**Shenfield High School**

**Headteacher’s Report**

**to the Governing Body**

**March 2017**

**Numbers currently on roll:**

|  |  |  |  |
| --- | --- | --- | --- |
| Numbers on Roll | | | |
| Y7 | 188 | Y11 | 143 |
| Y8 | 135 | Y12 | 10 |
| Y9 | 150 | Y13 | 156 |
| Y10 | 117 | **TOTAL** | **1079** |

**Staff Leavers – 31st March 2017**

|  |  |  |  |
| --- | --- | --- | --- |
| **Preferred Forename** | **Preferred Surname** | **Role** | **Reason** |
| Jo | Cookson | Assistant Headteacher | Secured another AH post closer to home |
| Christine | Gore | Food and Textiles technician | Secured another post |
| Kieran | Hignett | Teacher of Maths and History | Post at CSS |
| Gary | Nosworthy | Attendance and Welfare officer | Resignation following a period of ill health |

**New staff**

|  |  |  |  |
| --- | --- | --- | --- |
| **Preferred**  **Forename** | **Preferred**  **surname** | **Role** | **Notes** |
| Ronan | Conway | From 1 April – cover supervisor  From 1 Sept – teacher of Science. | Cover supervisor to cover sickness absence.  Science teacher to cover maternity leave and following that increase in requirement. |

**Development of the Senior Leadership Team for September 2017**

Following discussion in the Resources Committee on 2 February, I would like to recommend the following changes to the structure for the Senior Team from 1 September:

**Current structure:**

Headteacher

Deputy Head: Student Wellbeing and Support

Senior Assistant Headteacher: Curriculum and Standards

Senior Assistant Headteacher: Teaching, Learning and Behaviour

Business Manager

Assistant Head: Assessment

Assistant Head: Head of English

Assistant Head: Head of Maths

Assistant Head: SENCO

In addition, we have appointed two Associate members of SLT this year as a professional development opportunity and to build leadership capacity. We have operated this year, therefore, with a team of 11 people.

**Proposed structure:**

Headteacher

Deputy Head Student Wellbeing and Support

Deputy Head Curriculum and Standards

Business Manager

Assistant Head, Assessment

Assistant Head, Teaching and Learning

Assistant Head, Head of Sixth Form and whole school pastoral and behaviour

Assistant Head, Head of English

Assistant Head, Head of Maths

Assistant Head, SENCO

This will be a team of 10 people.

This is light of:

* The development of my role in planning for the school’s strategic future and work with Ofsted. This is likely to involve more time spent out of school.
* Our current single deputy also has a role which takes her out of school frequently to meet with other agencies. We need another highly skilled person to deputise in our absence.
* The departure of a Senior Assistant Head.
* The development of a strategy whereby some senior leaders combine a middle leader role with a senior leadership role. This provides excellent professional development and retains talented colleagues within the school, and is cost effective
* With less experienced colleagues joining the team, two deputies are now needed for training, mentoring and line management purposes.

The roles of Deputy Head Curriculum, Assistant Head Teaching and Learning and Assistant Head, Head of Sixth Form/behaviour and pastoral to be internally advertised. Members of the Governing Body should be involved in the appointment of a Deputy Head. Following the agreement of the governing body, I would like to implement this alteration to the Senior Team in the Summer Term ready for September 2017.

**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.

**Strategic Development of Shenfield High School**

Following discussion at our strategic group meeting, we have determined to keep exploring the option of submitting a free school primary bid. There is no scheduled free school round at present as new criteria are being awaited, following announcements about new grammar schools.

In addition and following our governors’ strategy meeting, I have received information that there is a feasibility study taking place at Long Ridings not only for a bulge year in 2019/20 but also for permanent expansion to three forms of entry. In discussion with Clare Kershaw, she has stated that her responsibility is to ensure there are enough primary school places, not the means of provision. With this is mind, and taking into consideration the plans of our nearest primary school neighbour, we still have a decision to make.

**Discontinuance of the Local Delivery Group**

Since 2012, I have chaired the Local Delivery Group and its fundraising arm the Brentwood Learning Partnership Association. This organisation was set up to ensure secondary and primary schools in the borough were able to collaborate to run “extended services” such as counselling, small group interventions, speech and language and parent support when extended services stopped being ring-fenced. All schools pay a per capita sum into the LDG central pot. It worked well for some time and for the last 2 years we have hosted the LDG officers on our site. However, as budgetary pressures have mounted and new alliances, such as MATS, have been formed, other secondary schools in the borough have chosen not to support the LDG. In fact, Shenfield and Brentwood County High School are the only secondary schools that have continued to commit. With the major funders pulling out, the LDG is now unsustainable and will close in July 2017. This is a great sadness as it was the only remaining collaborative partnership open to all schools in the borough.

**Fund the 8% - Essex and national campaign about the funding crisis in schools.**

You will be aware that there has been a great deal of publicity about the unfunded costs that schools are having to deal with. The National Funding Formula consultation concluded this week and I hope governors have responded using the ASHE response as a support to completion. The NFF is an honest attempt to work towards a fairer system but it has become a smokescreen for chronic underfunding and in its present form locks in inequality.

Because of our link with the Chancellor, Philip Hammond – he was a pupil at Shenfield from 1967 to 74 – our school got a good deal of media attention and I appeared on BBC Radio Essex, Look East, the Victoria Derbyshire Show on BBC2, Phoenix FM, an article in the Metro and on a Facebook BBC Essex video. The ASHE Campaign has also gathered pace and Essex is collaborating with a number of counties to deliver a very clear message to government. At the time of writing we are keeping up the pressure and maintaining a reasonable but unrelenting dialogue with Sir Eric Pickles.

I would urge governors to support Shenfield and all schools by keeping up the pressure. If you haven’t done so, please write to your MP, sign the online petition and do whatever you can to support this growing campaign. Thank you.

**Updated School Improvement headlines for 2016/17 and report of progress. (Updates in italics.)**

**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.
* 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 is *taking over the behaviour and pastoral role from Jo Cookson* *from Easter, line managed by a member of SLT.*

**Teaching and Learning**

* **Strategies to support the progress of all students.**
* **Giving effective feedback which is acted upon.**
* 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, takes place every week in a different departmental area with the aim of identifying, celebrating and sharing good practice
* *This area of responsibility will be taken up by the new Assistant Head Teaching and Learning, and will be reviewed and further developed.*
* **Specialist Leaders of Education and others with coaching expertise to support colleagues within the school (as well as their outreach work.)**
* We now have 4 SLEs: Jonathan Sands, Ben Clifford, Jo Cookson 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. A whole school questionnaire will be conducted in January on stress in the lead up to exams.
* 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.

**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**
* **Review the curriculum to ensure all students are appropriately catered for and in support of the school’s priorities**
* **Be assessed for Achievement for All leader status**
* **Be assessed for ROQA Work Related Learning and Independent Advice and Guidance**
* **Provide further departmentally-based sixth form study areas and promote independent study**
* **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.*

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:**

30th March Easter concert

19th April Standards and Performance, 5pm. Note new date

19th April Shenfield Spring Fling Talent Show, 6.30pm

20th April Resources Committee, 4.30pm

26th April Shenfield Musician of the Year

11th May Sports Awards Evening

**Carole Herman**

**March 2017**