**Shenfield High School**

**Headteacher’s Report**

**to the Governing Body**

**December 2018**

**Numbers currently on roll: 1287**

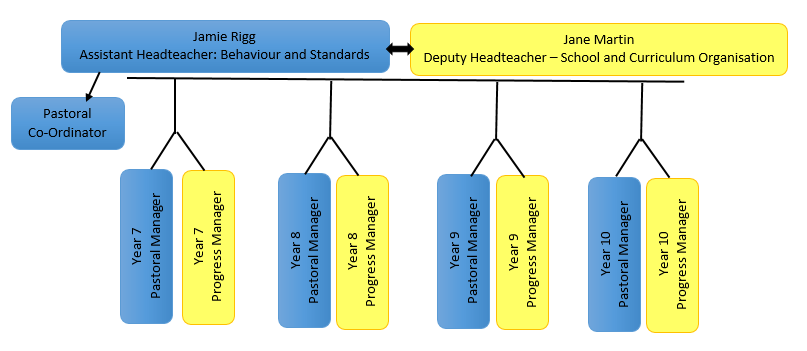
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| --- | --- | --- | --- |
| Numbers on Roll | | | |
| Y7 | 247 | Y11 | 144 |
| Y8 | 225 | Y12 | 179 |
| Y9 | 180 | Y13 | 159 |
| Y10 | 152 | **TOTAL** | **1287** |

**Staffing**

|  |  |  |  |
| --- | --- | --- | --- |
| **Member of staff** | **post** | **Reason for leaving** | **Notes** |
| Melina Hayers | Student services administrator | Voluntary resignation | Replaced by Lisa Purbrick |
| Aaron Watts | Pastoral Assistant | Secured post in Youth Services | Advertising for Pastoral Manager in support of growing numbers |
| Michael Athana | Agency teacher of Spanish | Mutual decision | Replaced by Emilio Navarra |
| Jackie Hicks | Teacher of Science | Started September 2018. Resignation, following period absence | Replaced by Queenal Mishra from January 2019 |

A maternity leave cover has been secured for a colleague in the English Department. The appointment of a maternity leave cover in the Science Department is pending.

We are aware that our structures need to be appropriately fortified as our school numbers increase. Our new assessment system gives us information which will allow us to support students more effectively at subject level, and also where there is a pattern of a student not meeting progress expectations and demonstrating a poor attitude to learning across a number of subjects. We need to build in some capacity at year group level and, therefore, we are running a project whereby some teaching members of staff will work alongside pastoral managers to support the progress of the individuals where a negative pattern has been discerned. The structure is below and complements our existing intervention structure. The project will be reviewed at the end of the academic year before a decision is taken as to whether we adopt this as a permanent structure. In the meantime it will also provide colleagues with an excellent professional development opportunity.



Jane Martin

Jamie Rigg

Jenny Comerford

**Current information with regard to numbers for September 2019**

We have not received official information yet but currently we know that there are 285 1st choices for Shenfield for entry to Y7 in September 2019.

We also had a very well attended 6th Form Open Evening but it is very difficult to tell what that means until the results in August.

**Ofsted Inspection on 14th November 2018**

We have yet to receive official notification of the result of our inspection. The following is my notes based on being an observer in their final Team Meeting, combined with the feedback given to SLT and governors at the end of the day:

**Feedback from Ofsted Team Meeting**

**Section 8 Inspection Wednesday 14th November 2018**

Evidence base:

Lessons seen in: English, Maths, Science, MFL, Art, Drama, Music, History and PE

All observations took place jointly with a senior leader from the school.

Meetings took place with Carole Herman, Jenny Comerford, Jane Martin, Jonathan Sands, DJ Barron, Tony Taylor, Andy Cooke, Richard Drew, Ben Clifford, Ayda Kadem, Karuna Shaunak, Gareth Pope, 2 governors: Leanne Hedden and Jane Swettenham.

Documents seen: SEF and Summary SEF, governor minutes, website, policies, SCR, Pupil performance information, students’ work, ParentView with 225 responses and 161 free text responses. 63 student responses to the student questionnaire and 80 staff responses.

Considered to be a large evidence base.

**Key Line of Enquiry 1 – Progress of Disadvantaged and Higher Prior Attainers is at least good**

* High expectations in English and Maths
* TA well deployed in English – helping students understand characterisation, providing prompts and further structure
* Pastoral support is very strong. Systems in place to support attendance and meet wellbeing needs. Support from pastoral is exceptional in ensuring that pupils have a readiness to learn. Evidence from pupils supported this as well.
* There have been significant steps to engage more effectively with disadvantaged students. Analysis of barriers to learning is forensic and a clear understanding that disadvantaged students are not a homogeneous group. There is bespoke provision in place and great strides are being made. Eg 100 Club.
* In English, case studies demonstrated tailored provision.
* In Maths, Numicon and additionally timetabled lessons are two examples of strategies that have an impact on pupil progress. This is clear in end of topic tests. Students knew what they needed to do next.
* Examples also evident in other subjects
* 2018 Y13 high prior attainers VA fell – an area for further enquiry.
* One inspector felt that provision was the same for differently attaining students in their observations in lessons in other year groups.
* Another inspector said that in English set 1 in Y10 there was real stretch and the students were effectively developing their understanding of dramatic technique
* Questions about science outcomes in last year’s results in relation to national.
* Picture of the school’s provision very strong in pastoral
* There are improving trends academically and an increasing focus on making provision for the needs of pupil. The school’s innovative practice is going in the right direction
* Post 16 – last year’s performance of higher prior attainers did not meet expectations; science results did not meet expectations.

**Key Line of Enquiry 2 – what are leaders doing to improve provision in MFL?**

* New effective leadership
* Already an increase in outcomes at KS4
* Forecast for more students selecting MFL at KS4. Indications that 50% Y9 will select MFL.
* Credit given to senior leaders in identifying the issues.
* Changes will be embedded over time
* Early indications are that parental engagement in MFL is improving.
* Lessons seen demonstrated effective learning and clear expectations by the TL about the approaches to learning that should be taken. Consistency of approach across the three teachers.
* There is more of a learning culture

**Key Line of enquiry 3 – Strengthen teaching since the last inspection.**

* Teaching has been significantly strengthened since the last inspection
* Leadership has a clear vision – letter will capture this. The announcement from head in 2016 represents a Damascene moment.
* Quality of learning is being enhanced through recent innovations: Prep, super-curriculum, parental engagement
* Pupils are responding positively – they appreciate how PREP is supporting them and parents are well informed. It is bringing about a change of mindset in pupils and parents. High attendance from parents at PREP evenings.
* Oasis – evidence of real success here
* There is routine feedback and monitoring – embedded
* Literacy focus - mentions of work being done in Maths and Science
* Research ethos being developed
* The culture comes from the top but is not exclusively led from the top – there is the spirit of investigation and inquisitiveness about learning at all levels
* Increasing number of parents care and are engaging.
* Middle leaders have looked in depth at the literacy policy and are looking in detail at implications for their own subject.
* There is a root and branch reappraisal of school approach to teaching, CPD, assessment in order to achieve step change in outcomes. School has recognised that doing the same thing and working ever harder only gets small wins.
* School is good at growing its own teachers and staff are proud to work in the school – clear from staff survey and demeanour of staff.
* Staff are appreciative of leaders’ actions to manage workload
* Change in culture over the last few years has supported teachers’ wellbeing
* The Head trusts her leaders and this filters down to all staff.
* There are lots of strengths. There are no teachers on capability
* CPD is well tailored
* Parents are more engaged.

**Key Line of Enquiry 4 – improving behaviour**

* Impressed by provision
* Impressed by Oasis.
* Attendance has shown steady improvement in overall attendance and better than current national
* Dip in PA but school fully aware and taking action
* Attitudes to learning – behaviour is very good
* Every student known and known well is in evidence.
* Students show a willingness to talk about their work
* Strong relationships evident through the way students talk to staff
* Students settle quickly
* The school is a calm and orderly environment
* Very good systems in place
* There has been a reduction in PEX (4-1-0)
* FTE have fallen even though numbers on roll have increased.
* Blue Room case studies demonstrated effectiveness of systems
* In Sixth Form, students use the study facilities provided and there has been a cultural shift from a sense of study lessons to extended learning time. This has also helped to bond the 120 students who have joined the school in Y12.
* The culture of safeguarding is second to none. Safeguarding practice is exemplary. Staff are tenacious and analysis is forensic. Students are well supported. School is leading on mental health provision. Case studies the exceptional provision of support and the right kind of support.
* Governors demonstrate good knowledge and understanding. Examples of good practice: deep dive on safeguarding and regular checks of SCR and conversations with staff.
* No one lets anything go. Staff survey, student feedback and Parentview support that.
* Very little bullying. Students know that they are safe.

*Although nothing was said about it in the final team meeting or feedback because it was not a key line of enquiry, there were lots of positive comments about the sport and performing arts academies and our focus on championing the arts and sport. Also positive comments made about the CCF.*

**Judgement:**

**The school continues to be good**

**Safeguarding is effective**

They said:

There is not sufficient evidence that if the school was inspected under Section 5 now that it would be outstanding. The view of inspectors was that there would be further impact of new strategies once they had become further embedded.

It was to the school’s credit that it had retained good staff who are proud to work here

**Next steps:**

* **Further strengthen provision in MFL**
* **Leaders should ensure that learning needs of the most able are supported effectively**

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

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**Dates for your diary:**

6th December Governors Monitoring Visit and FGB

12th and 13th December Christmas Concerts

18th December 12 noon Term ends

3rd January 2019 Spring Term begins

14th, 15th and 16th January School of Rock musical

24th January Standards and Performance Committee

28th March Full Governing Body

**Carole Herman**

**December 2018**