

Headteacher’s report to the governing body

July 2023

* 1. Staff
	2. Leavers

|  |  |  |
| --- | --- | --- |
| Emma | Mason |  *Geography* |
| Clare | Dyke |  *Food Course Leader* |
| Luke  | Clayton |  *PE & Social Science* |
| Olga |  Andre-Lopez | *MfL* |
| Mark | Bolton |  *Vocational Instructor* |
| Brendan |  Weakliam | *Drama* |
| Lisa | Hart |  *Science* |
| Gayle | Penn |  *Exams Officer* |
| Rebecca  | Goulding |  *English* |
| Stacey | Toole |  *TA* |
| Saffron | Wood |  *Pastoral Year Manager* |
| Emily | Skaret-Ball | *Drama Therapist* |

* 1. Joiners

|  |  |  |  |
| --- | --- | --- | --- |
| Rory | Costello | *Course Leader Food* |  |
| Jordan | Kelly | *Teacher of Drama* |  |
| Elham  | Clayton | *Teacher of Art* |  |
| Naoual | Malhouf | *Teacher of French* |  |
| Ellie-Grace | Kiff | *Teacher of PE* |  |
| Thomas | Poole | *Assistant Headteacher* |  |
| Megan | Barrett | *Teacher of History* |  |
| Ben | Benjeddi | *Teacher of computer science* |  |
| Diane | Sossou | *Teacher of Engineering & Physics* |
| Ana  | Lopez | *Teacher of Spanish* |  |
| Maria | Awogu | *Teacher of English* |  |
| Caroline  | Langston | *SEMH Support Teaching Assistant* |  |
| Keeley  | Pickett | *Exams Officer* |  |
| Julie  | Woodhouse | *Teaching Assistant* |  |
| Ellie  | Goodwin | *Science Technician* |
| Montunrayo (Monty) | Arojojoye | *Learning Support Assistant* |  |
| Jessica | Sawkins | *Learning Support Assistant* |  |
| Lucy  | Blasse | *Learning Support Assistant* |  |

* 1. Current Vacancies

Science Teacher

Social Science Teacher

Geography Teacher

Pastoral Year Manager

Head of Year

* 1. Staff Absence Year to date
		1. Teaching Staff

In the year to date 411 days have been lost to sickness across this staff group. Five members of staff account for 94 of these days but for all calculations that follow these outliers have been kept in as regardless of context the impact on the school is the same.

These 411 working days’ account for 2.5% of all working days for teachers (calculated using 195 days x FTE).

Absence due to other reasons which includes training, compassionate leave etc. totals 805.5 working days which accounts for 5% of all absences and is an average 9.5 days per FTE teacher

In total, teacher absence is at 7.4% for the year to date at 1216.5 days in total and an average of 14.5 days per member of staff.

As said at the outset there are individual reasons for high absence in both categories such as post-op recover, parental leave etc. but it is evident that teacher absence has had a significant impact on classes and budget this year.

When we remove outliers from the sickness data the total teacher absence remains at 7% (working days for outliers also removed from calculation)

* + 1. Support Staff

Amongst support staff 412 working days have been lost to sickness absence (3.8%) and 567 days for other reasons (5.3%) which for some support staff could also include annual leave e.g. site team.

There are significant outliers within the support staff as four members of staff account for 12 days of sickness absence. Removing these individuals brings the total % absence for support staff to 7.6%.

* + 1. Patterns of sickness absence

The chart below illustrates the pattern of absence for single day sickness absences.

There is an indication that teachers are more likely to have a one-day absence on a Monday (30% of all single day sickness absences) which together with Fridays accounts for 55% of all single day absences

14.4. Next Steps

* We need to design data reports that allow leaders to monitor staff absence more efficiently and frequently. The data presented here comes with a caveat in that it was calculated manually from different data sources (although I believe even with human error the picture is sufficiently evident to draw conclusions).
* We need to revisit our staff absence policy. For example, we have no trigger for number of absences in a rolling 12-month period for teachers.
* We need to provide training for all line mangers in how to conduct an absence review meeting and how to deal with emerging or persistent issues.
* The two points above taken together would allow better informed discussions between individuals and line managers that could both better support colleagues when needed or challenge when needed.
* We will develop a Shenfield High School Wellbeing Charter that makes explicit what we already do and will do to support staff welfare
1. Students
	1. Numbers currently on roll

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 7** | 238 | **Year 11\*** | 238 |
| **Year 8** | 238 | **Year 12** | 143 |
| **Year 9** | 234 | **Year 13** | 196 |
| **Year 10** | 240 | **TOTAL** | 1527 |

* 1. **Mobility**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Leavers** | **Joiners** | **Net Movement** | **Waiting List** |
| **Year 7** | 8 | 9 | +1 | 7 |
| **Year 8** | 6 | 6 | = | 16 |
| **Year 9** | 13 | 10 | -3 | 4 |
| **Year 10** | 4 | 5 | +1 | 7 |
| **Year 11** | 3 | 4 | +1 |  |

* 1. **Attendance**
		1. **Overview**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **% Attendance** | **% Unauthorised absence** | **% Persistent absence** | **Number of severely absent students <50%** |
| **No. on roll** |
| **Year 7** | 238 | 93.2 | 1..98 | 20.1 | 1 |
| **Year 8** | 240 | 90.54 | 3.67 | 27.5 | 6 |
| **Year 9** | 235 | 92.52 | 2.09 | 25.5 | 1 |
| **Year 10** | 240 | 91.99 | 3.14 | 23.7 | 5 |
| **Year 11** | 241 | 91.68 | 2.64 | 22.4 | 5 |
|  |  |  |  |  |  |
| **Boys** | 643 | 91.9 | 2.63 | 54.8 | 10 |
| **Girls** | 551 | 91.7 | 3.12 | 45.1 | 8 |
| **PP** | 122 | 85.4 | 6.18 | 37.8 | 9 |
| **SEND** | 157 | 89.4 | 3.69 | 28.3 | 7 |
|  |   |   |   |   |   |
| **Total**  | **1194** | **91.9** | **2.3** | **23.8** | **18** |

* + 1. **Key Groups with gaps**

Whilst we are maintaining an above National with our attendance it is proving stubbornly difficult to shift.

Year 8 has the lowest attendance of the year groups, 74 members of this year group have an attendance below 90% with 27 of these below 80%. Thirteen of the students with an attendance below 80% have an identified SEN need; three have an EHC plan. This is the picture across the year groups: polarised attendance picture with SEND over represented within the very lowest attendees. A significant proportion of SEND students with the lowest attendance fall within the SEMH category and where that manifests itself as anxiety parents are keeping their children at home.

There are over 210 students in receipt of the pupil premium but 31% of these are also on the SEN register. This is the difficulty; multiple barriers that are challenging to unpick.

When dealing with non-attendance we need to be able to identify the differing causes and apply interventions and support appropriately.

If we are to take any positives from the data, it is that following the decline seen in the first half term the picture has since stabilised across cohorts.

* + 1. **Next Steps**
* We have already appointed a second attendance officer who will start full time in September. This is an internal appointment from the SEND team and so they will be able to hit the ground running.
* The appointment of the new Assistant Headteacher for Behaviour and Attendance also adds much needed capacity to the leadership of this important whole school issue. They come with experience in this area.
* We must focus on the experience of our children when they are in school by monitoring, the quality and appropriateness of their lessons; the support they are receiving and the amount of disruption they are experiencing due to cover lessons
* Improve the monitoring and the quality and accessibility of the data we are using for our monitoring.
* Sixth Form: our policy is changing next year. The year 13 students will only be allowed to leave during a non-contact period 5 If their attendance is above 95% and they are meeting expectations in their lessons. The year 12 students will have the same privilege after they have completed the first half term and demonstrated they can meet these thresholds for a sustained period.
	1. **Suspensions**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|   | **Total** | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** |
| Cohort Size | **1572** | **245** | **244** | **247** | **245** | **244** |
| Total Suspensions | **115** | **32** | **21** | **12** | **34** | **10** |
| Suspension (No of cohort who have received) | 59 | 13 | 11 | 6 | 18 | 5 |
| Suspension(% of cohort who have received) | 3.8% | 5.3% | 4.5% | 2.4% | 7.3% | 2.0% |
| Suspension (2+)(No of cohort who have received) | 22 | 6 | 3 | 4 | 6 | 3 |
| Suspension (2+)(% of cohort who have received) | 1.4% | 2.4% | 1.2% | 1.6% | 2.4% | 1.2% |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|   | **Male** | **Female** | **PP** | **Non PP** | **LAC** | **PLAC** | **Non P/LAC** |
| Cohort Size | **841** | **731** | **257** | **1315** | **4** | **4** | **1564** |
| Total Suspensions | **83** | **32** | **59** | **56** | **2** | **2** | **111** |
| Suspension (No of cohort who have received) | 39 | 20 | 25 | 34 | 1 | 1 | 57 |
| Suspension(% of cohort who have received) | 4.6% | 2.7% | 9.7% | 2.6% | 25.0% | 25.0% | 3.6% |
| Suspension (2+)(No of cohort who have received) | 17 | 5 | 13 | 9 | 1 | 1 | 20 |
| Suspension (2+)(% of cohort who have received) | 2.0% | 0.7% | 5.1% | 0.7% | 25.0% | 25.0% | 1.3% |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|   | **EHCP** | **SEN (K)** | **Non SEN** | **EAL** | **Non EAL** | **Mid-Year** | **Non Mid-Year** |
| Cohort Size | **42** | **266** | **1264** | **47** | **1525** | **56** | **1516** |
| Total Suspensions | **10** | **46** | **59** | **1** | **114** | **3** | **112** |
| Suspension (No of cohort who have received) | 5 | 19 | 35 | 1 | 58 | 2 | 57 |
| Suspension(% of cohort who have received) | 11.9% | 7.1% | 2.8% | 2.1% | 3.8% | 3.6% | 3.8% |
| Suspension (2+)(No of cohort who have received) | 3 | 7 | 12 | 0 | 22 | 1 | 21 |
| Suspension (2+)(% of cohort who have received) | 7.1% | 2.6% | 0.9% | 0.0% | 1.4% | 1.8% | 1.4% |

* + 1. **Key Groups**
			1. **EHCP students**

The three students who have received more than two external suspensions are all in year 7 with the other suspensions being received by a year 8 student and a year 10 student. All students have an EHCP for SEND that falls within the SEMH category.

* + - 1. **SEN support students**

Of the seven students with more than one suspension, three have amassed 22 between them. Of these three students one has since been permanently excluded (upheld on IRP appeal), one has left the school and is off roll and the third (a year 7 boy) we continue to work with him and his family.

* + - 1. **LAC**

The incident that the one looked after child received a suspension for was a significant one and would have justified a permanent exclusion. However, we worked closely with the Virtual School and agreed an offsite provision plan until another school could be sourced who would agree to take him on roll nearer to where he was living in Harlow. This was done successfully and so avoided a permanent exclusion for this vulnerable child.

* + - 1. **Pupil Premium Students**

Fifty percent of the pupil premium students who have received at least one suspension are also on the SEND register and all bar one of these students are male. This is an indication of the particular difficulty in regard to students who have multiple barriers to engagement and learning.

* + 1. **Primary Reasons**

The vast majority of our suspensions have been issued for defiance. This includes students who refused to accept an initial internal suspension as the sanction.

Our internal suspension room (previously the Blue Room) was refurbished and reset at Easter to make it a more formal, purposeful and effective sanction

* + 1. **Next Steps to Reduce Suspensions**
* Focus the whole staff CPD programme in 2023-34 on practice that can influence positive behaviour such as building relationships, SEND strategies in the classroom, de-escalation techniques.
* Introduction of a Nurture Pathway into the timetable that will provide a more appropriate provision for those students who are not ‘Secondary Ready’
* Provide Heads of Year with the time (they currently only have six hours a week of non-contact time) to work more proactively with their year groups on engagement and academic success.
* Improve the capacity of the Senior Team to support with the Introduction of a Deputy Headteacher for Behaviour and Attendance into the senior team structure, the decoupling of the Head of English and Head of MfL from the AHT roles and an increase in the non-contact time of senior staff.
* Develop the work of the Positive Impact Centre (PIC); *please see separate document*
* Use of assemblies and form time to deliver a more explicit Behaviour Curriculum
	1. **Safeguarding and Wellbeing**
		1. **Logged(CPOMS) incidents**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   | **Y7** | **Y8** | **Y9** | **Y10** | **Y11** | **Y12** | **Y13** | **Overall** | **Mental Health Totals** |
| **Autumn 1** | 56 | 145 | 57 | 176 | 211 | 38 | 90 | **773** | **135** |
| **Autumn 2** | 46 | 124 | 51 | 152 | 96 | 16 | 26 | **511** | **117** |
| **Spring 1** | 81 | 113 | 57 | 228 | 98 | 28 | 28 | **633** | **88** |
| **Spring 2** | 71 | 114 | 66 | 200 | 143 | 20 | 39 | **653** | **119** |
| **Summer 1** | 53 | 107 | 77 | 209 | 71 | 17 | 23 | **557** | **62** |
| **Summer 2** | 19 | 13 | 13 | 23 | 6 | 7 | 1 | **82** | **27** |
| **Total** | **326** | **616** | **321** | **988** | **625** | **126** | **207** | **3209** |  |

The analysis above does not explore sub categories (anxiety, suicidal ideation, eating disorder, self-harm, psychosis, intrusive thoughts). This is because we have added the latter two categories in year to better capture or reflect the reality of a disclosure. Anxiety, followed by self-harm remain the most consistently presenting issues. The categorisation of mental health concerns is being reviewed under a new category of SEMH for next year.

As with other analysis Y10 are the most represented year group for Mental health. This data represents some individually high tariff students some of whom have a Consistent Management Plan in place due to safety concerns around self-harm and other who have very low school attendance.

The year 11 spikes in Autumn 2 and Spring 2 for Y11 which is related to exam stress prior to mocks and to the summer examinations. We have supported this with exam stress workshops which will be in place again next year. Mental Health remains the most prevalent safeguarding category represented.

**This year we have also made 18 referrals to social care**

* + 1. **Next Steps**
* We need to review the reporting that we pull off from CPOMs because it does not currently easily allow us to have a strategic and proactive approach to some of the issues that are prevalent.
* Better connectivity and responsiveness between referral patterns and our form time and assembly curriculum
* Make better use of student voice so we can get ahead of the curve on emerging issues
* Improve our provision of an online safety education. We have bought into the National College’s Online Safety Programme that includes a parental app that will be freely rolled out to all our parents.
* Georgia Day is working to secure support from the government funded Mental Health Support Team programme

**3.0. Priorities for 2023-24**

*“We cannot improve what we don’t know”*

**3.1. Improve monitoring at all levels**

This has previously been discussed with governors and has since been shared with Team Leaders and all staff.

The school calendar for 2023-24 has been broken up into three formative monitoring cycles of approximately 10 weeks each with the period following the third identified as a summative monitoring period that will support school self-evaluation and the identification of priorities for the following year.

To support and empower Team Leaders to conduct their own monitoring a document has been produced that confirms the expectations (please see copy provided as a separate file).

**3.1.1. Use of data**

**3.1.1.1. Attitude to Learning grades**

From September these will solely be given on the basis of a student’s attitude in the lesson itself with PREP completion or Wider PREP being a contributor.

PREP (homework) will be reported on separately and itself needs to be of better quality and quantity.

**3.1.1.2. Student Progress**

A challenge this year has been how to use the available data to monitor the progress of students. Work is underway on a data model that will allow us to look at the progress of student groups across the curriculum at the end of each monitoring cycle. This will allow us to take an important step in our monitoring and reporting of student progress but there is still more development to be done in the spiralling of the assessments. This is easier for skills based curricula e.g. English than content based curricula e.g. science.

Next year we will be looking at the introduction of more formalised summative assessments in years 7 to 9 that provide us with better information on how a student has performed across the whole year.

Students in years 10 and 12 will receive GCSE and A Level grades following their exams this half term.

**3.2. Achieving a whole school improvement drive**

**3.2.1. Whole School Objectives**

It is key for us as a school to be able to distil down all that we want to and need to achieve in 2023-24 into one or two objectives that the whole school community can understand, contribute to and communicate.

The first objective is to refocus the school on its core purpose and reset the primacy of lessons. Whilst it is easy for us as a school to agree that students need to be in lessons we have practices, habits and systems that can send a different message. We have consciously chosen to use the language of lessons rather than the language of learning as it is a more tangible and easily transferrable priority.

The second objective is to improve leadership at all levels from the senior leaders through to those who lead their classroom and their own individual work and to those who are student leaders.

The one-year school improvement plan will be written around these two objectives.

**3.2.1. Department/ Team Objectives**

The Team Improvement Portfolios (TiPs) have been stripped back so that they focus more clearly and explicitly on no more than three improvement objectives which will also link to the whole school objectives; they will now be plans rather than portfolios.

**3.2.2. Professional Development Plans**

There has been a complete refresh of the principles of appraisal in 2023-24 and the documentation used.

Currently, it is possible for there to be as many different personal objectives as there are staff (x3) with any link to a whole school priority dependant on line manager.

The most important principle for school improvement is that ALL members of staff will have at least one objective focused on a common whole school objective but with scaffolded actions and success criteria that reflect their particular role within the school.

Examples have been provided separately of how this might look for a senior leader, TLR postholder and a classroom teacher.

Support staff will also have the same template and link with a common objective.

**Summation**

I would like to thank the Governing Board for their support during my first year as Headteacher of Shenfield High School. For the senior team it has been a year full of questions and some challenge and they have responded openly and positively and I am grateful to them for giving me their trust.

It has been a difficult year for staff in dealing with changing leadership, disruptive events and a changing student attitude and dynamic (in some cases).

I am confident that the structures and systems we are refining or introducing next year will support Team Leaders to better support their teams and drive improvement.

**Clare Costello**

**Other documents provided separately**

1. Pupil Impact Centre information
2. Department Monitoring Document
3. Team Improvement Plan (TiP) template
4. Personal Development Plan templates for:
	1. Senior Leader
	2. TLR postholder
	3. Classroom teacher