**Shenfield High School**

**Headteacher’s Report**

**to the Governing Body**

**July 2017**

**Numbers currently on roll:**

|  |  |  |  |
| --- | --- | --- | --- |
| Numbers on Roll | | | |
| Y7 | 186 | Y11 | 143 |
| Y8 | 139 | Y12 | 188 |
| Y9 | 149 | Y13 | 119\* |
| Y10 | 117 | **TOTAL** | **1041** |

* Students are removed from roll when they have completed their course in the case of BTEC

**Staff Leavers – 31st August 2017**

|  |  |  |  |
| --- | --- | --- | --- |
| **Preferred Forename** | **Preferred Surname** | **Role** | **Reason** |
| Richard | Abson-Bennett | Teacher of PE | Secured post in Saudi Arabia |
| Francois | DeVry | i/c DT | New post in King John’s School |
| Anne | Jones | Teacher of Science (Physics) | Re-locating. |
| Rosie | Lee | Teacher of Food and Textiles | Voluntary resignation (second maternity in quick succession) |
| Emma | Prince | KS3 Pastoral Coordinator | Voluntary resignation for career development |
| Katie | Raine | Performing Arts Technician | Embarking on a Masters Degree |
| Kal | Reilly | Teacher of Maths | Post at New Hall |
| Louise | Thomas | Teacher of Psychology | End of contract. Secured post at another school |

Sarah Chapman, Assistant Team Leader in the Maths Department will be leaving the school on 20th October. This will be the beginning of her maternity leave but she has resigned because she is moving abroad.

**New staff from 1 September.**

|  |  |  |
| --- | --- | --- |
| **Preferred**  **Forename** | **Preferred**  **surname** | **Role** |
| Ronan | Conway | Teacher of Science |
| Chantelle | Dyson | Teacher of Maths, i/c KS3 |
| Barry | Owen | Cover supervisor |
| Samantha | Raoult | Teacher of Spanish |
| Christine | Robinson | Teacher of Maths |
| Pooja | Toshniwal | Teacher of Maths |

We are in the process of recruiting a Performing Arts Technician, Physical and Neurological Support Co-Educator and Pastoral Manager.

**Curriculum and Staffing**

Our curriculum is fit for purpose and remains diverse, providing students with the breadth of choice so that they can develop their strengths and be successful. Decisions have been made throughout the year which have been governed by the direction in which we want to take the curriculum in order to meet students’ needs and aspirations and has also been influenced by the need to cut costs. Staffing is the leanest it has ever been; three members of the teaching staff are not being replaced. The following alterations have been made to the curriculum:

* Design and Technology has been removed from KS3.
* Computing has been introduced in Y9
* Modern Foreign Languages provision has been increased to allow for 2 languages to be taught
* Class sizes in the Sixth Form will increase in order to keep the diversity of the subject offer and make that offer financially viable.

**Confirmed Structure of the Senior Leadership Team for September 2017**

Following previous discussions, the structure of the Leadership Team from 1 September 2017 will be:

Headteacher

Deputy Head Student Wellbeing and Support

Deputy Head Curriculum and Standards

Business Manager

Assistant Head – Community, Support and Intervention

Assistant Head, Teaching and Learning

Assistant Head, Head of Sixth Form

Assistant Head, Head of English

Assistant Head, Head of Maths

Assistant Head, Inclusion (SENCO)

This will be a team of 10 people and includes the leaders of two core subject accountabilities. All members of the team have distinct portfolios of responsibilities. These have been developed and refined and will feed into the new School Improvement Plan and our self-evaluation early in the Autumn Term following the publication of this year’s results.

**Numbers for entry in September 2017**

225 Y7 places were offered on 1 March with 49 students on the waiting list. While there has been some movement on the list following rejection of places, the offer number has remained at 225 because of the waiting list. Two students submitted an appeal and won.

**Projected Student Outcomes**

**Last Data Entry in April 2017 for A2/A Level (**110 students)

* A\*- B 61.17% 2016 Result was 54.29% 2016 National Result 53.6%
* A- E % 99.27% 2016 Result was 100% 2016 National Result 98.8%
* 2 Us
* 5 Es
* Staff preparing students for linear exams are finding it difficult this year to be absolutely certain of no Us or Es because there is no AS grade contributing to the A Level.

**Last data entry for Y11**

It should be borne in mind this year that, as explained in our Standards and Performance Committee, the points system has changed and we are dealing with new specifications in English and Maths which will be graded 9 to 1. This means there is no direct comparison between this year’s results and last year’s results. There is no national data and no fixed grade boundaries. The following information, therefore, should be treated with caution.

* Progress 8 -0.23 based on the new points system.
* If we used the old points system, our P8 would be 0.07
* We got a P8 of 0.29 last year. However, if we apply the 2017 grade points it would have been 0.24.
* The shadow P8 provided by the DfE is 0.29
* Be prepared that until this cohort can be compared with the National Data for the national cohort the P8 may well appear to be negative.
* Attainment 8 51.12 = C
* On our current analysis, 59% of students getting 9 - 5s (a “good” Pass) in Maths and English
* 79% of students getting 9 - 4s (a “standard” Pass) in Maths and English
* A\*- C in 2016 Nationally was 59% and SHS result was 67%

**Behaviour Statistics**

Behaviour is well managed. Students’ behaviour in monitored closely and speedy action taken for transgressors. Expectations have been raised over time. The BLUE Room was originally conceived as an alternative to fixed term exclusion but is actually used more broadly than that. Therefore, there is no direct correlation between use of the Blue Room and misdemeanours warranting a fixed term exclusion. The attachment shows the following:

1. Permanent exclusions and positive referrals – there has been one permanent exclusion this year and 8 since February 2014. There have been 3 positive referrals since January 2016.
2. There have been 13 formal warnings this year.
3. Statistics for other sanctions used: fixed term exclusions, BLUE Room internal exclusions, Time Out calls and C3s (C3s indicate when a student has to be removed from a classroom following being warned about behaviour)

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**Updated School Improvement headlines for 2016/17 and summary report of progress. (Additions italicised)**

**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. *Plans are in place for a focus on active reading for comprehension as the next stage of our literacy strategy.*
* 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. Observations have taken place by BC and RD in both Kelvedon Hatch and Bentley St Pauls. Further planning to take place to ensure a sharing of understanding about the KS2 to KS3 continuum and how to ensure progress for all learners. Consideration is being given to how to develop further thinking about how to support students who arrive at secondary school below the expected attainment standard. We receive an amount of money called the Y7 Catch Up Premium and, along with Pupil Premium support, we have to publish on our website how the money is used and its effectiveness.
* *Jamie Rigg has been managing Behaviour and Standards since Easter and has planned and begun to implement plans for further improvement of standards in behaviour and pastoral care.*

**Teaching and Learning**

* **Strategies to support the progress of all students.** *Significant interventions have been put into place to support students that we have identifies as in need of further support. In addition, we are renewing our focus on the quality of teaching and learning through a revitalised CPD programme and Personal Development Portfolio, introduced by Jonathan Sands in his new role.*
* **Giving effective feedback which is acted upon.** *The new Feedback and Marking Policy has been implemented this year and was the subject of a Governors’ Monitoring visit.*
* 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. *This policy was the focus of the last governors monitoring visit. Report distributed*
* **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, took place every week in a different departmental area during the Autumn and Spring terms with the aim of identifying, celebrating and sharing good practice
* *This area of responsibility is being taken up by the new Assistant Head Teaching and Learning with new strategies in place for September 2017..*
* **Specialist Leaders of Education and others with coaching expertise to support colleagues within the school (as well as their outreach work.)**
* We have 3 SLEs: Jonathan Sands, Ben Clifford and Garry Sapsford. Jonathan and Ben have been used extensively outside school, as reported in December’s Report.

**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 2016, 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. As the Local Delivery Service, which I chair, is coming to an end, we are further developing our capacity to support wellbeing and mental health in-house by working with a trained counsellor who also works for Barnado’s. She will work with us in a volunteer capacity in the Summer Term and, if the work is deemed successful, will continue work with us on a paid basis from September 2017.
* 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.
* 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. *Two members of staff are also leading an initiative to support LGBT students.*

**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 –** *see above*
* **Review the curriculum to ensure all students are appropriately catered for and in support of the school’s priorities.** *While we have not undertaken a whole curriculum review, we have made changes to suit our students and our staffing. See section under Curriculum and Staffing.*
* **Be assessed for Achievement for All leader status** – *decided not to proceed with this as our practice has developed beyond its scope and it would have been costly in terms of time and money.*
* **Be assessed for ROQA Work Related Learning and Independent Advice and Guidance –** *done.*
* **Provide further departmentally-based sixth form study areas and promote independent study.** *New sixth form study spaces are planned and will be implemented in September. (This is in addition to the humanities room, science room and “waves” that have been in place this year to supplement the Sixth Form Study Room.*
* **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.
* We have determined not to put ourselves forward for Achievement for All Leader status. This is because our practice has evolved beyond the parameters of Achievement for All and because of the staff commitment and financial implications of the assessment process. We have decided that it brings no benefit to the school but creates work and costs money!
* 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.
* 225 will be admitted into Y7 next year.
* We have had over 300 applications for the Sixth Form. Interviews have taken place with all internal and external applicants. As we know, this is not an indication of the number that will take up offers of places as this never becomes clear until results are known. However, this is a record number of applicants and confirms the school’s ever growing popularity. We are refining our systems around making offers in the summer to try to avoid what happened last year where other providers appeared to undercut our entrance requirements. *240 students attended the Sixth Form Induction Days.*

**Other key developments this year have been:**

* The Junior Sports Academy
* The Junior Performing Arts Academy
* The Combined Cadet Force

Work continues on the possibility of becoming an all-through school. A feasibility study has been submitted to Essex CC and we are awaiting further developments. I hope there will be more to report by the time we meet in September.

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:**

**5th and 6th July – The Wind in the Willows - Lower School Play**

**10th July – Summer Concert**

**19th July – School Term ends at 12 noon**

**17th August – A Level and AS Results**

**24th August – GCSE Results**

**4th September – Inset Day**

**5th September – Y7 and Y12 in school**

**6th September – all other year groups return**

**7th September - FGB**

**14th September – Awards Evening**

**Carole Herman**

**July 2017**