**Shenfield High School**

**Headteacher’s Report**

**to the Governing Body**

**June 2019**

**Numbers currently on roll: 1250**

|  |  |  |  |
| --- | --- | --- | --- |
| Numbers on Roll | | | |
| Y7 | 246 | Y11 | 144 |
| Y8 | 222 | Y12 | 173 |
| Y9 | 176 | Y13 | 137 |
| Y10 | 152 | **TOTAL** | **1250** |

**Staffing**

**Staff Leavers and Appointments for September 2019**

|  |  |  |  |
| --- | --- | --- | --- |
| **Leavers** | **post** | **Reason for leaving** | **Replaced by:** |
| Aqsa Malik | English, i/c Literature A Level | Secured promotion at Valentines High School | Anne Quinlan, NQT plus internal appointment to i/c Literature A Level |
| Ellie Gibbons | PE | End of maternity leave contract and secured professional netball role | Jessica Matthews |
| Chris Robinson | Maths | retiring | Grace Dalton, NQT |
| Sarah Howard (maternity leave) | History | Maternity leave | Trudy Arnold  (to cover maternity leave) |
| Emilio Navarra | Teacher of MFL | Agency temporary contract. | Melissa Watson |
| Jane Cross | Sixth Form Pastoral Manager | retiring | Claire Downey  (internal appt) |
| Alison Connolly | Counsellor | personal | pending |

In addition, we have appointed Chris Towns,, who is a NQT to teach English, Humanities and Social Sciences. We are appointing three new members of the SEN team as co-educators. One is to replace Claire Downey who will be our new Sixth Form Pastoral Manager from September. The other two are in support of the number of young people in next year’s Y7 who have special needs.

**Staff Retention and Succession Planning**

It is the likely intention of our most senior Deputy Headteacher to leave her post at the end of the academic year 2020/21. While not necessarily replicating her role at Deputy Head level, I am keen to ensure that we both retain the talent of other members of SLT that we have developed and to ensure that there is a crossover with an internally appointed Deputy Headteacher taking up the role prior to our existing senior Deputy Head leaving. In addition to this, my role as an Ofsted Inspector continues and I have also been invited to be Vice Chair of the Association of Secondary Heads in Essex (ASHE) for 2019/20 which means that I will be Chair in 2020/21. These roles will necessarily take me out of school on occasions. Our senior Deputy Head is also required to be out of school frequently as part of her role and so it is imperative that we have appropriate deputising arrangements in place. I would like to propose that a third Deputy Headteacher is appointed internally from April 2020. This would not be a permanent change of structure; we would revert to having two Deputy Headteachers from September 2021.

I am also aware that the individual salary scales (ISRs) for our Assistant Heads are not competitive and have given very limited progression. Our Assistant Heads have reached or will soon reach the top of their ISRs. These scales were put in place to be cost neutral when the current structure was put in place in 2016 and internally appointed colleagues were put on the Leadership Scale on a salary point just marginally above their Upper Pay Spine and TLR salary within the range L9-13. This meant that our highest paid newly appointed SLT members had very limited progression within the 5-point ISR as their starting point was only 2 points below the top. I would also like to propose, therefore, that our Assistant Headteacher ISRs are reviewed for September 2021, with a review in addition for the ISRs of Deputy Headteachers to maintain the differential. A paper has been presented to the Resources Committee detailing the costs, which they have agreed are affordable.

**Attendance Data** – will be reported in September once the analysis of the whole year has taken place.

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| --- | --- | --- |
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**Admissions for September 2019**

As reported in March, 248 places have been offered for next year’s Y7 with 182 students on the waiting list. There has been a significant increase in our applications this year which has meant that we only reached half way through the sixth criterion on our Admissions Code (designated primary schools) and did not reach criteria 7 (aptitude) or 8 (distance.) We are aware that we had 285 first choices.

Seventeen appeals were heard and at the time of writing we have not received the outcomes.

There have been challenging issues with our admissions this year, not least the significant increase in the number of young people who have Education Health and Care Plans (EHCPs) and those who have been identified in primary school as having special educational needs.

The following table indicates the numbers on roll for September 2019 as at 20th May 2019, including pupil(s) with an Education, Health and those on SEN support:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Total number of students in year group | Education Health and Care Plan 1 | Pupils on SEN Support 2 | Total EHCP and SEN in each year group | Percentage of EHCP/SEN students |
| Year 7 : | 248 | 13 | 38\* | 51 | 20.56% |
| Year 8: | 245 | 3 | 47 | 50 | 20.4% |
| Year 9: | 223 | 4 | 39 | 43 | 19.28% |
| Year 10: | 177 | 3 | 18 | 21 | 11.8% |
| Year 11: | 154 | 5 | 17 | 22 | 14.28% |
| Year 12: | Unknown | Unknown | Unknown | Unknown\*\* | Unknown\*\* |
| Year 13: | 174 | 2 | 10 | 12 | 6.89% |

\*This is the number known about so far as of 20th May 2019. The number of students in Y7 from September 2019 on SEN Support is likely to increase. 38 represents the number of students about whom we have received information so far. There has been a rising trend over the last 5 years and we have yet to receive all transfer files from primary schools at the present time.

\*\*EHCP and SEN Support numbers in Y12 areas yet unknown because students – internal and external – do not register for Y12 until after their GCSE results are received in August 2019. We expect to admit between 180 and 200 students and for there to be a similar percentage of EHCP and SEN Support students as in next year’s Y13 – approximately 7%

Notes

1. A pupil with an Education Health and Care Plan is a child that has had a statutory assessment detailing his/her needs, specifying the help they are going to receive and naming the school they will attend. This is a legal document.

2. A pupil on SEN Support has special educational needs identified by the School and benefits from more support than normally provided through differentiation. This could include support from a range of specialists, for example speech therapists, behaviour support staff or educational psychologists.

The following table shows the number of applications considered and places offered under each criteria:

|  |  |  |
| --- | --- | --- |
| **Criterion** | **Applications considered** | **Places offered** |
| Children with an Education Health and Care Plan naming the School | 16 | 13 |
| Looked after children and previously looked after children | 6 | 3 |
| Siblings | 83 | 61 |
| Staff | 3 | 2 |
| Medical | 11 | 0 |
| Priority area | 348  (potentially included in criteria above) | 105 |
| Named Primary School | 627  (potentially included in criteria above) | 64 |
| Aptitude in Sport and Performing Arts | 117 (JSA)  37 (PA) | 0 |
| Distance | 416 | 0 |
| Late applications | 32 | (3) |
| **Total** | 1104 | 248 |

We will be consulting on our Admissions Criteria for September 2021 between November 2019 and January 2020. I will bring a draft to governors for discussion and approval in the new academic year.

There is considerable inequity between the number of EHCP children we are admitting and the number being admitted by other local schools. We have continued to be consulted about EHCP admissions long after the Offer Day in March, the latest being only last week. I have attached a letter from Tony Taylor, Assistant Headteacher for Inclusion and SEN Coordinator, endorsed by Leanne and me. This gives an indication of what we have been dealing with and we await a response.

**Progress Manager Project**

As you are aware, our Progress Managers have been appointed to work with Y7 to Y10, alongside Jane Martin who is overseeing Y11. As explained in the December report, we are using our new assessment system to identify students who are causing us concern over several subjects, because either their attitude to learning or current grade is not meeting expectations. This assessment data is reviewed regularly and Progress Managers or other colleagues who focus on disadvantaged or SEN students, mentor them to ensure better progress is made. The project has now been reviewed with a number of recommendations being put into place for next year. The Progress Managers will be called Achievement and Progress Leaders (APLs) to avoid confusion with Pastoral Managers.

The APLs will be further supported through a member of SLT being attached to each year group and further training for and expectation of Form Tutors. The key objective is to support the achievement and progress of students who would otherwise fly under the radar. A further colleague will join the APL team to ensure there is one APL for each year group.

**Improvement headlines**

I have attached a document that gives a summary of our work on the Improvement Headlines identified for this year and the suggested new Improvement Headlines for 2019-20. The four strands are key to the school’s further development which I will discuss with you at the FGB meeting on 27th June.

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:**

4 July Summer Concert

10th July PREP4Sept.

11 July Sports Awards Evening

15th August A Level Results Day

22nd August GCSE Results Day

2nd September Inset Day

3rd September Y7 start of term; Y12 registration

4th September Y8.Y9,Y10, Y11 and Y13 start of term.

12th September Awards Evening

**Carole Herman**

**June 2019**