**Governors’ Monitoring Visit**

**29th June 2022**

Governors Present: Vicki Noonan

 Lynn Smith

 Jane Swettenham

The purpose of the visit:

To meet with staff and students from the school’s specialisms in Performing Arts and PE

How effectively the school supports ECTs and staff CPD.

To meet with staff and students from the school’s CCF

1.Meeting with Carole Herman

Governors met with Carole Herman (CJH) to discuss the format of today’s visit. CJH outlined the importance of support for new teaching staff and explained how the ECT programme had been implemented and its current limitations. This is a two year programme and is quite heavy from an administration perspective. The programme is coordinated by Karuna Shaunak-Hobbs(KSH). Governors would also meet with Jonathan Sands (JS) who oversees CPD for all staff and how it is organised and delivered. JS looks at the school’s priorities and ensures these are mirrored in the CPD. Through staff individual performance reviews the school looks at how it can meet CPD needs. The school considers how they may direct staff to particular CPD. The programme continues to evolve for the next year.

The school is constantly looking at how it can extend educational experiences for all students. Governors will have the opportunity to speak to Emma Sherwood (ES) and Holly Richardson (HR) and Matt Hall (MH) and Hannah Thornhill (HT) about how they foster cultural capital through Performing Arts and PE. ES is the Drama lead and Academy lead. HR runs the junior performing arts academy. MH is head of PE and HT is an ECT in the PE department. This is about access for all and maximising participation. For example, there are some students who may not have the confidence to perform but can participate on the tech side. The school supports talent and excellence whilst ensuring accessibility for all and removing barriers. Governors would also have the opportunity of meeting with Clare Helim (CH) and Simon Brooks (SB) of the CCF which is a real success story. SHS initially linked up with independent Brentwood School who provided initial support and use of their facilities. SHS CCF became independent very quickly and developed very fast. They are linked with 7th Para. It is the largest CCF in the country of any state school. A new SSI has been appointed Robin Maynard who is ex -military. He will also act as a cover supervisor, assist with D of E and behaviour mentoring. Governors would look into how those students with SEND and those who are PP are encouraged to become involved. The CCF teaches important life skills such as leadership, self-discipline and respect.

2. Meeting with HR and ES followed by meeting with student members of JPAA

ES has been team leader for over 2 years. HR leads the JPA. There will be 48 students next year in the academy. 14 places each year are awarded through auditions. Students have the opportunity to take part in festivals, competitions and workshops. Through productions they are able to develop their performance excellence. The school are hoping to offer GCSE Dance next year. In addition to their normal timetable students are expected to devote two and half hours each week, parents are very supportive. For 3 out of 5 days students are not in form but with the drama team. 13.89% are currently SEND and 8.3% PP. The school is able to support financially to subsidise trips etc. For these children it is a “safe haven” somewhere to go and they feel part of a family/community. The treat each other as a theatre company. There is a strong pastoral element and support for wellbeing with support from the Drama staff. Students had the opportunity to take part in Glee a Jack Petchey competition which was a simple format for younger students. The Shakespeare festival was another highlight. The end of term showcase allows students to showcase all their talents. The yearly plan is reviewed to assess what the students are getting out of the programme. It has a positive effect on personal development and resilience and developing knowledge and experience in the performing arts. Some comments from the students included “a safe place where most of my friends are” and “ always has something exciting happening”. Some students do drop out a small minority usually in year 9. It is harder to retain boys. They have exit interviews with students and parents. Three girls who left in year 9 just lost their passion for the PA. It is not a requirement that students must do GCSE/BTEC Drama. Extra-Curricular Drama is inclusive and open to all. Dance club is a popular extra-curricular offering. This year’s production was Shrek. 83 students in total took part. 7% PP. 18% SEND and 1.2% EAL. Performing Arts tech drew a lot of students. Governors then met with some JPAA students. They spoke very positively about their experience. Pupil voice reveals how taking part in the production of Shrek was a positive experience. Students who participated in Shrek commented it was “an amazing release from the pressure of A level exams” and “taking part in the show made me feel more included” and “I have made many new close friends in the show”. Students spoke about the enormous support they received from drama staff. Mention was made that some other students who are not part of the JPAA say that drama is not for boys. They liked the idea that it provided them with a space to go to for example at lunchtimes and were enthused about the opportunities on offer.

2. Meeting with JS and KS-H

It is important to retain staff in the teaching profession. There does seem to be a drop off after 5 years. People become disillusioned and there are issues with resilience. We have an ageing workforce which compounds the recruitment challenges. Recruitment into teaching is low. The Early Careers framework in house satisfies the accountabilities. This is a new two year programme designed to offer breadth and experience and for staff to hone their skills. All ECTs have mentors. PLN is the school’s provider and SHS have worked with them before. They are also finding their feet. The programme has proven to be too basic. SHS has sought to plug the gaps. Applicability is not always aligned. ECTs have a reduced timetable (90%).

KS-H confirmed that there is good attendance from all staff including ECTS at whole school CPD training sessions. Allows staff to interact with other staff members who are more experienced. This works both ways. We have a “shenfieldised” version of the Early Careers framework. ECTS are progressing well. Time is an issue. Mentors also need the drive and experience to improve staff quality. Joint formal observations are undertaken with mentors. There is also the issue of lagged funding. KS-H oversees ECTs and the mentoring system. There are weekly updates.

Student behaviour is impacting staff morale. Post Covid there has been a cultural shift. Interactions socially have been affected. Work life balance is also important. If a mentoring meeting is missed or the ECT has not completed their task KS-H will intervene with whatever support is needed. Mentors are trained and attend conferences and clinics.

JS then discussed whole school CPD. The CPD is menu based so it can be personalised. This was the situation pre-covid. It is about choosing and identifying. When Covid hit CPD went virtual. It was necessary to upskill IT skills. Actual engagement was “never fully there”. Some CPD elements are compulsory and others staff just “dip in”. 30 staff attended the national conference. Governors were shown the CPD menu. Green is compulsory, Grey optional and Blue, staff must complete at least one in this category. Every department has a TIP. In terms of staff CPD there is a CPD portfolio. A reflective journal comprising 4 sections which includes targets, walk through, CPD and reflection section. Also, contributions from the HT and Line Manager. JS “we put all aspects that we do in the school together”. and “Ensure we are all singing from the same hymn sheet”. If required support can be immediately put in. It is important to support the wellbeing of all staff and cover the whole teacher standards. School aims are visited throughout the year as are the teaching standards. Our key themes include Literacy, Disadvantaged and PP. The school offers a varied CPD programme. There are T&L groups and volunteer teachers meet with JS regularly. Certain high level training is undertaken which included 62 external courses. JS reviews the providers. Subject networks can be useful and cost £50pa. Music for example aligns with the music network and resources are shared. There is consistency with a whole school focus on how we support the improvement headlines. Engagement is key with staff going back to Departments and explaining what they have taken from the training. It must have impact. Staff take what they have learnt and apply. JS gave specific individualised example such as emergency First Aid training for PE staff and an A level standardisation in Art course.

3. Meeting with Clare Helim and Simon Brooks and cadets

SHS was part of the Cadet Expansion Programme. CCF has historically been mostly in grammar and independent schools. The expansion programme was designed to increase the CCF in non -selective state schools. CCF at Shenfield was established in 2017. It is non-compulsory for years 9-13. There is no cap on numbers subject to staff. There are currently 142 students in the CCF from a starting point of 14. Some students do leave in year 11 to concentrate on their exams. Shenfield CCF became independent quite quickly. We are the role model for the CEP (cadet expansion programme) nationally. The benefits include personal development , commitment and friendship. The cadet core values are commitment, self-discipline, integrity, respect for all, courage and equality. Cadets benefit from a varied programme which includes First Aid, Navigation, Field Craft and Adventure Training. All training activities are risk assessed. CH is qualified to run a range. Cadets can undertake the Method of Instruction course and acquire a qualification. This allows them to teach their skills back to younger cadets. They also undertake voluntary/charity work. There is also the opportunity to take the NVQ level 2 Personal Development and Leadership qualification. They can also do NVQ level 3. All overnight expeditions count towards Gold D of E. You can see new friendships develop across the different year groups. Years 12 and 13 become role models for the younger cadets. Cadets take part in the Remembrance Parade and Poppy Appeal and Raising of the Flag. The school may look to expand to include RAF or Navy sections. The cultural capital is significant. A military ethos, helping young people to develop and the offer of a wide array of different activities. Research from the university of Northampton found that CCF participation really benefited those students with SEND. They meet every Thursday. The programme is structured with drill, parade, activities and correct uniform. There is a sense of inclusion and social wellbeing. Some students have no friends in the school but in the CCF they are as one. CCF improves student behaviour and it improves attendance for those students with poor attendance who will be in school on the day there is CCF. It fosters community cohesion and the CCF is a very positive experience with noticeable impact for male students with EAL and those who are disadvantaged. At the school open evening it is clear that the CCF is a draw for parents. Out of 142 cadets 36 are SEND (25%). This includes 3 EHCPs. These students are drawn towards the structure. CCF is inclusive. In years 9 and 10 PP students make up 15.6% of the cadets. There are 75 cadets in total in years 9&10. However, there are no PP students in years 11-13. 3.5% of students at SHS are EAL. CCF has 2% EAL. Currently the school has two children on the LAC register none of whom are yet members of the CCF. There have been previously. 13.47% are non -white students in the CCF . The school is 6.25% currently. There is no school funding. An annual fee is paid by parents. There is some funding available from brigade. Accounts have to be audited by brigade. Help is available for PP students. 70 children will attend summer camp this year at Beckenham in July. The cost is £25 per cadet which includes ration packs and transport. Governors then met with some CCF cadets who spoke positively about their experiences. They benefited from the wide range of activities and spoke of the community feel. They felt it fostered teamwork and helped self-confidence and resilience. They spoke highly of the CCF staff. There was tremendous enthusiasm for the opportunities the CCF offered.

4. Meeting with Matt Smith and Hannah Thornhill followed by meeting with JSA students

The PE department maximise participation. There is a packed extra-curricular timetable for both winter and summer. Clubs are held every morning (except Monday) and at lunchtimes and after school. There is also a rec night were participation is regularly about 100 students. All PE staff are involved and the session attracts students who do not normally take part in extra-curricular activities. A wide range of activities are offered including badminton, trampolining and basketball. The Department offers opportunity for all and runs a year 6 sport summer camp every year. Over half of prospective year 7 students attend. This means they see some familiar faces when they start school in September. There is sports offer through house competitions. Club registers are taken to track participation.

One quarter of the school (223 students) up to year 10 regularly take part in club activities. In year 7 it is 26% of the whole year group. Year 8 24%, Year 9 24% and Year 10 18%. Year 10 figures may be depressed due to exam preparation. With regard to PP 16% take part in club activities in year 7, 19% SEND in year 7. Year 8 8% PP and 10% SEND. Year 9 7% PP and 19% SEND. Year 10 9% PP and 9% SEND. Numbers are down slightly due to the issues with the Sports Hall.

The JSA develops excellence and students who are members benefit from specialist coaching. There is aptitude testing and these students need different provision. The JSA is also about leadership skills and excellence through coaching in specialist areas. The school has a netball specialist and a female rugby 7s player. There are daily fixtures about 20 fixtures a week including regional, Essex, mid-Essex and national. The school has reached 3 national football cup finals and the under 16 girls won. The year 7 girls won the under 12 national football competition. The JSA is also about the importance of diet, sports psychology and fitness techniques. The Football and Cricket academies offer elite level competition and coaching. The students have the benefit of professional cricket coaches. A variety of trips are offered the cricket academy to South Africa and the Football academy to Hartpury College in the USA. The JSA visited Barcelona. 15 students were ball boys at the League Cup at Wembley. Staff always keep a close eye on attitude to learning and progress and work closely with the heads of year. The current year 12s are the first JSA group.

There are also internal school fixtures such as B team playing the C team and year group fixtures. There are friendly football fixtures. Fiona Arnold is the School Sports partnership rep and organises 50 events involving 6000 primary pupils most of which are held at Shenfield. MH also spoke about the value of the Panathalon Games for students with SEND. Over 120 Shenfield student leaders have both coached and officiated and the feedback has been very positive.

HT spoke positively about her experiences as an ECT and the support she received within the Department. Shenfield has an excellent national reputation for sport which is why she wanted to work here.

Governors also spoke to JSA students all of whom were very positive about the JSA and the opportunities it gave them. This was the reason why some of them chose to come to Shenfield. The sporting provision was excellent as was the support from staff.

6. Feedback Meeting with Carole Herman

Governors were impressed with everything they had seen and heard from both staff and students. Governors asked CJH to pass on their thanks to all staff and students who had given up their time to talk to governors today. There is a sense of inclusiveness that is seen across Drama, PE and the CCF all of which contribute positively to fostering cultural capital. It is also clear that the school offers comprehensive support to ECTs despite the shortcomings evident in the current programme and the CPD offer is strong and aligned to school improvement headlines.