**Shenfield High School**

**Headteacher’s Report**

**to the Governing Body**

**July 2021**

**Numbers currently on roll: 1432**

|  |  |  |  |
| --- | --- | --- | --- |
| Numbers on Roll | | | |
| Y7 | 244 | Y11 | 172 |
| Y8 | 238 | Y12 | 176 |
| Y9 | 233 | Y13 | 145 |
| Y10 | 206 | **TOTAL** | **1414** |

**Attendance Report (from Jenny Comerford)**

This report for on attendance for the 2020- 2021 academic year and covers for attendance from September 2020 to May half term 2021.

6th form data has never been provided previously as this is not counted in official statistics from Essex or national data – but following the request from Governors at the last S & P Committee this is provided for the same period as above but without comparative data.

The summer term has continued to be difficult with a huge increase in anxious school refusal and some isolation. The isolation trend is just starting to increase in the last two weeks, but is not yet on a par with the complete disruption to attendance seen in the Autumn term 2020.

The local authority compliance team have only started to accept recommendations for penalty notices in the past month, and will not pursue a recommendation if the child is suffering from low mental health – so if a child is not coming to school and has seen the GP for mental health issues, we are not pursuing it.

Governors will also note that when students came back on March 8th for about 6 weeks attendance was good, but dropped off in May. Also that the year 9 cohort, PP cohort and the oasis cohort have not reached targets.

In each of those cohorts there are significant individuals, whose attendance has been poor – again mainly around mental health reasons. Some of those cases have been previously discussed with you as case studies.

In handover discussions with the new attendance team it is clear that the Y9 cohort having higher than average absences in both the PP and oasis cohort is the priority year group to manage. Having said that in the past three weeks there have been some significant induvial withdrawn by parents for home schooling - whose data is in this report but will not be influencing the data in the final weeks of the year.



|  |  |  |  |
| --- | --- | --- | --- |
| SEPT 2020 - May 2021 |  |  | Sept 2019 - March 2020 |
|  |  |  |  |
| **Yr12** |  |  |  |
|  |  |  |  |
| Overall Att | 94.4% |  | 91.6% |
| APRIL | 94.5% |  |  |
| MAY | 92.0% |  |  |
|  |  |  |  |
|  |  |  |  |
| SEPT 2020 - May 2021 |  |  | Sept 2019 - March 2020 |
|  |  |  |  |
| **Yr13** |  |  |  |
|  |  |  |  |
| Overall Att | 92.0% |  | 93.4% |
| APRIL | 91.6% |  |  |
| MAY | 94.4% |  |  |

**Staffing**

**Leavers – Summer 2021**

|  |  |  |
| --- | --- | --- |
| **Name** | **Role** | **Reason** |
| Jenny Comerford | Deputy Headteacher | retirement |
| Gill Hards | Finance Assistant | retirement |
| Heidi Casey | Art and Science technician | relocation |
| Vicky Kitchen | Maths teacher | new post at Becket Keys |
| Julie Pitkin | Oasis Manager | relocation |
| Linda Jones | Attendance Officer | relocation |
| Mini Nowlan | Teacher of drama and leader of the performing arts junior academy | Head of Drama at Sir John Payne |
| Mark Lowrie | Cover supervisor | Cover supervisor at BCHS |
| Erin Horgan | English teacher | i/c KS3 English at Great Baddow. |
| Paul Tully | Head of Drama | Head of Academic Drama at Westminster School. |
| Fawn Roberts | Teaching assistant | Appointed to a role closer to home |
| Jon Pead | Lead Practitioner Maths | Assistant Headteacher at The Billericay School |
| Ken Mitala | Fixed term teacher of Computer Science | End of contract |
| Rachel Scales | Teaching apprentice - English | Decided not to continue with apprenticeship. |
|  |  |  |

**New staff – September 2021**

|  |  |
| --- | --- |
| **Name** | **Role** |
| **Teaching staff:** |  |
| Josie Joshua (ECT) | Teacher of Drama |
| Brendan Weakliam (ECT) | Teacher of Drama |
| Fergus Ree-Gildea (ECT) | Teacher of English |
| Rosie Grabowski (ECT) | Teacher of English |
| Faye Nichol (ECT) | Teacher of English |
| Neville Denehy | Team Leader for Maths |
| Hannah Thornhill (ECT) | Teacher of PE |
| Luke Clayton (ECT) | Teacher of PE and Social Sciences |
| Emma Harris (ECT) | Teacher of Science |
| Jordan Leppard | Teacher of Science (PT) |
| **Support Staff:** |  |
| Victoria Newton | Attendance Officer |
| Jack Stevens | Cover Supervisor |
|  | Safeguarding Officer |
|  | Teaching Assistant |
|  | Teaching Assistant |
|  | Technician (Art) |
|  | Technician (Science) |

**Grades for Y11 and Y13**

Following our period of internal assessments, all grades were submitted by the 18th June deadline. A sample was subsequently requested (selected students from English Language GCSE, English Literature GCSE and A Level Psychology) and that too has been submitted. Results are on 10th and 12th August, after which we will deal with appeals, should there be any.

We have yet to be informed of whether there will be any substantial changes to the assessed content for next year’s exams. This is very frustrating as this is a key time of year for planning curriculum delivery for the new academic year.

**Ofsted Report on Sexual Abuse**

Following the publication of the Ofsted report on sexual abuse, the school’s procedures for dealing with this issue was the subject of the governor monitoring visit that took place on 30th June and is covered in the note of the visit.

**School Improvement Headlines 2021-21 – end of year note of progress.**

Governors have been kept appraised of all the issues the school has dealt with in regard to lock down, and re-opening after lock down.

The following indicates progress in the other headline areas.

**Developing our practice using the curriculum as the model of progress.**

To ensure that governors have a good understanding of our development in this area, I would propose that some of our Team Leaders are invited to Standards and Performance Committee meetings next year to present and have further discussions with you. In the meantime, please see Appendix 1 for two examples – in Maths and Science- of how we are reviewing and developing our curriculum so it becomes the model of progress.

**Student leadership, school ethos and behaviour.**

Jamie Rigg provided governor training in June to ensure an understanding of the work that has been done on student leadership and the house system. We look forward to the official launch of our new House system in September. In addition Appendix 2 includes an embedded document recording our behaviour statistics for this year demonstrating a positive progress picture. Please note the pro rata projection table on the Consequences tab, indicating that student behaviour is improving. Jamie Rigg has provided a projection based on 2017-18 figures, and as you will see, there have been significantly less instances of poor behaviour than might have been expected.

To further support appropriate behaviour in school next year, we have reviewed our mobile phone policy and have determined that a change is necessary. From September 2021, students will not be able to have their phone, smart watch or personal earphones seen or heard on the school site between 8am ad 4pm. Details of expectations and procedures in support of this policy change will be sent to parents and be explained to students before the end of term.

**Work towards all students being able to read to at least their chronological age**

Our Thinking Reading programme has been necessarily disrupted but the following tables demonstrate the progress that is being made.

**Thinking Reading (TR) Data**

Averages – 2019 / 2020 Cohort

Across year 7 and 10 – Thinking Reading Data for Reading – on-going monitoring:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | **Year 7** | | | **Year 10** | | |
|  | **Number of lessons** | **Progress per lesson (months)** | **Progress (in Years)** | **Number of lessons** | **Progress per lesson (months)** | **Progress (in Years)** | **Number of lessons** | **Progress per lesson (months)** | **Progress (in Years)** |
| Total | 131 | 97.8 | 50 | 92 | 68.8 | 37 | 39 | 29 | 13 |
| Average per child | 6 | 4.446 | 2.3 | 4.2 | 3.127 | 1.7 | 1.8 | 1.318 | 0.6 |

Totals:

Year 7: 15

Year 10: 7

Highest Progress = 5.5 Years  
Lowest Progress = -1 Year (2 students with significant attendance and other issues).

Averages 2019 / 2020 Cohort – Final PROBE Testing

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | **Year 7** | | | **Year 10** | | |
|  | **Number of lessons** | **Progress per lesson (months)** | **Progress (in Years)** | **Number of lessons** | **Progress per lesson (months)** | **Progress (in Years)** | **Number of lessons** | **Progress per lesson (months)** | **Progress (in Years)** |
| Total | 338 | 18.6 | 47 | 244 | 9.1 | 30 | 94 | 9.5 | 17 |
| Average per child | 33.8 | 1.86 | 4.7 | 41 | 1.5 | 5 | 23.5 | 1.6 | 2.8 |

Totals:

Year 7: 15

Year 10: 7

Highest progress = 7 years  
Lowest progress = 3.5

* TR students have reported that they have gone bought books for themselves – they have then read and enjoyed these;
* TR staff have reported that the students’ confidence around reading and texts has grown within the lessons and they are much better at accepting texts;
* Teachers have reported that:
  + Students are using phonic strategies to work out words in classrooms – leading to better decoding and understanding of subject texts;
  + Students are more willing to participate in reading in lessons.  Students are volunteering to do this where before they would not have done;
  + Students understanding has improved.
* Teaching Assistants have reported that:
  + Students are more engaged in lessons;
  + Students’ self-esteem and self-belief has increased;
  + Some students have struggled to implement all the strategies and have needed some further guidance.
* Students have reported that:
  + They feel more confident about reading;
  + That they are pleased with their progress;
  + That they want to do better at reading;
  + They are often sorry to leave the programme as they have seen the success.

Our literacy focus also features in next year’s improvement headlines and, in addition to Thinking Reading, we will be implementing:

* a Future Writers scheme based on a direct instruction model for our lowest attainers in writing in Y8
* The introduction of a vocabulary enhancing programme called Bedrock. We are seeing this as the literacy version of Hegarty Maths and it will be used to enhance PREP for English and focused work on vocabulary in English lessons. The focus is on tier 2 and 3 vocabulary and therefore has a cross-curricular emphasis.

**Essex Task Force**

I have been asked to be the secondary school ’voice’ on a newly formulated Essex Task Force chaired by Roy Blatchford, a distinguished educationalist with a national profile. The press release below gives a flavour of its scope. I am particularly involved in the aspect that promotes investment in appropriate reading interventions is secondary schools. It has made a promising start led by an expert chair and has the potential to be powerful.

**Essex Education Task Force unveils plan for education renewal**

*The task force will invest £1million to ensure that every child in Essex leaves school able to read at their age level or better.*

*The newly formed Essex Education Task Force has announced it will invest £1million in reading over the next 18 months, to support children and young people affected by the loss of learning and missed opportunities during the Covid-19 pandemic.   
  
Marked by the launch of a new campaign, Essex Year of Reading 2022, the group’s aim is to ensure that every Essex child leaves school able to read at their age level or better.*

*The investment is part of ambitious plans to address the short- and long-term impact of Covid-19 on children and young people’s education.*

*In addition, the task force plans to invest £500,000 into mental health and emotional wellbeing support. This includes pledging commitments and resources in the following areas:*

* *Providing transition coaches for vulnerable children moving from primary to secondary school (starting September 2021)*
* *Helping vulnerable students over 16 years of age move into further education*
* *Providing £100,000 of funding to the voluntary sector for the provision of summer and half term holiday outdoor learning for vulnerable students and those with Special Educational Needs and/or Disabilities (SEND)*
* *Investment in the wellbeing of school leaders via their governing bodies (starting September 2021)*
* *Investment in Pre-School language development.*

*Roy Blatchford CBE, Independent Chair of the Essex Education Task Force, said: “We know that being able to read confidently is the key to being a successful learner in all other areas of life. We strongly believe this investment will help those who have fallen behind with their reading over the past year and help them to thrive in other aspects of their education. Together, with the additional commitments we have outlined, we will help children and young people prosper after an incredibly disruptive time.*

*“During the roll out of the Year of Reading, we will be working with many local partners across Essex such as libraries, Adult Community Learning, and local businesses, in addition to schools and colleges. We also recognise the enormous impact that Covid-19 has had on education colleagues. Our plans include additional support and resources to help both their pupils and their own wellbeing.”*

*Cllr Tony Ball, Essex County Council’s Cabinet Member for Education Excellence, Skills and Training, said: “Investing £1million to improve and promote reading from early years through to schools and into further education, demonstrates the level of our commitment to children and young people across Essex. It has been an incredibly difficult year for them and this additional support will help them to thrive and support education colleagues to enable to them to do so.  
  
“We want the county to be at the forefront of shaping education policy and achieving bright futures for all pupils, and are confident that our plans will help to make this a reality.”*

*The investment plan for the Education Task Force mirrors the three guiding principles of Renewal, Equality and Ambition set out by ECC’s Leader, Cllr Kevin Bentley, in May.*

*ECC is committed to championing equity, inclusion and excellence for all to ensure that no child in Essex is left behind or disadvantaged from the pandemic.*

*Following the launch of the Essex Education Task Force, a* [*new website*](https://www.essexeducationtaskforce.org.uk/) *has been created to keep interested parties informed on the Task Force’s priorities and activities, and will be updated in due course.*

**School Improvement Plan Headlines 2021-22**

We propose the following Improvement Headlines for the next academic year. I will explain these and discuss them with you at the meeting.

In addition to the ongoing maintenance of previous developments, the School Improvement Headlines for 2021-22 will focus on ensuring that all students are supported in making good progress following the COVID19 pandemic.

1. embed the newly developed school House system, promoting student leadership, participation and the embracing of school values:

* Be **Respectful**
* Be **Responsible**
* Be **Ready to Learn**
* Seek **Challenge**
* Make your **Contribution**
* Develop your **Collaboration** skills

1. Supporting literacy:

* Providing specific intervention for students entering Y7 and Y10 two or more years below their chronological reading age, and support for others who have fallen behind with their reading, ensuring that they read confidently with the aim that all students should read at their chronological age or better.
* Intervention for Y8 pupils who are significantly below their chronological writing age with the aim to improve their writing skills in all lessons.

1. Supporting numeracy:

- providing a numeracy transition programme for Y7 students significantly behind with numeracy.

1. To further develop academic and other support for disadvantaged students
2. Re-establish and extend the school’s wide range of extra-curricular activities.
3. To ensure that staff professional development is prioritised with compulsory, directed and optional CPD provided.
4. To review and re-set our equality objectives and determine how identified issues can be progressed.

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

**Carole Herman**

**July 2021**

**Appendix 1**

**Science – Curriculum as Model of Progress**

**Context**

2 years ago, an external Science specialist came in and reviewed the Science curriculum with JSA and GPS. The findings were as follows:

Key Stage 3

* Too much focus on ‘facts’ and not enough scaffolding of knowledge.
* Curriculum content was GCSE level from Year 7 which no foundational work.
* Students were overwhelmed and cognitive load was a clear issue.
* Assessment was GCSE level questions that were difficult to access.

Key Stage 4

* Started in Year 9 as a 3 year course. Whilst this was beneficial in terms of amount of content, students did not return to work studied in year 9 until the final months before GCSE examinations.
* Assessment was GCSE level in Units – no further work was being done to address the outcomes of the assessments.
* Assessment would only assess content recently studied.
* PREP was in-effective, despite considerable investment into digital resources.

**Improvements**

Key Stage 3

* Key Stage 3 has been re-designed to focus on investigative science. This approach allows students to learn through prediction, experimentation and analysis of results.
* Each investigation has a scientific focus that is assessed in more detail, however, all skills and knowledge are assessed each time.
* Whilst GCSE content is covered through investigation, it is low stakes and not explicitly taught.
* PREP designed to enhance and support investigations.

Key Stage 4

* This year has been spent designing a spiral curriculum in each discipline.
* Each discipline has been broken down so that all topics are addressed in year 9, 10 and 11.
* The curriculum builds in difficulty, adding new knowledge to previous knowledge to improve retention and reduce cognitive load.
* Assessment is being designed to include elements of previously studied topics to make sure students are not forgetting older content.
* PREP will be in the form of review questions from previous topics to aid retention and preparation for assessment.

**Results**

Key Stage 3

* Increased engagement in the subject which is reflected in reduced behaviour points, time out calls and increased number of reward points.
* Staff are seeing more students coming back at break, lunch and after school to continue their learning.
* Assessment is being used to improve the skills required for GCSE. The teacher now has time and capacity to address misconceptions before moving on.
* PREP is viewed as important by students in recent student voice.

Key Stage 4

* New design will be implemented from this September
* Adapted curriculum designed for current year 9 and 10 so they ensure all content is covered, in ways conducive to learning, before their exams.

**Next Steps**

* Continue to monitor, review and adapt key stage 3 curriculum and assessment.
* Implement new KS4 design.
* Ensure current year 9 and 10 are supported with adapted curriculum.
* Review Key Stage 5 curriculum.

**Maths – The Curriculum as our Progress Model**

**Context**

Though monitoring and pupil voice, we identified that perceptions of mathematics centred negatively around labels of attainment, creating low aspirations for some and high pressure for others. The department started to research the potential of a mixed attainment approach in Mathematics during 2018 – 2019, attending sessions from the ATM and the Mixed Attainment Maths conference and sessions at ResearchED. As we introduced mixed attainment groupings into year 7 in 2019 we looked to address:

· Consistency of challenge for all pupils – high aspirations for all with scaffolded support for those that need it to achieve the same learning goal.

· Consistency of mathematical methods to ensure transition between classes and year groups was more streamlined.

· Better interleaving of topics so that content is continually review and retrieved as we progress through the curriculum.

· Fostering a positive growth mindset around attainment in mathematics – “Everyone is a mathematician” and with hard work, (PREP) and practise, everyone can develop their skills.

**Improvements**

· The KS3 curriculum is now collaboratively planned and resourced across the department to ensure all pupils experience high levels of challenge (all resources are framed by and work towards mastery of a synoptic challenge question), whilst ensuring there are no gaps in prerequisite knowledge and scaffolding is in place to support all pupils to achieve. Prior learning is routinely interleaved throughout the resources and this is reviewed as we move further through the curriculum.

· Departmental meetings now include professional development on preferred methods and vocabulary to ensure consistency between years and to help pupils apply prior learning to new challenges.

· PREP introduction to year 7 has led to high levels of engagement and attainment on www.hegartymaths.com<http://www.hegartymaths.com> for year 7 and PREP roadmap is in place to secure further gains in the older year groups.

· Specific Mathematics intervention is also in place to ensure the core skills required to access the curriculum can be explicitly reinforced while pupils continue to access the full curriculum in Mathematics.

**Results**

· Pupil voice indicates an increase in positive attitudes to the subject and we have moved away from the vicious cycle of “bottom set --> low aspirations --> low outcomes --> bottom set”.

· Engagement with Maths learning has improved, both in lessons with very low time out calls in KS3, lower repeated behaviour points and high levels of reward points.

· Hegarty PREP is seen as a core part of success in Mathematics at Shenfield, the majority of the cohort see the benefits and are eager to complete all work to a high standard.

**Next Steps**

· Continue to review and revise the KS3 curriculum, resources and assessments.

· Capitalise on the benefits we have seen in KS3 as these pupils progress further and into KS4 – reviewing the KS4 curriculum model and pedagogical practises.

· Review KS5 curriculum and opportunities for Post-16 Mathematics.

Mr R Drew

Assistant Headteacher: Mathematics and Computer Science

**Appendix 2**

