**Shenfield High School**

**Headteacher’s Report**

**to the Governing Body**

**September 2021**

**Numbers currently on roll: 1557**

|  |
| --- |
| Numbers on Roll  |
| Y7 | 247 |  Y11 | 205 |
| Y8 | 246 |  Y12 | 216 |
| Y9 | 234 |  Y13 | 171 |
| Y10 | 238 | **TOTAL** | **1557** |

**Staffing**

ECT stands for Early Careers Teacher and replaces the term NQT (Newly Qualified teacher) Karuna Shaunak-Hobbs oversees new staff and the ECT programme.

|  |  |
| --- | --- |
| **New staff** | **Post** |
| Nigel Bolitho | Safeguarding Officer |
| Luke Clayton | PE and Social Sciences (ECT) |
| Neville Dennehy | Team Leader for Maths |
| Rosie Grabowski | Teacher of English (ECT) |
| Faye Green | Teaching Assistant |
| Emma Harris | Teacher of Science (ECT) |
| Sue Harvey | Art Technician |
| Maggie Howell | Teaching Assistant |
| Ben Ireland | Social Sciences (ECT) |
| Josie Joshua | Teacher of Drama (ECT) |
| Jordan Leppard | Teacher of Science |
| Claire Loffredo | Cover Supervisor |
| Ann Marsh | Science Technician |
| Faye Nichol | Teacher of English (ECT) |
| Victoria Newton | Attendance Officer |
| Sharon Pickering | Teaching Assistant |
| Fergus Rees-Gildea | Teacher of English (ECT) |
| Jack Stevens | Teacher of PE, Social Sciences; Cover Supervisor (ECT) |
| Hannah Thornhill | Teacher of PE (ECT) |
| Sue Towns | Cover Supervisor |
| Brendan Weakliam | Teacher of Drama (ECT) |
|  |  |

**Results 2021**

A record of our results is published in a separate document and was sent to you during the summer following publication. These are available on weebly for eas

None of the usual accountability measures are in place this year and, because of the unique circumstances, it is impossible to compare these results to any other year, nor is it useful to try to discern patterns or draw conclusions. The teacher-assessed grade process was conducted with integrity and our focus has been on ensuring that students received a fair grade according to that process. Full details were given to governors of our approach in previous meetings. Information about how to appeal was provided to all students and we have received only 5 appeals.

**Safeguarding Training for Governors**

Our next Governor Training event is scheduled for 5th October 2021 and as is usual for the first session of the year it will focus on safeguarding. Rather than expecting you to attend a session in person, DJ Barron, Assistant Headteacher Safeguarding and our Designated Safeguarding Lead has prepared training which, along with reading essential documentation, you can do when it is convenient to you but with a deadline of Friday 8th October. Safeguarding training is essential for your governor role and we will need to follow up non-completion by the deadline stated. We hope you find it useful and DJ or I will be happy to answer any questions you may have. Please see the appendix to this report which sets out the required training, the documents you need to read and the link to the training video.

DJ is also leading a working party of staff to focus on our Equality Objectives, particularly in the light of societal concerns about racism, misogyny and sexual abuse. We will engage governors in this important work as it progresses.

**Start to term**

The term has started smoothly. As advised by Essex County Council, all Y7 students were Covid tested twice at the beginning of term to ensure our continued infection control. Restrictions such as bubbles, masks and one-way systems have been relaxed, but we remain vigilant and enhanced cleaning and twice weekly testing at home for staff and students remain in place.

Recruitment to the Sixth Form was very strong with the highest number of starters we have ever had in Y12. As we continue with intakes of 240 in Y7, we will strategically manage numbers in the Sixth form in future years; we have reached a point where we will be largely welcoming our own students with fewer places available for external applicants. We will, of course, continue to market our Sixth Form and maintain our Football, Cricket and Performing Arts Academy places.

The launch of our revitalised House system has been energetic, as has the enthusiasm and professionalism with which staff have taken on new or different roles. We have a large number of new staff this year and so supporting early careers staff, as well as new-to-Shenfield colleagues has become a larger role. Interventions in support of literacy and numeracy have begun and we will report on the effects of these interventions later in the year. In addition, an audit of our provision with regard to supporting disadvantaged students in also taking place and our approach will be explored further through the Standards and Performance Committee as the year progresses.

As we return to some semblance of normality, we will undertake our self-evaluation of the school using the Ofsted framework as a scaffold. The revised version will be ready for presentation and discussion at Standards and Performance in October.

As we are so close to the beginning of the year and you received my last report in July, attendance and safeguarding will be reported on in subsequent metings.

**School Improvement Plan Headlines 2021-22**

As agreed at our July meeting, here are the Improvement Headlines for this academic year:

1. embed the newly developed school House system, promoting student leadership, participation and the embracing of school values:
* Be **Respectful**
* Be **Responsible**
* Be **Ready to Learn**
* Seek **Challenge**
* Make your **Contribution**
* Develop your **Collaboration** skills
1. 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.
1. Supporting numeracy:

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

1. To further develop academic and other support for disadvantaged students
2. Re-establish and extend the school’s wide range of extra-curricular activities.
3. To ensure that staff professional development is prioritised with compulsory, directed and optional CPD provided.
4. To review and re-set our equality objectives and determine how identified issues can be progressed.

**Carole Herman**

**September 2021**