**Shenfield High School**

**Headteacher’s Report**

**to the Governing Body**

**March 2018**

**Numbers currently on roll: 1167**

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| --- |
| Numbers on Roll  |
| Y7 | 224 | Y11 | 114 |
| Y8 | 182 | Y12 | 192 |
| Y9 | 145 | Y13 | 166 |
| Y10 | 144 | **TOTAL** | **1167** |

**Attendance Data**



**Staffing**

The following staff are leaving Shenfield High School at Easter:

|  |  |  |
| --- | --- | --- |
| Name | post | Reason for leaving |
| Ronan Conway | Teacher of science | Voluntary resignation |
| Laraine Ereku | Teacher of maths | Secured another post |

Both colleagues will be replaced by temporary staff until the end of the academic year and by permanent replacements from September 2018

**Projected Y7 Numbers for entry in September 2018**

It looks as if we will be admitting 240 into Y7 students as planned. The usual “shuffle” is happening at the moment but as we have a considerable waiting list, I am confident that the numbers will remain buoyant. As an indicator, 236 families put Shenfield as their first choice and 210 of these were offered places. That means that there are a further 26 families waiting for places.

**Behaviour data**

The up-to-date record of behaviour data is available a separate document on the weebly website. The statistics reflect our lower level of tolerance to behaviour that does not meet expectations. There are also a group of students in Y10 causing some challenges.

**PREP and the Super-Curriculum**

In response to the demands of the new exam specifications, from January 2018 we have introduced PREP – a means of supporting students in working outside the classroom in a way that will challenge them to re-visit materials to help them commit learning to their long-term memory. A hard copy of the PREP book that has been given to all students will be available at the meeting and is also on our website. We have run 3 parent workshops which have been very well attended with full halls for the first two and half a hall for the third. We are moving away from limited homework tasks to supporting students in taking responsibility for their learning but with guidance, the availability of drop-in sessions and the provision of resources. In addition, we are focussing on what we are calling the super-curriculum - what can be done to enrich the experience of learning. This is partly what can be provided by the school – visits, trips, master classes – and how we can support parents in providing information about how they can contribute if guidance is needed. Exam specifications are very content-heavy but we want to continue to go far beyond what students will need to pass their exams This is a development of our belief in learning for life and taking an holistic approach to the way we educate our young people.

**School Survey Week**

Following the pattern established over the last few years, we have conducted our staff, parent and pupil surveys. Following concern about how few staff completed the staff survey last year, a focus group representing a diverse range of staff met to discuss the wording and relevance of questions. Whereas 21% of staff completed the survey last year, 59% completed it this year. The results of the surveys are summarised on a separate document for governor perusal and the parent survey will be summarised and published in the Easter newsletter for parents.

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:**

**28th March 2018 Easter Concert**

**19th April 2018 Spring Fling Talent Show**

**24th April 2018 Governors Standards and Performance Committee**

**11th May 2018 PTA Quiz Night**

**19th June 2018 Governor Training**

**21st June 2018 Performing Arts Awards Evening**

**26th June 2018 Sports Awards Evening**

**2nd and 3rd July 2018 Lower School play**

**5th July 2018 Summer Concert**

**Carole Herman**

**March 2018**

**School Improvement Plan Headlines 2017-18 - notes of progress so far are in italics**

1 **Leadership**

- embed newly introduced leadership roles and continue to build leadership capacity to reflect the school’s improvement priorities and external accountabilities

*Substantive new roles within the leadership team have been in place since September 2017 with portfolios of responsibility reflecting school priorities. Weekly team leader briefings led by the Assistant Headteacher Teaching and Learning ensure a constant focus on leadership priorities. The Governors’ monitoring visit in February focused on the effectiveness the new leadership team and a note of the visit has been circulated.*

- Review the curriculum to ensure all students are appropriately catered for and in support of the school’s priorities, including a small group of Y9 learners who are unlikely to be able to access level 2 qualifications.

 *We are currently creating an appropriate curriculum for the students who will have difficulty in accessing Level 2 qualifications. This has been discussed with appropriate students as part of the Options process.*

- Implement Team Improvement Portfolios

 *These have been implemented and are kept up to date regularly in response to priorities and key milestones.*

- continue to develop usage of Go4Schools for enhanced data analysis and resulting actions, and reporting to parents.

 *We are currently working on ensuring that markbooks can become live so facilitating a different way of reporting. This will be discussed further in the Standards and Performance committee.*

- support Team Leaders in owning their own data to ensure more forensic interventions in support of different learner groups.

 *This is being done in a variety of ways eg JIC leading a working group on supporting different groups of students in the classroom; focusing on particular children who are not making sufficient progress.*

- ensure full preparation for implementation of new exam specifications – *ongoing.*

- seek to admit 225 students into each Y7 and 225 students into Y12.

 *We are intending to admit 240 students into Y7. 236 first choices for Y7 in September 2018, 210 of whom have been allocated places on 1 March. Sixth Form numbers will not be known until August 2018 but over 300 students have been interviewed.*

2 **Teaching and Learning**

- Personalised CPD Portfolio, putting teaching and learning at the heart of performance management.

*Fully implemented, as reported to Staffing Committee.*

- further embed the four strands of the school Literacy Policy with a particular focus on active reading.

 *This was launched in June 2017 with a particular focus on using tools to support understanding across the curriculum such as skimming and scanning. All departments have literacy based displays to ensure there is a focus across the school.*

- Strategies to support the progress of all students

 - giving effective feedback which is acted upon – homework, marking and feedback policy to be a regular focus for departments, along with moderation to ensure an understanding of standards.

 *Departments continue to review their marking and feedback practices regularly to ensure that students act upon the feedback they are given in order to support their further progress. The School is currently further developing its approach to homework and moving towards the concept of “Prep” with student outcomes being the main indicator of completion and standard of work. This is one of the focuses of the Governor Monitoring visit on 7th December and a note of that meeting was circulated thereafter.*

 - Departmental and school based professional development to support subject knowledge, accurate assessment, teaching strategies, interventions and career development

 *A full programme of differentiated professional development is now in place which allows members of staff to take part in development opportunities directly related to their own practice and school priorities.*

 - provide further departmentally-based sixth form study areas and promote independent study.

 *As well as departmental study areas in Art, Humanities and Science two further general study rooms have been provided this year.*

 - continuing to build curriculum progression from KS2 to KS4, with a focus on English and Maths

 *Led by the Assistant Head for Maths and the Assistant Head for English, work continues with two primary schools to ensure appropriate curriculum progression and to ensure there are no wasted years once students join Shenfield. We have also developed “Club 100” to support students who have not reached the required standard and need to catch up. The report on the use and forward planning for the Literacy and Numeracy Catch Up Premium is reported on our website annually and is about to be updated.*

 - provide appropriate curriculum for students unable to access level 2 qualification

 *See note under leadership section.*

 - Specialist Leaders of Education and others with coaching expertise to support colleagues within the school (as well as their outreach work)

 *Coaching is part of our CPD and will continue to be developed as our CPD systems continue to mature.*

3 **Behaviour and safety**

- review and further develop the form time programme from Y7 to Y13 ensuring that there is an appropriate focus on shared values and all aspects of safety

 *A revised tutor programme was introduced in September 2017*

- work towards Enhanced Healthy Schools status – *on-going*

- review and refine behaviour management systems to reduce the rate of recidivism

 *An ongoing process, as indicated by the statistics presented at meetings*

- review rewards system – *re-launched for September 2017*

- renewed focus on e-safety and CSE – *in placed by Assistant Headteacher. Support for parents provided in newsletters and now on twitter (live face to camera sessions on aspects of e-safety, presented by Assistant Head)*

4 **Outcomes**

- eradicate blue subjects at A Level

- continued focus on diminishing the difference between the progress and outcomes of disadvantaged students in comparison with other students.

- continued focus on progress and outcomes for most able students, boys and other identified groups

- continued focus on supporting students who need to catch up through catch-up strategies and Club 100

 Performance Management (PM) areas of focus to support professional development in support of team and school priorities.

*As reported under Teaching and Learning, we are focusing on what is going on in classrooms to support students’ progress and to ensure that our teaching is as effective as possible. We are focusing on evidence-based current grades to ensure our knowledge of student attainment is as accurate as possible.*