**Shenfield High School**

**Headteacher’s Report**

**to the Governing Body**

**September 2019**

**Numbers currently on roll: 1291**

|  |  |  |  |
| --- | --- | --- | --- |
| Numbers on Roll | | | |
| Y7 | 248 | Y11 | 153 |
| Y8 | 244 | Y12 | 158 |
| Y9 | 218 | Y13 | 166 |
| Y10 | 176 | **TOTAL** | **1363** |

**Staffing**

The following new colleagues have joined Shenfield High School in September 2018

|  |  |
| --- | --- |
| **Name** | **Post** |
| Trudy Arnold | Teacher of History (maternity leave) |
| Grace Dalton | Teacher of Maths (NQT) |
| Irina Jones | SEND |
| Julie Lloyd | SEND |
| Jessica Matthews | PE |
| Ann Quinlan | English (NQT) |
| Fawn Roberts | SEND |
| Helen Robins | counsellor |
| Chris Towns | English/Hums/Social Sciences |
| Melissa Watson | Modern Foreign languages |
| Fiona Wiggins | Food and Science technician |
|  |  |

**Exam results**

The preliminary analysis of our results, collated by Jane Martin, is attached. Some results may be subject to change following reviews and re-marks. The analysis will be discussed in more detail in the Standards and Performance Committee and members are asked to come to the meeting with any areas they would like to ask questions about or explore in more detail.

**Summary notes:**

**A Level**

* A\*-A 23.69 2018 result was 17.01
* A\*- B 54.45% 2018 Result was 49.85 %
* A\*-C 82.77% 2018 Result was 82.4%
* A- E 98.77% 2018 Result was 98.24%

**BTEC Level 3 Extended Diploma (equivalent to 3 A Levels)**

* 100% pass
* 100% Distinction to Merit
* 85.71% Distinction/Distinction\* (89.58% last year)

We are very pleased with these results overall. Reflections and action points are being considered in departments and with their line managers.

**GCSE**

Business Studies, Media Studies, Product Design and Sociology have joined the other GCSEs this year to be more demanding and graded 9 to 1. Grade 7s are now equivalent to the old A; the new grade 4 is equivalent to an old C and is now labelled a “standard” pass. The new grade 5 is considered a “good” pass.

Headline figures are as follows, with further analysis in the attached paper:

**Key Stage 4 English and Maths Results** (using best result not 1st for English Language)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| En & Ma | English (best) 9-5 | English (best) 9-4 | English Lang Avg Grade | English Lit Avg Grade | Maths  9-5 | Maths  9-4 | Maths Avg Grade | %9-5 in both En/Ma | %9-4 in both En/Ma |
| 2018 Results | 67% | 84% | 4.42 | 4.57 | 43% | 71% | 4.38 | 38% | 67% |
| 2019 Essex | 60.7% | 77.2% |  |  | 47.7% | 70.1% |  | 41.2% | 65.2% |
| Exam Results | 59% | 80% |  | 4.26 | 43.75% | 69.4% | 4.26 | 37% | 65% |

We will be able to make some further judgements when national figures are known. At present, our comparison with Essex schools with similar prior attainment figures is shown on p4 of the attached document.

Our reflections so far have been about “moving our own bell curve” and I would like to recommend that the Governor Training on Tuesday 8th October is on this theme and is led by Assistant Headteacher, Jono Sands. We know that GCSEs are norm referenced, ie 25% will fail. We have to try to ensure that 25% of our students do not fail. While we use previous grade boundaries plus a buffer to support our understanding of where students are likely to attain, when grade boundaries shift upwards and when our students appear to be on the wrong side of that shift, it is merely indicating that despite our predictions and the work we are doing, our students are not doing as well as others nationally.

We should, of course, look at our particular cohort. There were 144 students in Y11, 47 of whom were mid-year entrants and starting with us from September of their Y9 or after. We made decisions in the best interests of 16 of our students and entered them for less than the requisite number required for Progress 8. While being mindful of our accountabilities, we always do what we consider to be the best for the young person to maximise their success and to support their wellbeing. In addition, we know 19 students had less than 90% attendance and 33 had issues going on in their lives that were likely to affect their learning and attainment. That said, we are mindful that by comparison with their KS2 data these students did not make expected progress.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |

**School Improvement Plan Headlines 2019-20 – a reminder of what we agreed at the end of last term:**

Underpinned by self-evaluation practices and intelligent accountability, Shenfield High School’s Strategic Headlines are designed to continue the School’s journey and to take forward a number of key developments essential to the School’s future success.

In addition to the on-going maintenance of previous developments, the School Improvement Headlines for 2018-19 are:

1 **Develop a reading strategy to ensure that all students can read to at least their chronological age to support access to the curriculum.**

During the Summer Term 2019 we started working with an organisation called Thinking Reading which focuses on supporting students in secondary school to reach at least their chronological age in their reading ability. It is clear that students entering secondary school below their reading age have a significantly reduced chance of accessing the curriculum we are delivering and meeting the expectations of the new GCSE specifications. This in addition to the moral imperative of ensuring that all students can read effectively. We have adopted a set of new screening processes and will be undergoing training with Thinking Reading to enable us to adopt a new and more effective approach to reading and reading development. We will also be conducting ongoing CPD with staff to ensure that more reading is going on in lessons and that vocabulary, mainly encountered in writing (“tier 2”) and domain-specific vocabulary, is coherently taught, with attention paid to word roots. This is a medium term strategy with no quick fixes but we are confident that it will be beneficial.

2 **Further develop curriculum and assessment practices**, ensuring that:

- the curriculum is engaging, accessible and designed to ensure that knowledge and skills are developed coherently over time and revisited to ensure retention

- assessment is designed to determine what we need to know about students, our curriculum and its delivery in order to support students’ further progression.

All Team Leaders presented the curriculum they had developed over the year to SLT in the Summer Term of 2019. A curriculum overview is on our website. Reviewing our curriculum is an ongoing process to ensure that our curriculum intent – ie what we want the students to know – is clear and that our curriculum is delivered effectively and will lead to appropriate outcomes.

3 **Develop a more consistent approach to behaviour management based upon students and staff upholding key values**

Following reflection during the last academic year, we have entered the new term with a revised approach to managing behaviour with the simple mantra of “Respectful, Responsible, Ready” based on our School’s adopted values and following work led by Jamie Rigg based on Paul Dix’s work “When the Adults Change, Everything Changes.” Jamie led training on this at the beginning of the term and staff are taking on the practices that are now our expectations. Students have responded well and we have had a calm and purposeful start to the term.

4 **Support students to achieve better outcomes** through:

- Developing and promoting the importance of PREP

- Further developing the role of the form tutor in monitoring student progress

- Further developing the role of the Achievements and Progress Leaders (APLs, formerly Progress Managers)

- Link members of SLT with year groups

PREP is an on-going piece of work and is increasingly becoming part of the School’s culture.

The theme of my start of term presentation this year was “Known and Known Well in an Expanding School” and the other three bullet points are related to this theme. As the School grows it is vital that we are able to continue the elements of the School that have become recognisable characteristics. This means that we have to review our practices and develop them to ensure that despite the larger numbers on roll we continue to know students well. To this end we have re-emphasised and made explicit the role we require of Form Tutors. In addition, Achievement and Progress Leaders are attached to each year group with the purpose of ensuring that no student is invisible and if progress is below what is expected and there are no other interventions in place, that support is provided and the student’s progress is further monitored. Members of SLT are also linked to each year group to support the APL and the Tutor Team.

**Each of these strands to be supported by:**

* Action plans for specific elements, as appropriate
* Team Improvement Portfolio (TIPs) to support departmental developments
* Performance Management (PM) areas of focus to support professional development in support of team and school priorities.

**Key events so far this term:**

* 7th September – 40 staff attended a ResearchEd conference where individuals were able to select 6 sessions in support of their own professional development
* 10th September – JSA Information Evening
* Awards Evening, with Leanne Hedden as our Guest Speaker – her final duty!
* 19th September – Y12 Information Evening

**Open Evening**

Open Evening is on 3rd October and we are nearly fully booked for all four Head’s presentations. As last year, we could really do with some help with the parking! Volunteers please?

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:**

3rd October Open Evening

8th October Governor Training – “moving the bell curve.”

12th October Aptitude assessment day

16th October Y7 PREP Information Evening

17th October Governors Standards and Performance, 4.30pm

14th November 6th Form open Evening

5th December Governors Monitoring Visit and FGB

11th and 12 th December Christmas Concerts

**Carole Herman**

**September 2019**