**Shenfield High School**

**Headteacher’s Report**

**to the Governing Body**

**December 2016**

**Numbers currently on roll:**

|  |  |  |  |
| --- | --- | --- | --- |
| Numbers on Roll | | | |
| Y7 | 189 | Y11 | 143 |
| Y8 | 126 | Y12 | 192 |
| Y9 | 144 | Y13 | 159 |
| Y10 | 117 | **TOTAL** | **1070** |

**Staff Leavers – 31st December 2016**

|  |  |  |  |
| --- | --- | --- | --- |
| **Preferred Forename** | **Preferred Surname** | **Role** | **Reason** |
|  |  |  |  |
| Kirsty | Forbes | Teacher of Humanities | Secured post in Leeds |
| Paul | Hammond | Behaviour Manager | Voluntary resignation – travel costs |

**Projected Y7 Numbers for entry in September 2017**

Applications should be received by Essex by 31st October. Early indications are that we should expect very healthy numbers for next year:

First preference: 183

Second preference: 265

Third preference: 175

Fourth preference: 121

Fifth preference 1

Sixth preference: 41

These are Essex numbers only; out of county applications have yet to be processed. I have agreed with Essex that they will offer 210 Shenfield places even though our PAN is 150. This does not constitute a change to the PAN. The Admissions Code states that, as an academy, we do not need to consult on increasing the planned number to admit, as follows:

*1.3 Own admission authorities are not required to consult on their PAN where they propose either to increase or keep the same PAN. For a community or voluntary controlled school, the local authority (as admission authority)* ***must*** *consult at least the governing body of the school where it proposes either to increase or keep the same PAN. All admission authorities* ***must*** *consult in accordance with paragraph 1.42 below where they propose a decrease to the PAN. Community and voluntary controlled schools have the right to object to the Schools Adjudicator if the PAN set for them is lower than they would wish. There is a strong presumption in favour of an increase to the PAN to which the Schools Adjudicator* ***must*** *have regard when considering any such objection.*

*1.4 Admission authorities* ***must*** *notify their local authority of their intention to increase the school’s PAN and reference to the change should be made on the school’s website. If, at any time following determination of the PAN, an admission authority decides that it is able to admit above its PAN, it* ***must*** *notify the local authority in good time to allow the local authority to deliver its co-ordination responsibilities effectively. Admission authorities may also admit above their PAN in-year.*

*1.5 Any admissions above the PAN as set out in paragraph 1.4 above will not constitute an increase to the PAN. Information on variations to the PAN in-year is set out in paragraph 3.6 of this Code.*

The link to the full Admissions Code is:

<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/389388/School_Admissions_Code_2014_-_19_Dec.pdf>

**Combined Cadet Force**

We have received notification that we have been successful in our application to have a Combined Cadet Force at Shenfield High School in association with Brentwood School. This is the culmination of 18 months’ work, so we are delighted. This will provide tremendous opportunities for our young people and I am delighted that we have 4 adult volunteers on our staff, led by STEM Coordinator Claire Helim who will be working to ensure the success of this venture.

**Strategic Development of Shenfield High School**

I am continuing to explore the next stages of the school’s strategic development with Brentwood’s local plan suggesting that 450 houses will be built on Officer’s Meadow once Crossrail has vacated the site. Projections are indicating that a primary school with 2-forms of entry will be required by 2019/20. I have had contact with Brentwood Borough Council, Croudace housing developers and Essex County Council. Representatives of the two councils are meeting with me and Stuart Roberts in January to discuss the opportunity this gives us to convert to multi-academy trust status and work towards a bid to open a primary school. I will also make contact with Tim Coulson, Regional Commissioner, and the New Schools Network before the end of term. I will have more information when we meet in the New Year.

**Updated School Improvement headlines for 2016/17 and report of progress**

**Leadership:**

* **develop leadership capacity to reflect the school’s improvement priorities and external accountabilities:**

Through developing leadership capacity, a number of key developments are progressing:

* Accelerated Reader, a whole school reading project as part of our literacy strategy, led by Ben Clifford, Assistant Headteacher
* KS2 to KS4 curriculum progression project, led by Assistant Headteachers, Ben Clifford and Richard Drew, in association with Kelvedon Hatch Primary School and Bentley St Paul’s C of E Primary School
* Jamie Rigg is shadowing Jo Cookson’s role with regard to behaviour for learning.

**Teaching and Learning**

* **Strategies to support the progress of all students.**
* **Giving effective feedback which is acted upon.**
* Work with Team Leaders has identified the need to ensure that subject specific requirements are built into expectations with regard to supporting the progress of all students and giving effective feedback which is acted upon, and homework. A new policy has been produced and was discussed at the Standards and Performance Committee. The policy gives an overview of expectations; the appendix gives the detail of departmental arrangements. It is for the Team Leader to ensure that those arrangements are complied with and for the SLT link to monitor their implementation and impact. As we develop our good practice to outstanding, we are ensuring that there is a solid foundation of expectation but we acknowledge both the different requirements of departments and the responsibility of middle leaders to ensure that they are in place and in practice.
* **Departmental and school based professional development to support subject knowledge, accurate assessment and teaching strategies and interventions.**
* A Learning Walk, led by a member of SLT, takes place every week in a different departmental area with the aim of identifying, celebrating and sharing good practice
* A half termly Teaching and Learning Newsletter is produced.
* A termly Teaching and Learning Hub takes place termly for the dissemination of good practice.
* **Specialist Leaders of Education and others with coaching expertise to support colleagues within the school (as well as their outreach work.)**
* We now have 4 SLEs: Jonathan Sands, Ben Clifford, Jo Cookson and Garry Sapsford.
* Jono and Ben have already been used extensively outside school, as follows:

Jonathan Sands:

SEEVIC College:

* 6 half days over full academic year supporting improved A Level results, staff changes, marking, assessment and moderation

Brentwood County High

* Full day of GCSE moderation and preparation as well as supporting an NQT in charge of the department.

Observation Days

.- 2 Head of Music observed JS, followed by de-briefing in order to set improvement targets

* Networking Meetings – hosted 3 last year attended by 10-16 Heads of Departments and music teachers to facilitate moderation and sharing best practice.

Ben Clifford:

* 4-day deployment at Bromfords reviewing assessment policy and schemes of work, training on stretch and challenge.
* 1 day deployment at James Hornsby to conduct a departmental review.

In addition, Andy Cooke:

* Hosted a morning for 3 other Headteacher/Deputies on the success of our Sixth Form. Another morning for a fourth school is planned.

**Behaviour and Safety**

* **Extend the OASIS Centre to create a dedicated space for Sixth Formers**
* **Work towards Enhanced Healthy Schools status**
* **Development of anti-bullying ambassador programme**
* The new Waves Centre (Oasis for Sixth Form) has been open since September, overseen by Julie Pitkin and supported by Christian Workers Personnel and the Sixth Form Pastoral Manager. Sixth Form students are referred to Waves via our Interventions Team and the sixth formers themselves run the room. They have decorated it themselves and we are in receipt of some donated furnishings from Rev Jem Trehern. This has provided a sanctuary for students who accessed Oasis during Years 7 to 11, or for students new to the sixth form via our referral process. It also provides a further study space for those students.
* Our Healthy Schools status has been re-assessed and renewed. Our sustained approach to all aspects of health, including mental health and self-esteem will contribute, over time, to gaining Enhanced status. This has included working with outside agencies such as the Children’s Society on the topic of gangs, for both whole year groups and individual referrals. A whole school questionnaire will be conducted in January on stress in the lead up to exams.
* The Anti-Bullying Ambassador Programme is up and running. Launched through assemblies and leaflets for parents, 16 students are now Anti-Bullying Ambassadors and support students and the pastoral team to ensure that there is an enhanced awareness of bullying and that issues are dealt with swiftly and effectively.

**Outcomes**

* **build curriculum progression from KS2 to KS4, with a focus on English and Maths; KS3 to be KS4-ready.**
* **Focus on pushing for B or higher grades**
* **Review the curriculum to ensure all students are appropriately catered for and in support of the school’s priorities**
* **Be assessed for Achievement for All leader status**
* **Be assessed for ROQA Work Related Learning and Independent Advice and Guidance**
* **Provide further departmentally-based sixth form study areas and promote independent study**
* **Seek to admit 180+ students into each Y7 and 200+ students into Y12.**
* The KS2-4 project has begun, led by two new Assistant Heads
* All depts. Are aware of the need to push for higher grades. This is a year in which, for English and Maths, GCSEs will be graded 9 to 1 and there is no national data available on standards as the exams are new. Other GCSEs come on stream over the next two years.
* Our curriculum will be reviewed, in particular for this year’s Y7 as they go through the school.
* ROQA Work Related Learning and Independent Advice and Guidance Award have been successfully achieved.
* Sixth Form study areas are available in some departments around the school as well as in the Sixth Form block.
* It looks like we will be admitting 210 into Y7 next year

**Raiseonline and the Ofsted Data Dashboard**

The unvalidated Raiseonline and Data Dashboard has just been published. Although we do our own detailed analysis as soon as results are published this is a vital document for the school. Firstly, it compares our results to national data so can give different perspectives and nuances. Secondly, this is the information Ofsted will have access to and if they come “on time” this will be the last set of validated data available. It is very important that governors understand Raiseonline and the Data Dashboard. A full analysis will be presented to Standards and Performance Committee on 17th January. In the meantime, both documents are available on the governor site.

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

**Dates for your diary:**

14th December Christmas Concert

15th December Christmas Concert

20th December last day of term. Early finish

24th January 2017 Musical

25th January 2017 Musical

**Carole Herman**

**December 2016**