**Shenfield High School**

**Headteacher’s Report**

**to the Governing Body**

**July 2022**

**Numbers currently on roll: 1525**

|  |  |
| --- | --- |
| **Year** | **Total** |
| Year 7 | 240 |
| Year 8 | 241 |
| Year 9 | 241 |
| Year 10 | 234 |
| Year 11 | 205 |
| Year 12 | 200 |
| Year 13 | 164 |
| **Totals** | **1525** |

**Staffing**

**Leavers – Summer 2022**

|  |  |  |
| --- | --- | --- |
| **Name** | **Role** | **Reason** |
|  |  |  |
| Faye Green | Teaching Assistant | Teacher training |
| Connor Sullivan | Teaching Assistant | Taking up role as solicitor |
| Rosie Grabowski | Teacher of English | Leaving teaching |
| Melissa Watson | Teacher of French and Spanish | Leaving teaching |
| Rosie Hall | i/c Food and Nutrition | New post closer to home |
| Anna Knight | i/c H and SC; Head of Year 13 | Relocation to South of France |
| Aideen Kelly | i/c KS4 English | Relocation to Ireland |
| Gill Power | Teacher of History | Retirement |
| Carole Herman | Headteacher | New post as Executive Director of ASHE |

**New staff – September 2022**

|  |  |
| --- | --- |
| **Name** | **Role** |
| **Teaching staff:** |  |
| Eric Barwell | Teacher of Computer Science i/c KS5 |
| Lisa Bennet | Teacher of Food and Science (PT) |
| Jayne Bree | Teacher of English |
| Arwen Bloomfield | Teacher of Geography |
| Clare Costello | Headteacher |
| Serrena Crick | Teacher of Social Sciences (ECT year 2) |
| Dalia Garcia Aquino | Teacher of Spanish and French (ECT) |
| Rebecca Goulding | Leader of KS3 English |
| Alison Marks | i/c Health and Social Care |
| Philip Messenger | Teacher of Science |
| Sonia Milki | Teacher of Maths (ECT) |
| Sophie Panayi | Teacher of English |
| Dominic Walmsley | Teacher of History (ECT) |
|  |  |
| **Support Staff:** |  |
| Michelle Marler | Teaching Assistant |
| Robin Maynard | Senior Staff Instructor (Cadets) |
| Shannon Nelson | Sixth Form Pastoral Manager |
| Paula Purvis | Attendance Support Officer |

**Admissions**

The school remains over-subscribed with 20 appeals for next year’s Y7 and a waiting list of a hundred. There were three successful appeals but admissions have been managed to ensure that there are 240 entrants to Y7 in September 2022.

We have had an approach from the Headteacher and Chair of Governors at Mountnessing Primary School asking if we would consider making Mountnessing a named primary school in our Admissions Policy. Mountnessing School is in the same Trust as St Mary’s, Shenfield. This school is one of only four named schools for The Anglo European School and having discussed this with the Headteacher, Jody Gee, she has stated that she would object should we go out to formal consultation. To preserve the relationship with a neighbouring school, I would recommend that there is no formal consultation on this matter.

**Safeguarding** and **Behaviour** and **Attendance** are being dealt with in separate items led by Assistant Headteachers DJ Barron and Jamie Rigg, respectively.

**Sixth Form Curriculum Offer**

With great reluctance, we have had to remove the BTEC Diplomas in Business and Health and Social Care for September 2022. This will need to be reviewed for September 2023. This has been caused by staffing issues. We have been unable to recruit to a one year fixed term post to cover a maternity leave in Business. In addition, we received a resignation from a teacher of Health and Social Care in the days leading up to the 31st May deadline.

Places are offered conditionally until results are known in August. Based on applications received, we were aware that this decision could potentially affect 17 internal students who had applied for Business and 13 internal students who had applied for Health and Social Care. These students took their last GCSE exam on Thursday 23rd June and we determined that the potentially affected students should be told at that point; it would have been unfair to cause anxiety while the external exams were still going on.

Students were told in person at the end of the final exam and a letter was sent home explaining the circumstances, giving information about colleges that are running the courses, and offering support and advice from the school. For those students wishing to consider other courses in our Sixth Form they were asked to indicate alternative choices so that they could be assigned to the taster classes due to take place on the Sixth Form Induction Days on 27th and 28th June.

Understandably these circumstances created some upset for students and their parents but we consider the actions that we took to be correct and the communication as helpful and supportive as we could make it in the circumstances.

Governors will be aware that there has been considerable debate about whether BTEC qualifications will be funded from 2024 because it is considered that some BTECs will be duplicated by T Levels which are likely to be offered only by colleges. A provisional list was published on 11th May 2022 of vocational qualifications that fall into this category. Although the qualifications we have offered to this point do not appear on the current provisional list, a careful watch will be needed on the government direction of travel before any decision is made to offer these qualifications in September 2023.

**School Improvement Plan Headlines 2021-22 – End of Year Review**

As always for the last report of the academic year, what follows is a review of our School Improvement Plan headlines for 2021-22. Contributions to this review have been made by all members of the senior team. It has somewhat more operational detail than usual because I hope it will serve as a starting point for next year when the School Evaluation document is considered by the senior team led by the new Headteacher. There is also an additional section on Assessment as some significant steps forward have been taken and should be recorded.

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*

**House Captains and Leaders**

Captain (Y7 to 9) and Leader (Y10) roles were expanded within the current academic year to include both Sport and Arts related roles, with 64 roles occupied across the school via the 200+ high calibre applicants.

House Captains/Leaders and Deputies have proved essential in a number of key school events throughout the year, such as within the recruitment of the new Headteacher, the student voice activities addressing the school’s cultural development and the support of charity house events. At present, they are in the process of evaluating the developmental needs of the school’s recently implemented house system, enabling this to remain student-focused and led.

Sports and Art Captains/Leaders were significant in working with key staff stakeholders in the development of the role. Captains/Leaders outlined and documented key role expectations for future occupants to ensure leadership roles at Shenfield are always of highly valued and effective. Sports Captains/Leaders have served as ambassadors to the wider community, earning praise and a positive reception from primary schools. The House and Student Leadership system has also provided a great vehicle for staff development and retention of a talented staff member (JMP).

**Next steps**

* There were fewer recruits to the Arts-related leadership roles and the roles themselves were less well-developed. The now self-developed roles of Sports and Art Captains/Leaders need careful monitoring to ensure they have maximum impact, such as involvement in the support of whole school events. A budgeted ‘project’ approach should be considered for next year to diversify the work being completed.

**Sixth form Leadership Team**

The Sixth Form recruited Senior Students into role for September 2021. Due to the applicants, the house system and the return to normality following lockdowns, it was decided that the traditional model used (Head boy / girl and Deputies) would be amended to support the relaunched house system. This therefore included:

* Head Student
* Head of House x 4
* Drama ambassador
* Sport ambassador

**Next steps:**

* The involvement and leadership that our designated Head of House students was not fully embraced by all students with the responsibility. There are opportunities for these students to be more involved with form groups, assemblies etc moving forward. This is something that Sixth Form Staff Team will consider and manage as the year group applies for Senior Student roles.
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.***

 **Reading:**

**Accelerated Reader and STAR tests**

We have continued to use the STAR tests as the first level of screening for reading. This year was first time since 2019 where we had uninterrupted tests allowing us to screen pupils from Year 7 to Year 10 in each term. The current data shows that our pupils are above average nationally in terms of their reading ages. The average reading age in Year 7 is 11 years whereas in Year 10 the average reading age in 13 years and 2 months.

We have used this data to target pupils with most need and moved them to the second level of screening using NGRT2. This will continue into 2022 -2023.

**Next steps:**

* Year 7 pupils will have their STAR tests earlier through their Computer Science lessons. This will allow Liz Smith to get the reading data earlier.
* Accelerated Reader will no longer be used as part of the package as Bedrock Vocabulary is a superior alternative that not only builds tier 2 vocabulary, but strengthens comprehension skills.

**Reading Journals:**

We reintroduced reading journals in Year 7 to great success. We have tied the journals to the new house point system and provided an opportunity for all pupils to explore their texts in more detail with PREP tasks on the cover of the journal.

**Next steps:**

* Reading journals will be used in Y8 as well as Y7. The intention will remain the same - 20 minutes of reading per night to be signed off by a parent or guardian.

**Bedrock Vocabulary**

This year we introduced Bedrock Vocabulary to Year 7 and 8. This computer programme is designed to increase pupils’ knowledge of tier 2 vocabulary. It also tasks them with reading complex pieces of fiction and non-fiction writing.

When pupils first log in they are tested on their current vocabulary level. Once they have completed this they start in an appropriate block (between block 3 and block 12). Each block contains 10 to 12 books that will build on their tier 2 vocabulary. Through the website, teachers can monitor what words have been learned and what words are causing issues. Pupils are expected to complete a minimum of two tasks per week, but we encourage more through house points and postcards home. Pupils who fail to complete the minimum tasks after a warning have their attitude to learning score changed and an email is sent home.

Going forward, we need to work on a hard core of pupils who have failed to engage with the programme at all, especially as we expand into next year. We have looked into a PREP club that focuses on Bedrock Vocabulary exclusively.

As previously stated, due to its popularity and clear improvement in writing tasks, Bedrock Vocabulary will expand into Year 9 and 10. Year 10 will have an additional programme that looks at exam specific words in preparation for their GCSEs.

**Next steps:**

* The next stage is to build on this success by moving the work around tier 2 vocabulary to the whole school. This will be explored more fully in a whole school inset into the importance of tier 2 and tier 3 vocabulary in reading, writing and in oracy. Departments will be given access to the list of words that pupils are currently learning through Bedrock so they can begin planning which words are most relevant to their subject area. Work will also continue around subject specific tier 2 vocabulary and how this needs to be embedded from Year 7 onwards.

**Thinking Reading**

From September, Ben Clifford, Assistant Headteacher English and Literacy, will be the SLT link to this very successful programme.

**Writing:**

**No More Marking: Secondary Writing Project**

2021 – 2022 was another successful year for the Secondary Writing Project. For the first term we were able to establish that Year 7 had an average writing age of 11 years and 2 months compared to the national writing age of 11 years and 4 months. This was a smaller gap than the previous cohort.

20 pupils were identified as needed more writing support and were placed in ‘Club 100.’ At the end of the academic year we will have a report on how many pupils graduated from Club 100 back into their mainstream lessons. However, it was identified that removing these pupils from two of their PE lessons in their timetable was counter-productive and caused unnecessary conflict. Next year we will be reverting to one session with an additional class at form time for pupils who need urgent intervention.

Data from the final round of the project will be available at the start of July and we will identify pupils who will need additional support to join Future Writers in Year 8.

Even though we have SATs data this year, we will still be using the Secondary Writing Project in 2022 – 2023 as a baseline writing mark. We will also use it to identify the third round of future Writers.

**The Writing Hub**

The Writing Hub is series of free lessons and resources from No More Marking. Using national data from 2021 – 2022, they identified that pupils were making three consistent errors in their writing: fragmented sentences, run on sentences and comma splices. The series of lessons and us of low stakes quizzes aims to improve the technical knowledge of writing. We used these resources with all pupils in Year 7 – 9.

**Next steps:**

* We will continue to use The Writing Hub next year as the project intends to expand. We will embed the lessons and resources into our regular curriculum and will record the data on Edulink. This will allow us to track basic writing issues in key stage 3 before they become wider issues at key stage 4.

**Future Writers**

Future Writers has had a successful first year. Pupils have clearly demonstrated an improvement in the basics of writing. The early focus was on correct sentence construction, use of full stops and capital letters. Pupils explored parts of a sentence and were asked to complete a number tasks. Early tests demonstrated a high understanding of these concepts from all pupils across both classes.

In later lessons, we have moved onto writing two paragraphs, writing using dialogue and writing sentences that start by telling when. Although most pupils have understood these concepts and demonstrated this in their work, I am starting to see a small number of pupils struggling to complete these tasks fully.

**Next steps:**

* Future Writers will start on Expressive Writing book 2 because book 1 was not challenging enough for the pupils. I will need to develop additional lessons this year for the new teachers.
* The plan for the Year 8 groups moving into Year 9 will be to move away from Expressive Writing and focus on English Functional Skills Level 1 and 2. This will allow me to continue to teach writing through the principles of direct instruction and preparing them for GCSE English Language.
1. ***Supporting numeracy:***
* ***providing a numeracy transition programme for Y7 students significantly***

***behind with numeracy.***

The Maths Department have had to navigate a number of unforeseen challenges this year. Originally, we had recruited a full-time Numeracy Intervention Co-ordinator in order to broaden our support for students through the catch-up numeracy programme. The programme was originally designed to be supported by our Key Stage 3 Maths co-ordinator, however, plagued with ill health, family circumstances and post-Covid issues, that postholder resigned, leaving in December 2021. Our other ‘Mixed Attainment’ TLR holder, received a promotion to second in department at St Martins School at the same time. Inevitably, with the timing of the resignations and the current recruitment crisis, we were only able to fill one maths teacher post, leading to the Numeracy Intervention Coordinator becoming a full-time classroom teacher.

Despite putting on hold the wider plans for supporting numeracy, the appointment of a primary maths specialist was an opportunity to explore another avenue. The whole of Year 7 is currently taught by just two teachers: the primary specialist and the original Numeracy Interventions Coordinator. This has allowed for their primary expertise to support our maths mixed attainment ethos and further develop the understanding of secondary trained members of the department.

We appointed a new Key Stage 3 co-ordinator in April. She has begun to re-establish the methods, assessments and curriculum that will support a newly designed intervention programme for September 2022.

**Catch-Up Numeracy**

Catch-up numeracy has been facilitated through the SEND department. Student take a ‘WRAP 5’ test which indicates their current numeracy level. If they score ‘Low’ or Extremely Low’ they are placed on catch-up numeracy. So far this year, the following number of students have been on the programme:

|  |  |
| --- | --- |
| **Year Group** | **Number of students** |
| 7 | 24 |
| 8 | 10 |
| 9 | 9 |

Only one student has graduated so far this year.

**Next steps:**

* Create numeracy strategy for implementation in September 2022.
1. ***To further develop academic and other support for disadvantaged students***

**Pupil Premium Strategy Objectives:**

1. **High levels of progress in literacy for students requiring support.**

Our current average progress of the students on the **Thinking Reading** program is 2.3 months per session. The national average for the program is 2 months per session, therefore as a school we are slightly above average.

26 students are currently on the TR program, with 3 graduating this academic year thus far. In addition to that number, we have 4 students who are on their final book read and will hope to graduate from the program within the term.

Of the 26 students on the program, 6 of these are pupil premium.

**Future Writers Year 8** – Future Writers is working very well and the benefits of these sessions can be seen in their English class work.

We have had 2 assessments so far. In assessment 1 the class average was 82%. However, the tasks were not overly challenging for pupils as this was essentially a baseline test. The class average for assessment 2 was 75%. This small drop is due to the larger writing task that pupils have to do in the final question. The main issue for both classes making sure all relevant information was included in the paragraph to maintain written cohesion. However, the use of capital letters and full stops improved and there were no run-on sentences in either class.

A few pupils have demonstrated significant improvement in their English lessons overall. Three students identified as weak writers at the end of Year 7 are now meeting expectations in English. Two further pupils have demonstrated improvement in with guided assistance but have yet to show overall significant improvement in their English class work.

**NMM** – The next round of the Secondary Writing project begins on 9th May and will run for 2 weeks. The judging window begins on June 6th and will run for 3 weeks. We will receive the data by the end of June. We will then look at this data and pupils exercise books to determine which pupils go into Future Writers in September.

**Bedrock Vocabulary** – We currently have an active engagement (pupils completing at least two tasks a week) of 72%. This goes up to 81% for pupils completing at least one activity a week. We have a small group of pupils without good reason not completing Bedrock. Some of these pupils are in PP lunchtime sessions. Contact has been made home and A2L has been changed on Edulink.

Anecdotally, we have received a lot of positive feedback about Bedrock from parents through parents’ evenings. All teachers are seeing a wider use of varied vocabulary in both creative and transactional writing.

**English 1 to 1 tutoring** – the tutor has worked with 7 Year 11 students a week and we have seen an improvement in their Mock results and in-class assessments since having these sessions.

1. **The gap between PP and Non-PP outcomes in English and Maths at GCSE is narrowed.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Group** | **No of Students** |  | **Attainment 8** | **English (best)9-5** | **English (best)9-4** | **English (best)9-7** | **LanguageAvg Grade** | **Literature Avg Grade** | **Maths 9-5** | **Maths 9-4** | **Maths 9-7** | **MathsAvg Grade** | **%9-5 in both En&Ma** | **%9-4 in both En&Ma** |
| Pupil Premium | 28 | SHS Results 2019 | 38.29 | 27% | 54% | 8% | 3.50 | 3.38 | 35% | 54% | 15% | 3.88 | 23% | 42% |
| 24 | CAGS 2020 | 34.09 | 33% | 54% | 4% | 3.58 | 3.60 | 25% | 50% | 8% | 3.13 | 25% | 42% |
| 31 | Y11 Mock (Dec 20) | 33.34 | 52% | 81% | 10% | 4.39 | 3.07 | 14% | 28% | 3% | 2.65 | 13% | 23% |
| 30 | TAG 2021 | 41.83 | 63% | 83% | 13% | 4.57 | 4.43 | 27% | 50% | 7% | 3.50 | 20% | 50% |
| 24 | Y11 Mock (Dec 21) | 38.70 | 67% | 79% | 21% | 4.67 | 3.96 | 21% | 46% | 0% | 3.04 | 21% | 46% |
| 25 | Y11 Mock (Mar 22) | 42.97 | 70% | 83% | 17% | 4.70 | 4.70 | 26% | 57% | 0% | 3.39 | 26% | 57% |
| Non-Pupil Premium | 116 | SHS Results 2019 | 46.35 | 64% | 83% | 14% | 4.38 | 4.46 | 46% | 73% | 11% | 4.36 | 40% | 68% |
| 129 | CAGS 2020 | 49.38 | 64% | 84% | 25% | 5.01 | 4.82 | 50% | 74% | 13% | 4.52 | 45% | 72% |
| 143 | Y11 Mock (Dec 20) | 47.42 | 69% | 87% | 29% | 5.22 | 4.69 | 32% | 55% | 7% | 3.79 | 30% | 52% |
| 143 | TAG 2021 | 55.16 | 84% | 94% | 37% | 5.57 | 5.61 | 59% | 81% | 17% | 4.94 | 56% | 81% |
| 183 | Y11 Mock (Dec 21) | 46.95 | 69% | 87% | 21% | 5.02 | 4.58 | 32% | 54% | 9% | 3.89 | 30% | 52% |
| 182 | Y11 Mock (Mar 22) | 50.65 | 74% | 90% | 29% | 5.01 | 5.29 | 35% | 60% | 13% | 4.17 | 34% | 59% |
| Pupil Premium Gap |   | SHS Results 2019 | -8.06 | -37% | -29% | -7% | -0.88 | -1.07 | -11% | -19% | 4% | -0.47 | -17% | -25% |
|   | CAGS 2020 | -15.28 | -31% | -30% | -21% | -1.42 | -1.22 | -25% | -24% | -5% | -1.39 | -20% | -30% |
|   | Y11 Mock (Dec 20) | -14.09 | -18% | -6% | -19% | -0.83 | -1.62 | -18% | -27% | -4% | -1.15 | -17% | -29% |
|   | TAG 2021 | -13.33 | -21% | -10% | -24% | -1.01 | -1.18 | -33% | -31% | -11% | -1.44 | -36% | -31% |
|   | Y11 Mock (Dec 21) | -8.25 | -3% | -8% | 0% | -0.36 | -0.62 | -11% | -8% | -9% | -0.84 | -9% | -6% |
|   | Y11 Mock (Mar 22) | -768% | -4% | -7% | -11% | -0.31 | -0.59 | -9% | -3% | -13% | -0.77 | -8% | -2% |
|   | Exam Result 22 | 0.00 | 0% | 0% | 0% | 0.00 | 0.00 | 0% | 0% | 0% | 0.00 | 0% | 0% |

Additional support other than quality first teaching, curriculum design and appropriately sequenced lessons includes;

* English 1 to 1 tutoring
* Year 10 and Year 11 Maths and English Form time intervention
* Mentoring and PP passports
1. **Students identified as having low numeracy skills make progress and have improved engagement in Maths.**

*This has stalled given staff changes and therefore changes in deployment – more of a focus next year with appropriate investment of time currently planned.*

1. **PP students’ attendance is in line or better than National. *(from Jamie Rigg analysis)***

Additional support given to further develop academic and other support for disadvantaged students has included:

* Year 8 and 9 Prep Club
* PP Passports
* Mentoring

Wider strategies include:

* Selected enrichment opportunities for disadvantaged students (music lessons, trips)
* Extra-Curricular opportunities (a wide programme of opportunities)
* Overcoming barriers to attendance and encouraging school attendance (along with the strategies JRI has employed, school uniform)

**Next steps:**

* This is a three-year strategy which will continue next year.
1. ***Re-establish and extend the school’s wide range of extra-curricular activities.***

Steps were taken within the academic year to build a more thorough whole-school offer, with the majority of departments running several opportunities for students. The presentation and publication of extra-curricular materials were improved to improve knowledge of extra-curricular opportunities in school. The school’s richest areas for extra-curricular provision (Arts, CCF, Sport) continue to thrive and provide an exceptional model for opportunities that encompass Challenge and Contribution values.

**Next steps:**

* To further develop this provision, a key member of staff has been attributed to assume responsibility for the continued development and tracking of provision. Key targets are to address the involvement of wider members of the staff body, monitor attendance more accurately, and assess the impact of individual offers. Staff training will increase staff confidence.

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

The new CPD Menu for 2021-22 has worked successfully and will now be used as a model moving forward.

The main changes were:

* Compulsory sessions for all staff
* Directed CPD - either through line management, T&L Link or Professional Mentor
* Planned Departmental Training – following from a substantive Team Leaders meeting
* CPD Linked to Teacher Standards

Each element has helped to improve staff training, consistency and effectiveness.

**Compulsory Sessions**

These were delivered in three day blocks, to ensure that all staff (including part-time) were able to attend. The sessions focussed on whole school improvements. The first session was based on the role of the form tutor in order to improve the effectiveness of this role in our school.

The second session was on GREAT Expectations – a new initiative that was responding to the challenges of post-covid schooling. The timing of this in January was perfect and allowed for positive changes across the school.

To ensure this was not a ‘one-hit-wonder’, staff had to complete a reflection, meet with their line manager and set developmental targets based on the initiative.

This approach will continue to be used and will now be a stand-alone section in staff CPD Portfolios.

**Directed CPD**

This has seen the most success with ECTs who have been guided by their Professional Mentor (Karuna Shaunak-Hobbs) to attend all sessions.

However, the ECTs often bring another member of the department along with them, which has allowed the sessions to be more discussion-based and using the expertise in the room more.

**Planned Departmental Training**

Team leaders’ Briefing on a Tuesday morning takes the burden of the administrative part of the role and allows for greater communication between Senior Leadership and Team Leaders. Team Leaders’ meetings have now become more CPD-like with a focussed deliver based on whole-school improvements, discussion and action-setting. Team Leaders then used a planned Departmental meeting to deliver the content in a more personalised, subject-specific manner.

**CPD Linked to Teacher Standards**

All CPD is now linked to Teacher Standards for ECTs to understand, develop and explore each standard. This has allowed us to ensure that CPD covers the full range of standards and has led to a much broader programme.

**Next Steps:**

* CPD Portfolios re-designed to incorporate GREAT Expectations, more explicit performance management target setting and direction towards working with a T&L link
* CPD Portfolio year plan developed to ensure staff are reflected and regularly referencing different parts of their portfolio throughout the year
* CPD to support the school focus for that particular three-week rotation.
* CPD needs to include more career focussed elements to support our middle leadership.

**Support for new staff and ECTs**

All new staff, whatever their point of entry and role, are provided with an induction session, mandatory safeguarding training as well as a full new-starter pack of key documentation.

ECTs are also invited to join the school for a two-week period towards the end of the Summer Term to become familiar with our setting and our approach and with their departments within the day-today context of our school in preparation for or when they formally join in September. Having started this in 2021/22, the feedback has been very positive from our current ECTs and this opportunity has given them a great grounding from which to springboard in the new academic year.

Support staff are supported through line management meetings and are guided through via the 6-week, 12-week and 18-week probation reviews.

Wherever possible new staff are ‘buddied’ with more established members of their departments, and this also provides them with an opportunity for contextual training and development, depending on need.

Communication with Line Managers/Team Leaders/Subject Leaders is also instrumental in ensuring that new staff are clear on expectations and their involvement in the team setting, but this also takes account of the wellbeing needs of new staff and builds positive relationships between colleagues.

All staff are encouraged to participate in CPD activities throughout the year (as outlined above) to further their professional development in areas identified both individually as well as with Line Managers.

ECTs receive regular lesson drop-ins as well as half-termly formal observations which are used to assess ECTs’ progress against the Teaching Standards and the Early Career Framework. In addition, I have also guided all ECTs to attend our CPD sessions, which this year has been consistently well received and participation among our ECTs has been high.

ECTs have a vast support network within school including from me in my role as Professional Mentor and from their Mentors within department. Communication levels are generally high, albeit this can vary as it depends what the individual ECT’s needs are.

**Challenges of the ECT Programme**

The Early Career Framework (ECF) is a two-year programme which aims to provide new teachers with the appropriate knowledge, skills and support to lay the foundation for a successful teaching career following their initial teacher training year.

This programme is itself in its infancy and as yet is largely untested as we are still in its first year. Whilst the premise is sound and it is definitely more rigorous than the previous. NQT programme, the practicalities of the ECF are somewhat different in certain aspects.

The main challenges we have seen in our particular setting that both ECTs and their Mentors often perceive that the order in which the knowledge elements of the programme are delivered is illogical and akin to those of the training phase. During the Autumn Term, this was starting to become repetitive and less impactful. In addition to this, the skills and technique elements which seek to apply the knowledge learned are not always well suited to secondary school setting, and are more appropriate to primary education. It transpires that this is something which is emerging as feedback on a national scale and the programme is being reviewed and adjusted in readiness for September 2022.

To circumnavigate these issues, an approach has been formulated which brings more purpose, structure, challenge and support for our ECTs, while staying in line with framework and satisfying our accountabilities of the programme - essentially a Shenfield interpretation of what ECTs must demonstrate.

Thus far all of our ECTs, bar one, are progressing well as evidenced by their termly reviews, and in some cases there are some exceptional progress. There is a fully packaged support plan in place for the ECT who is currently underperforming which is monitored and reviewed by me, their Mentor and their SLT link.

The communication and planning of external training events from our ECF provider, Ambition Institute, has been problematic and untimely on occasions. This has meant that we have incurred serious implications on lesson cover while ECTs are mandatorily assigned to particular sessions without consultation, however, following my discussions with the Programme Director at Ambition this has been much better of late as they now understand our constraints as a school due to the sheer volume of ECT staff in play here.

We currently employ 11 ECTs and this number will rise to 16 from September 2022, and with that will comes mix of Year 1 and Year 2 ECTs. I anticipate that there will be some further hurdles to overcome as we navigate Year 2 of the ECF programme for the first time, however, our learning from this year will set us up well for the new Year 1 ECTs as we know have a practical understanding of what we need to provide and deliver as a school.

1. ***To review and re-set our equality objectives and determine how identified issues can be progressed.***

Our Equality objectives were updated in Autumn term. The following was added to reflect the ongoing cultural shift and work of the Tolerance and Respect working party.

**“Dismantle barriers and prejudices through honest conversations, reflection and changes in policy and practice, as necessary”**

Work around this element has been broad, extensive and ongoing. The entire school community were given access to a survey in November which explored key areas of prejudice and discrimination. The analysis of this was supported by Essex County Council because of the amount of data and to ensure neutrality and reliability. A key action was training for all staff and governors. In conjunction with this is has been a curriculum audit, focusing on SRE (so as to include diversity, prejudice and experiences based on protected characteristics), LGBTQ+ representation and Anti-racism curriculum. This in turn has triggered peer training and planning conversations for team leaders and subjects leads, developments of SOWs and enhanced learning opportunities. Further training for staff is being planned. A second element was the creation of an online reporting portal for students to seek support and/or share experiences and thus give further ongoing opportunities for student voice. Student voice triggered the initial review of our objectives, all students had access to the survey to further share views with anonymity if they so wished. The results of the surveys were shared with the study body via extended assemblies, which enabled student focused training on our existing policy and practice and modelled our approach to the objective above. In addition, here have been several single issue focus groups (Diversity and representation, single sex female group, LGBTQIA/Pride group) with students to allow for further honest conversation and reflection, which in turn has fed into the curriculum audit and training. Going forward the focus will be on our school values and learning opportunities actively promoting the dismantling that has begun.

***Assessment Update***

We have focussed on the purpose, validity, reliability and value of assessment throughout the year in the work done with Team Leaders and Course Leaders. The main purpose of assessment of the curriculum is to provide feedback for pupils and parents on their retention of the taught curriculum and provide teachers and Team Leaders feedback on the delivery and retention of the curriculum.

For students and parents our assessments, and the information provided via Edulink, inform them in how successfully pupils have retained the content of the curriculum and also informs the PREP that pupils should complete in order to address any individual knowledge gaps. For teachers and Team Leaders, assessment outcomes allow us to reflect on our curriculum and classes, identify any curriculum areas that might need to be retaught, revised or reviewed in either our coming teaching, or in our ongoing review and development of curriculum.

The value of the assessments comes from the opportunity to either review our teaching, plan for PREP, or review and develop our curriculum.

In KS3 we have produced a review of the average progress descriptor and attitude to learning for each group in each subject, identifying pupils and cohorts that stand out and investigating these to identify if there is a curriculum need, CPD need, class support need or individual support need. This happens at the subject Team Leader level, where it has most value, discussed at SLT through line management and assessment meetings with Team Leaders allowing for patterns across year groups or with individuals across subjects to be identified and support put into place in the appropriate way (departmental/pastoral/SEN/PP). The focus is on the pupils and the curriculum, and specific actions that we are guided to take based on this assessment to either support the progress of pupils, or further develop our curriculum as our model of progress in each subject. Pupils and parents use Edulink to identify both attitude to learning and their current progress descriptor (Exceeding, Meeting, Below or Poor) for each subject and each assessment using this to inform next steps for PREP, support areas and as a prompt to discuss with department if further support is needed. Each subject has a description of the assessment methods and frequency to help support parental understanding of how and what has been assessed.

In KS4/5 we have collaborated with Team Leaders in assessment meetings to develop the appropriate analysis for their departments. For some class comparison is useful, others benefit from comparison of different modules to allow development of the taught curriculum for future years and support and guidance of pupil PREP and in class planning. PP/Non PP, SEN/Non SEN are compared and again, the focus is on the individuals and their attainment, individuals in these groups that have low attainment are discussed at a departmental level and actions planned or support requested. This analysis and student review is all collated in the subject TIP. Pupils and parents can review progress by comparing their percentage attainment with the average percentage for the cohort. As with KS3 each subject has a description of the assessment methods and frequency to help support parental understanding of how and what has been assessed.

From September we will have transitioned all year groups onto Edulink. As this happens we have reviewed, in subject meetings, the parent view on Edulink and where refinements have been identified in the subject pages these have been implemented for the new year.

**Next Steps:**

* Data review calendar included within the TIP calendar so there is a block of time where specific year group data will be reviewed. Three week intervals so that subjects can review at a time that fits their curriculum
* Data review meetings with Team Leaders at these times to ensure analysis of the data is meaningful, has value and leads to positive actions for students and staff, and development of teaching and the curriculum
* Further analysis at KS3 to triangulate attitude to learning with progress descriptor and identify the “quadrant” for each pupil to help inform simple next steps for both department and year teams. (Reward, Academic Support, Pastoral Support, Coasting).
* Further support for parents that have not engaged with Edulink to provide better home support for pupils and their studies
* Ongoing review of the pupil and parent experience of Edulink to ensure our setup is continuing to meet the purpose of the assessments being reported.

**Publications and Social Media**

Published newsletters can be viewed via the link:

<http://www.shenfield.essex.sch.uk/newsletters/overview.aspx>

Please follow us on twitter [Shenfield High Sch](https://twitter.com/ShenfieldHigh)@ShenfieldHigh

**Final note:**

As this is my last report to the Shenfield High School Governing Body, I would like to thank you all for your support over the years. In particular, I would like to express my appreciation to Jane Swettenham in her role as current Chair of Governors, and Leanne Hedden as the previous Chair of Governors. Although a voluntary role, the post carries a significant weight of responsibility and both Jane and Leanne have understood the true nature of governance and exercised the right balance between support and challenge. Both have been by my side through some very tricky times. The role of Head can sometimes be an isolated one in times of trouble, and I am grateful to have had such expert Chairs of Governors alongside me during those times.

A great deal has happened and a great deal has changed during my tenure as Headteacher. I am very proud of what has been achieved. Shenfield is a distinctive school that meets all accountabilities and yet also retains its own character and ethos. I have no doubt that the school will continue to go from strength to strength under the leadership of the new Headteacher, Clare Costello.

I wish the school, its staff, students, governors and community all the very best for the future and bid you a fond farewell.

**Carole Herman**

**Headteacher**

**July 2022**