**Shenfield High School**

**Headteacher’s Report**

**to the Governing Body**

**December 2017**

**Numbers currently on roll: 1175**

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| --- |
| Numbers on Roll  |
| Y7 | 224 |  Y11 | 114 |
| Y8 | 181 | Y12 | 195 |
| Y9 |  147 |  Y13 | 168 |
| Y10 | 146 | **TOTAL** |  **1175** |

**Current attendance:**

**Attendance Data**



**Projected Y7 Numbers for entry in September 2018**

Applications are received by Essex by 31st October. Early indications are that we should expect very healthy numbers for next year and that they are slightly up on last year at the same time:

|  |  |  |
| --- | --- | --- |
| **Essex-only figures** | **2016 (for Sept 2017)** | **2017 (for September 2018)** |
| First preference:  | 183 | 188 |
| Second preference: | 265 | 289 |
| Third preference:  | 175 | 194 |
| Fourth preference:  | 121 | 136 |
| Fifth preference  | 1 | 69 |
| Sixth preference:  | 41 | 40 |

These are Essex numbers only; out of county applications have yet to be processed, although we have received information that we have 236 first choice applications overall. I have agreed with Essex that they will offer 240 Shenfield places even though our PAN is 150. This does not constitute a change to the PAN and it was agreed at the Standards and Performance Committee that we would not consult to change any other aspect of our Admissions Code this year. 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>

The Sixth Form open Evening was very well attended and applications are due in January. We never know until after the results in August the number that have met entry requirements and choose to come. As our current Y11 is so small, attraction of external students is particularly important this year and has been a priority over the last term.

**Strategic Development of Shenfield High School.**

Following discussions with the Kelvedon Hatch Primary School Headteacher and governors about the possibility of us forming a Multi Academy Trust with them as the first member, they have decided not to proceed. In addition, the possibility of us moving forward with a primary school on our site - either extending our age range or developing a free school - remains uncertain. Our strategy for now needs to be to continue to pursue excellence but to be in a state of readiness if opportunities for further strategic development present themselves.

**Behaviour data**

The latest behaviour data will be put onto weebly at the end of November to ensure it is as up to date as possible.

**School Improvement Plan Headlines 2017-18 - notes of progress so far are in italics**

1 **Leadership**

- embed newly introduced leadership roles and continue to build leadership capacity to reflect the school’s improvement priorities and external accountabilities

*Substantive new roles within the leadership team have been in place since September 2017 with portfolios of responsibility reflecting school priorities. Weekly team leader briefings led by the Assistant Headteacher Teaching and Learning ensure a constant focus on leadership priorities. The Governors’ monitoring visit in February will focus on the effectiveness the new leadership team.*

- Review the curriculum to ensure all students are appropriately catered for and in support of the school’s priorities, including a small group of Y9 learners who are unlikely to be able to access level 2 qualifications.

 *We are currently creating an appropriate curriculum for the students who will have difficulty in accessing Level 2 qualifications. This will be ready for the beginning of the Options process in the Spring Term.*

- Implement Team Improvement Portfolios

 *These have been implemented and are kept up to date regularly in response to priorities and key milestones.*

- continue to develop usage of Go4Schools for enhanced data analysis and resulting actions, and reporting to parents.

 *Ongoing.*

- support Team Leaders in owning their own data to ensure more forensic interventions in support of different learner groups.

 *This is being done in a variety of ways eg JIC leading a working group on supporting different groups of students in the classroom; focusing on particular children who are not making sufficient progress.*

- ensure full preparation for implementation of new exam specifications – *ongoing.*

- seek to admit 225 students into each Y7 and 225 students into Y12.

 *236 first choices for Y7 in September 2018; Sixth Form numbers will not be known until August 2018 but there is a significant marketing focus on attracting external students.*

2 **Teaching and Learning**

- Personalised CPD Portfolio, putting teaching and learning at the heart of performance management.

*Fully implemented, as reported to Staffing Committee.*

- further embed the four strands of the school Literacy Policy with a particular focus on active reading.

 *This was launched in June 2017 with a particular focus on using tools to support understanding across the curriculum such as skimming and scanning. All departments have literacy based displays to ensure there is a focus across the school.*

- Strategies to support the progress of all students

 - giving effective feedback which is acted upon – homework, marking and feedback policy to be a regular focus for departments, along with moderation to ensure an understanding of standards.

 *Departments continue to review their marking and feedback practices regularly to ensure that students act upon the feedback they are given in order to support their further progress. The School is currently further developing its approach to homework and moving towards the concept of “Prep” with student outcomes being the main indicator of completion and standard of work. This is one of the focuses of the Governor Monitoring visit on 7th December so there will be a brief report at the meeting.*

 - Departmental and school based professional development to support subject knowledge, accurate assessment, teaching strategies, interventions and career development

 *A full programme of differentiated professional development is now in place which allows members of staff to take part in development opportunities directly related to their own practice and school priorities.*

 - provide further departmentally-based sixth form study areas and promote independent study.

 *As well as departmental study areas in Art, Humanities and Science two further general study rooms have been provided this year.*

 - continuing to build curriculum progression from KS2 to KS4, with a focus on English and Maths

 *Led by the Assistant Head for Maths and the Assistant Head for English, work continues with two primary schools to ensure appropriate curriculum progression and to ensure there are no wasted years once students join Shenfield. We have also developed “Club 100” to support students who have not reached the required standard and need to catch up. The report on the use and forward planning for the Literacy and Numeracy Catch Up Premium is reported on our website annually and is about to be updated.*

 - provide appropriate curriculum for students unable to access level 2 qualification

 *See note under leadership section.*

 - Specialist Leaders of Education and others with coaching expertise to support colleagues within the school (as well as their outreach work)

 *Coaching is part of our CPD and will continue to be developed as our CPD systems continue to mature.*

3 **Behaviour and safety**

- review and further develop the form time programme from Y7 to Y13 ensuring that there is an appropriate focus on shared values and all aspects of safety

 *A revised tutor programme was introduced in September 2017*

- work towards Enhanced Healthy Schools status – *on-going*

- review and refine behaviour management systems to reduce the rate of recidivism

 *An ongoing process, as indicated by the statistics presented at the previous meeting*

- review rewards system – *re-launched for September 2017*

- renewed focus on e-safety and CSE – *in places led by Assistant Headteacher*

4 **Outcomes**

- eradicate blue subjects at A Level

- continued focus on diminishing the difference between the progress and outcomes of disadvantaged students in comparison with other students.

- continued focus on progress and outcomes for most able students, boys and other identified groups

- continued focus on supporting students who need to catch up through catch-up strategies and Club 100

 Performance Management (PM) areas of focus to support professional development in support of team and school priorities.

*Mocks are taking place currently and we will have further information to report on potential outcomes in the New Year. As reported under Teaching and Learning, we are focusing on what is going on in classrooms to support students’ progress and to ensure that our teaching is as effective as possible.*

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:**

**4th and 11th December Christmas carolling at Shenfield Station**

**13th and 14th December Christmas concerts**

**16th January 2018 Governors’ Strategic Meeting**

**23rd January 2018 Governors Standards and Performance**

**31st Jan and 1st Feb 2018 Musical: Fame**

**6th March 2018 Governor Training**

**8th March 2018 Spring Fling**

**22nd March 2018 FGB**

**28th March 2018 Easter Concert**

**Carole Herman**

**December 2017**