4% across Essex. The school operated at 5.6% and indicated a PA rate of 14%, sitting 0.3% above National (13.7%) and Essex data (13.3%). Attendance systems now prompt Pastoral Managers to work alongside the Attendance Officer to tackle PA, for which there is a prescribed route of challenge for young people and their families.



* Unauthorised absence sits slightly above National and Essex data due to the 2017 drive on gaining ample evidence for authorising absence.
* Whilst measures have been taken to challenge this, the data also indicates a significant contribution to the absence through a senior year group (Year 10 – 92.7%) featuring 40%+ mid-year entrants, some of whom with a history of attendance and behaviour issues in previous schools.
* Within the school return of March 2021, Shenfield High School managed to operate just below our target attendance, running at 94.8% despite all challenging circumstances. This compares very favourably with the National and Essex data catchment from Autumn 2020/21, which shows a 5.7% absence rate in State secondary schools across Essex and even higher across England, at 6.3%. PA trends improved upon the 2020-21 Autumn National/Essex data, improved by 1%.
* Throughout periods of home learning, robust monitoring systems were initiated with additional staff capacity to actively monitor, encourage and reward student engagement in home learning. Year teams regularly communicated with parents of student whom were absent from live learning or of concern for their engagement, improving student access through the uncovering of additional needs.
* The school addresses punctuality and its importance through their key school values, regularly addressing the importance of ‘Ready to Learn’. Punctuality to school is monitored robustly, with a clear escalating system in place to challenge frequent occasions in which students are late to school.
* Students arriving late to lesson is not tolerated, and school leaders a have continually driven the importance of punctuality. A central system for monitoring time keeping trends of individuals has seen significant improvements in student’s attitude towards this. Senior leaders and Year Teams communicate effectively with parents to note any concerns.

**Key priorities and actions:**

* Improve rates of persistent absenteeism, and develop school systems in order to support improved school punctuality
* Develop the remit of Head of Years within the year team structure, empowering staff to work more freely to impact behaviour, attendance and wellbeing, whilst furthering Tutor impact
* Continue to embed the house system into whole school structures, and using as a mean to create healthy competition through contribution. Support of the House Co-ordinator is required to fully facilitate an improved culture for house participation
* Work effectively but astutely to impact the cultural challenges of wider society that are presenting within school. Continue to develop both the education and intervention for participants in such behaviour.

**March 2022 Update**

* The consistency of school culture remains at the heart of school development, with regular CPD and wider reflection time provided to staff in order to develop and embed practice. The implementation of GREAT expectations has provided a vehicle for ensuring consistency of practice across the school and outlined the cultural expectations of staff. As a result, more behaviours are regularly challenged allowing wider school standards system to prevail.
* Development of an updated ‘One-page policy’ has assisted behaviour for learning practice, ensuring that reward and recognition remains at the heart of ‘first attention’ for staff. Healthy recognition of positive learning behaviours (3C’s) continues to thrive following data analysis and intervention with inconsistent practice. Higher level ‘Commendation’ for exceptional effort and performance have been a more prevalent factor within celebration opportunity, and extended into departmental practice during key times of the academic year.
* In line with the increased universal challenge of managing school behaviour, systems and processes continue to be refined for consistency and impact at Shenfield. Stepped intervention has been systematically and effectively applied to contest disruptive behaviour, demonstrating a positive impact in the majority. Higher level school processes have been used in the management of serious behaviour to ensure safety and equality across the school. School data has been used in order to stay abreast of behavioural trends, allowing targeted interventions with year groups, classes and individuals. Enhanced Year teams and improved Form tutor communication processes have played a key role in such.
* Year teams have organically developed their working processes throughout the year, allowing the successful embedding of Year team practices. This has at time deviated to meet the needs of each individual Head of year, but allowed stability and consistency of practice through regular meetings with Senior Leadership. Specific reflection times have been built into line management of Head of years to continually review and adapt the role to meet the context of both the school and demand.
* A full review of attendance policy and practice has taken place. Systems to manage and monitor attendance trends across years and cohorts have been implemented to greater detail, enhancing the school understanding and insight into patterns and tendencies.
* On each of the government released monitoring periods, the school has compared favourably against the national data for Secondary schools, operating below the national absence rate on all occasions. The attendance of key groups such as FSM and EHCP students has also compared well.
* Persistent absenteeism has had a choreographed response, in line with preparation for future policy and strategy. The school’s pastoral systems have been utilised to further work with the families of students demonstrating persistent absenteeism trends. Whilst no national data has been released to indicate the current climate, the school has worked tirelessly to target both individuals and groups, implementing an incentive based practice for specific target groups currently identified as persistent absentee’s.
* Enhanced policy and practice has instantly improved the previously highlighted issue with punctuality to school. A consistent approach by a key body of staff has seen the number of late entrants to school reduce to less than a quarter of the previous total. Clear systems for punctuality run faultlessly on daily basis, holding students accountable via effective parental communication. Persistent issues are addressed quickly and effectively with parental engagement. All stakeholders are clear about the school’s punctuality expectations.
* The house system has been present and impactful in its inaugural terms. An array of house competitions are afforded across all year groups (including sixth form) to engage students in our developing culture. House competitions were pre-arranged and communicated to all students via form tutors at the start of the academic year. The development of house competitions is a persistent reflection of the house co-ordinator and lead staff in order to maximise opportunity for Challenge, Collaboration and Contribution across the school. School values have been met through mass events at key calendar points to maximise school spirit (EG Christmas).
* Students attachment and affiliation to the house system has been exponentially increased through their involvement in house development. Students understand the purpose and value of their individual houses, and visibly now represent them through their uniform (badges) their Planners and their assembly congregation (sitting in defined houses). The houses, their leaders and values are visibly represented within the key areas of school via House boards, banners and logo’s. Throughout 2022/23 to date, the house culture of Shenfield High School has been reborn.
* Student Leadership has continued to play an ever more present and effective role within the school. Actions have been taken following the second phase of recruitment to prioritise student voice, enabling leaders to represent the views of a wider school community. This has proven essential within the drive of the house system and the embedding of wider extra-curricular opportunities. Student leaders are self-developing the job roles for future leaders within the school, and ensuring a legacy of purposeful student leadership at Shenfield.
* DJ/Rich – Cultural challenges/Equality objectives

**Personal development**

1. Personal development opportunities are embedded through our core values, our curriculum offer and extensive extra-curricular offer. Personal development is extensively and consistently promoted through the House system, student leadership roles, sport, performing arts, extra and super-curricular opportunities, including the CCF where Shenfield High School has one of the largest CCF contingents in a state school in the country. There is strong take up and all students are able to benefit from the opportunities offered. (Disadvantaged stats.)
2. SMSC is a core element of our curriculum offer. Though facilitated through the social science curriculum, each faculty area takes account of SMSC in their planning. Moreover, our developing house system take account of the key SMSC components, most notably the focus on fostering an inclusive sense of community. Our behaviour policy is founded on the on concept of moral development supported by consistency of approach.
3. The school provides very high quality pastoral support with a Pastoral Manager, Head of Year and Senior Team link assigned to each year group Y7 to Y13. In addition, the House Coordinator supports character education and there are multiple opportunities for students to engage with active citizenship and be Respectful, Responsible and Ready to Learn. Students gain recognition through our C-point system for Challenge, Contribution and Collaboration and work towards rewards in each year group – Bronze, Silver and Gold in KS3, and then commendations leading to the Headteacher Award in KS4.
4. Fundamental British values underpin citizenship education as well as forming part of the approach to RSE and PSHE. In addition, they are referenced in collaboration with our overall school values and individual house values. THE Social Sciences curriculum, assembly programme and tutorial programme supports fundamental British values and an appreciation of diversity, an understanding and respect for protected characteristics, and the promotion of tolerance. Further investigation of ways to promote these aspects of the school’s work are being explored via the tolerance and respect working party.
5. Relationships, health and sex education (RSE) is delivered predominantly through social science curriculum, alongside elements of the science curriculum. Additionally, the assembly programme and links with external agencies/providers such as Brook, school nurses and other sexual health professionals. Our RSE policy was review in 2020 including a community consultation. A further audit of staff training and student voice is taking place Autumn 2021 with a view to revision as required.
6. PSHE and equality learning is facilitated through our social science curriculum. Equality and equity underpin all our school policies. New equality objectives will be set in Autumn 2021. These will be formulated through the tolerance and respect working party and in liaison with governors. The release of a cultural statement to the school community in October 2021 started the formal review with school community. Working party has been approached to take part in a county wide initiative the focus of which is Women’s safety and equality.
7. Careers provision meets the Gatsby benchmarks, with all students receiving unbiased information about next steps, with a number of opportunities to encounter the world of work through careers fairs, employer engagement days and interview days. Work experience takes place for Y12 students.
8. Pupil mental health and wellbeing. An extensive review of provision and redesign of our mental health strategy took place in Summer 2021. We are in the process of pursuing full accreditation of mental health leads at Advanced and Certificated level. This is in addition to remote training staff members undertook during lockdown. Additionally, our Gateway pastoral manager is accredited as a mental health first aider.
9. Learning related to mental and wellbeing is facilitated through our universal RSE and PSHE offer. We have good links with external providers and seek opportunities to facilities further links when available, for example children’s society. Any student presenting with or disclosing mental health or wellbeing concerns is able to access a member of staff to discuss. An assessment is made and then the most appropriate intervention sought via our interventions or critical case team.
10. Pupil voice. There is an annual community survey. This academic year we will be engaging in a further survey linked to issues of equality, tolerance and wellbeing. This is in part a result of internal reviews and in association with a pilot project linked to female safety that is being run by Essex County Council.

**Key priorities and actions:**

* Audit of RSE provision against statutory guidance
* Student voice regarding age appropriateness of SRE content then resulting actions
* Release cultural statement
* Community survey
* Accreditation for mental health lead
* Further capacity for lower tier mental health support
* Updated training for staff delivering key SRE & PSHE
* Training for general staff related to mental health, SRE, PSHE, EQUALITY

**Leadership and management**

1. Leaders have high expectations of all pupils in the school. This is embodied in the school’s published vision, objectives, policies and practices. This includes staff day-to-day interactions with students and systems set up to ensure that the school is continually working towards the expectation that the curriculum is the model of progress. All students have the opportunity to experience the planned curriculum with support provided through planned and targeted intervention and stretch provided through appropriate pedagogy and the opportunity to go beyond the taught curriculum through PREP. PREP encompasses, work set by teachers and activities done at home to consolidate, prepare for next stages of learning and to enhance understanding. PREP includes the promotion of super-curricular opportunities.
2. Professional development for staff is threefold. Some CPD is compulsory for all colleagues and governors. A prime example of this is safeguarding. Other CPD is directed ie colleagues are expected to engage with recommended CPD that enhances an area identified in performance review, or which addresses an area for identified development. The third category of CPD is optional. CPD is offered through whole staff Inset, on-line opportunities, CPD for identified groups such as ECT colleagues and working groups on particular school priorities. The CPD offer is mapped against the Teacher Standards to support colleagues’ professional development planning. The school’s Teaching and Learning group offers coaching to colleagues. The school also engages with key educational thinkers and educational research. Each year, an educational book is adopted to guide exploration through the educational book club, to which all colleagues are welcome to attend. For 2021-22, the focus will be on Tom Sherrington’s Walk-Thrus, which follows on from last year’s focus on Sherrington’s work on Rosenshine’s principles.
3. ECTs and new staff are well-supported by a member of the Senior Leadership Team. ECTs’ development against the teacher standards is carefully monitored, regular support is provided and the ECTs also have opportunities to meet together to reflect on their experiences.
4. While the school respects individual teaching style, behavioural expectations are the same across the school. All teaching staff are expected to use the principle that the curriculum is the model of progress. Thus, all departments have determined the sequencing of the curriculum, which is published. Work continues on ensuring that, beyond topic identification, the sequencing of the curriculum takes into account the necessity to build knowledge and understanding, and that key concepts are returned to and enhanced. Retrieval practice is a key part of learning across the school.
5. Parents are kept well-informed about the way in which the curriculum is constructed, how they can support their children’s learning, and what the expectations are of their children’s conduct in school. Information evenings engage with new entrants to Y7 and the Sixth Form, introduce PREP, KS4 and KS5 study. Video consultations about student progress take place regularly and staff telephone home with concerns and send postcards home to praise. Go4Schools and Edulink keep parents informed in real time of their children’s progress. An annual survey takes place to elicit parental views of the school’s performance.
6. Workload is a key consideration for the school. Over the last few years the school has reformed a number of practices to ensure greater effectiveness and efficiency, not making unnecessary demands on staff time. This has included the introduction of Go4S/Edulink creating live mark books rather than expecting staff to write narrative reports. Meetings are scheduled and kept to a minimum. Since the pandemic, we have introduced the use of scheduled video consultations instead of Parents’ Evenings. Like students, colleagues are known well so that wellbeing concerns can be picked up in a number of ways, including through the line management system and through a member of our staff being a Mental Health First Aider. We also subscribe to a telephone counselling service which is signposted and which all staff can use confidentially.
7. Quality of the workforce is a constant pre-occupation, in partnership with regular development of staffing structures to ensure that the needs of the pupils and the organisation are met, both through the school’s expansion and through identified priorities. With the school now reaching capacity, some structures have needed to be enhanced. Heads of Year have been appointed in Y7 to Y13 enhancing the year team structure already in place with a pastoral manager for each year group and an SLT link. This is ensuring that our focus on ‘every child known and known well’ continues as well as ensuring that our safeguarding culture and focus on pastoral support can continue as school numbers have increased. This has also allowed the school to reiterate and enforce its expectations following the disruption caused by the pandemic. In addition, the school has re-vitalised its House system. Student leaders and staff worked throughout last year to re-name and revitalise student allegiance to their Houses, ensuring the sense of communities within the school community and encouraging student leadership and student involvement in a variety of activities and competitions. A House Coordinator post has been created. The school has also appointed a Safeguarding Officer to work with the lead DSL. A new SLT role has been defined to focus on assessment supporting the curriculum as a model of progress across the school; focussing on how the curriculum is assessed, the feedback given to students/parents and the developments that curriculum areas make based on these assessments.
8. The school does not off-roll. Instead it works exceptionally hard to ensure that all pupils remain as part of the school community and has exceptional processes to work with young people who are experiencing challenges which could potentially put their school place at risk. Clear expectations, systems and a focus on supporting students ensures that fixed term exclusions are low and permanent exclusions a rarity.
9. The school has undertaken an audit of pupil premium provision for the beginning of the academic year 2021-22. The gap between the attainment of disadvantaged and other pupils has remained stubborn over the last few years and the gap has been further exacerbated by the pandemic. Previously, there has been a great deal of focus on the wellbeing of disadvantaged students ensuring that they have access to the same opportunities as other pupils. This has included paying for materials, trips and, on occasions, transport costs for getting to and from school. There has also been some investment in one-to-one tuition. Based on research evidence, the school will now provide further intervention to support academic progress and outcomes. An early decision was to employ a ‘transition teacher’ who will focus on numeracy for small groups in Y7. There will be a further focus on identifying disadvantaged pupils who will benefit from further one-to-one or small group support. The allocation of the school-based tuition grant will support this initiative.
10. The Gateway Centre supports students experiencing mental health challenges to continue their academic progress while reacclimatising to the school environment. The aim of The Gateway Centre is always to ensure that pupils can reintegrate into mainstream lessons. A dedicated pastoral manager manages the Gateway Centre and is line managed by the Lead DSL. The Lead DSL and Gateway Manager will be undertaking the mental health champion courses when they become available in January 2022.
11. The school adheres to a model of distributed leadership. All members of the senior team have clear responsibility portfolios and team leaders and other posts of responsibility enjoy a degree of autonomy within clear structures and accountabilities.
12. An Assistant Headteacher has taken on assessment as a major part of his portfolio this year. This supports the school’s stance that the curriculum is the model of progress, with a distinct emphasis on ensuring that staff are able to ensure that the curriculum is appropriately sequences and that students are assessed against the knowledge and skills they have retained.
13. The Governing Body has a defined committee structure and individuals take roles of responsibility. Governors have access to training provided by Essex, and the school also provides regular school-based training. Governor monitoring visits take place regularly, focusing on priority areas. The Head’s performance management takes place every year, using an external advisor to support the governing body. Due oversight takes place of the performance management of other staff, leaders are held to account through a regular reporting process via the two main committees: the Standards and Performance Committee and the Resources Committee. The Governing Body is currently reviewing the training that is required to be an effective governor, and is also recruiting additional members of the governing body to ensure that a range of skills is represented.
14. The school has an inclusive culture and has developed a means of support based on an intervention model. Support is provided in-class for PNI pupils, but other needs are largely met through an intervention model. For example, the school has adopted Thinking Reading with the aim of ensuring that all pupils can read to their chronological age. Pupils who are two of more years below their chronological reading age are identified through a precise testing regime to ensure that the intervention is appropriate. The one-to-one phonics-based intervention takes place until the pupil reaches chronological age. Other pupils who are behind are supported through the approach to reading being adopted in classrooms across the school. Although interrupted by the pandemic, data indicates that pupils are progressing with their reading significantly. Further work will be done this year to ensure that pupils less than 2 years behind are being appropriately supported through mainstream lessons.
15. Following the departure of the school’s long-standing SENCO in April 2022, The deputy SENCO was appointed as SENCO, supported by 7 HLTAs and 2 TAs, all with specific job roles. The department is further developing its work on ensuring that teaching staff are properly informed of the needs of pupils in their classes and the strategies to be used to support their progress.
16. Safeguarding is effective. There are clear reporting systems and staff are appropriately trained and updated, as are governors. Staff are familiar with KCSIE and the school’s Safeguarding Policy. The school has given due consideration to the issue of sexual harassment, online sexual abuse and sexual violence. The school’s relationships, sex and health education curriculum, behaviour policy, pastoral support aims to ensure that pupils and students treat each other with respect in all aspects of their interaction. The school has developed a working party to focus on how societal issues such as sexual abuse, racism and misogyny can be further explored in school in support of appropriate and respectful behaviour. A survey of staff, parents and students in Autumn 2021 is leading to further actions in school in spring 2022 – a means of anonymously raising a concern through a button on the school website, further training on the concept of consent and planning for single sex focus groups to further explore issues from the young people’s perspective. Further intervention using outside agencies is taking place.
17. Senior Leaders have up-to-date safer recruitment training with at least one appropriately trained personnel present in all interviews
18. The Lead DSL and safeguarding team all have up-to-date L3 training and attend regular training via the county or other specialist providers. Senior Leaders have an appropriate level of training including how to manage allegations toward staff.
19. The school is mindful of protected characteristics and pupils are not separated unlawfully.
20. The school is meeting the DfE’s statutory guidance with regard to relationships education, relationships and sex education and health education. LGBT relationships education is included in the curriculum. The school provides a lunchtime space for discussion and exploration of LGBT+ issues. This aspect of the school’s provision will be monitored, reviewed and enhanced as necessary during this year.

**Key priorities and actions:**

* On-going training regarding key safeguarding areas with assessment of understanding
* Further development of mental health strategy following Mental Health Lead course in 2022
* Development of equality objectives linked to outcomes from working party
* Development of training requirements for the governing body and further recruitment to the governing body.

**Evidence & Up-Date March 2022**

Referring to point 9 Pupil Premium

Year 11 Mock results

English 9 to 4 - 8% gap (last year’s mocks -6% gap)

English 9 to 5 -3% gap (Last year’s mocks -18% gap)

English 9 to 7 0% gap (Last year’s mocks -19% gap)

Maths 9 to 4 -8% gap (Last year’s mocks -27% gap)

Maths 9 to 5 -11% gap (Last year’s mocks -18% gap)

Maths 9 to 7 -9% gap (last year’s mocks -4% gap)

9 to 4 En&Ma -6% gap (Last year’s mocks -29%)

9 to 5 En&Ma -9% gap (Last year’s mocks – 17%)

PP profile is very different.

Total PP: 24 2021-22 Total PP 33 2020-21

Higher: 7 Higher 2

Middle: 11 Middle 15

Low: 4 Lower 15

None: 2 None 1

**Quality of Sixth Form Provision**

1. The Sixth Form offers a broad range of courses allowing students to follow an A Level programme, a BTEC Diploma Programme or a mixed A Level/BTEC Certificate Programme. Entry requirements to the different pathways are made clear at the point of application, as are the entry requirements for different subjects. This ensures that students are placed on appropriate courses to suit their aptitudes and aspirations. We have strategically planned options blocks for sixth form subject choices. We have looked carefully at subject combinations to ensure students are able to choose three of four subjects to ensure their successful transition onto future pathways.
2. Students who did not achieve a grade 4 in English or Mathematics have timetabled lessons built around their chosen subjects.
3. Students are closely monitored and staff flag up any students about whom they have concerns through the Sixth Form Learning Score system highlighting attitude to learning and any difficulties being experienced with accessing and understanding the curriculum. Support is put into place via the Sixth Form Team, subject areas and the SEND team as necessary, with progress continuing to be monitored closely. The Sixth Form have developed a range of support and guidance interventions. The list below indicate the point that these are used to help support and guide our students journey through Sixth Form
   1. Support policy (on-going)
   2. Learning score (Y12 September – 3rd week)
   3. Tutor mentoring (1-2-1 mentoring with student 3 times a year)
   4. Careers interview (available on demand)
   5. Work experience (Y12 July)
   6. Support contracts (Y13 September, following Y12 end of year exams)
   7. SEN support link (on-going.)
4. The decision to use Applicca, our admissions platform, brings with it the benefit of collecting important SEN information from external students as they apply. This is followed up quickly when the student formally enrols, but helps to ensure that staff have access to SEN information so that staff can ensure that their lessons are accessible.
5. All subject areas are coherently planned and sequenced, with Sixth Form staff enjoying access to whole school CPD as we have developed the concept of the curriculum as our progress model. Curriculum content is delivered coherently and student understanding is checked systematically through questioning, low-stakes tests and more formal assessment opportunities. Access to formal assessment data is led by the HOY and overseen by ACO. Strategies are implemented and monitored continuously to ensure that students have the best chance of success.
6. The HOY role, introduced in September 2021, has seen the Sixth Form team grow, with 2 new positions being filled by experienced KS5 tutors. Their primary focus is the academic progress of the students in their year group, they will work with all stakeholders (student, teacher and parent) to implement, communicate and monitor relevant intervention.
7. We are actively working with Oxford and Cambridge’s outreach programmes, online support and other examples that include the ‘Brilliant Club’ are available for students to apply to be a part of
8. Our Y13 have the opportunity to complete the EPQ, extending their ability to work independently and enhancing UCAS and other applications.
9. Sixth Form staff have appropriate expertise in their subject area with a number also being examiners.
10. Staff encourage the use of appropriate tier 2 and tier 3 vocabulary, along with the appropriate methods of structuring their written responses to demonstrate their understanding.
11. An environment appropriate for sixth form study has been created with a large supervised study room and a number of small subject based study rooms for sixth form use across the school.
12. Punctuality and attendance info
13. Students have priority access to careers advice. With the opportunity to attend the school’s career fair and also take advantage of attending the various workshops available throughout their sixth form life.
14. Outcomes in the Sixth Form demonstrate that students develop a detailed knowledge of the curriculum and are developing their readiness for the next stage in their education. Support is offered for all future pathways, including university application, apprenticeships and the world of work. Work experience takes place in July of Y12.
15. Sixth Form students are expected to follow whole school policies. There is a separate dress code for the Sixth Form. Students are also given a range of leadership opportunities, including peer mentoring, prefect roles, House Captains, Sports and Performing Arts ambassadors and the prestigious role of Head Student. Sixth Formers are expected to be role models for younger students and have the opportunity to contribute to the school community.
16. To encourage extra-curricular participation, our three academies have allocated timetabled sessions within the week that students attend.
17. Football academy
    * 1. boys, 16 girls
18. Cricket academy
19. boys, 2 girls
20. Performing arts academy

2 boys, 16 girls

1. Our Sixth Form PSHE plan is a working document and forms the basis of our ‘themes’ that have been strategically set in accordance to what we believe our students need various points in their Sixth Form journey. The hyperlink will take you to this year’s plan: [..\Assemblies\2021-22\2021 Sixth Form PSHE Curriculum Overview SHENFIELD VERSION.docx](file:///\\shssan1\StaffData$\a.cooke\6th%20Form\Assemblies\2021-22\2021%20Sixth%20Form%20PSHE%20Curriculum%20Overview%20SHENFIELD%20VERSION.docx).
2. Opportunities available for students outside of the PSHE plan that is undertaken during registration include:
   1. Peer mentor training for students wanting to help support younger students
   2. Subject support for students wanting to help in a particular subject
   3. Charity events run during the year (Macmillan coffee morning, Christmas jumper day to name two of the more popular events)
   4. Careers interviews

19 We aim to build trusting relationships with all parents, so that we can work together to support our students. They are invited into school at every occasion to help make sure that they have the necessary awareness and support when helping their son/daughter think about their future. The first opportunity arises in the 2nd week of term, when Year 12 parents are invited into school to listen to a presentation that aims to help inform them of the Sixth Form’s policies, aims and also the support and guidance available to help. When launching UCAS to students, we invite parents into school in July to help them understand the process and this will ensure that they are able to support their son/daughter as well.

**Key priorities and actions:**

* To ensure that sixth form numbers are managed to ensure that there is appropriate physical capacity as Y7-Y11 reaches maximum numbers (240 PAN)
* To continue to ensure that the curriculum offer remains unique by planning for recruitment to the football, cricket and performing arts academies, while managing numbers admitted to the Sixth Form overall.
* Ensure that the Sixth Form support system identify struggling students early and puts in appropriate support
* Further support and develop the roles of Head of Year for Y12 and Y13, including providing more time for the role in 2022-3.