

Headteacher’s report to the governing body

December 2022

1. Staff
   1. Leavers

Vaughn Waites Site Manager

Chris Carter Team Leader for Music

* 1. January Joiners

Stephen Adams Estates Manager

Paul Wilsher Team Leader for Music

* 1. Absence and wellbeing

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Illness** | **Medical** | **Family** | **Courses/Training** | **Other/Unpaid** | **Total** |
| **Number of absences** | | | | | | |
| **Teaching Staff** | 64 | 9 | 14 | 53 | 1 | 141 |
| **Support Staff** | 36 | 7 | 12 | 6 | 4 | 65 |
| **Total days lost** | | | | | | |
| **Teaching Staff** | 145 | 6 | 20 | 40 | 3 | 214 |
| **Support Staff** | 94 | 5 | 11 | 4 | 18 | 132 |
| **Number of individuals** | | | | | | |
| **Teaching Staff** | 42 | 9 | 13 | 51 | 1 | 116 |
| **Support Staff** | 32 | 5 | 11 | 5 | 4 | 57 |

The monitoring of staff absence to look for patterns and trends across individuals and teams will be an important part of our strategy around staff wellbeing. The DfE published a wellbeing charter this year and we will use this to inform our own Shenfield Wellbeing Charter.

1. Students
   1. Numbers currently on roll

|  |  |  |  |
| --- | --- | --- | --- |
| Year 7 | 241 | Year 11\* | 241 |
| Year 8 | 240 | Year 12 | 144 |
| Year 9 | 236 | Year 13 | 197 |
| Year 10 | 243\* | TOTAL | 1542 |

\* In years 10 and 11 these figures include 3 and 4 dual registered students respectively. These are students on a managed move.

* 1. **Mobility**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Leavers** | **Joiners** | **Net Movement** | **Waiting List** |
| **Year 7** | 1 | 6 | +5 | 80 |
| **Year 8** | 2 | 4 | +2 | 6 |
| **Year 9** | 3 | 3 | 0 | 1 |
| **Year 10** | 0 | 5\* | +5 | 0 |
| **Year 11** | 1 | 4\* | +3 | 0 |

See Appendix 1 for information on where our joiners have come from

The movement of students into year 11 comes with a real challenge in respect of integration and academic success. One of these students has not been in school since the beginning of year 10 and so we are having to explore opportunities for a modified provision for him.

* 1. **% Attendance**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **No. on roll** | **% Attendance** | **% Unauthorised absence** | **% Persistent absence** | **Number of severely absent students <50%** |
| **Year 7** | 241 | 94.71 | 1.56 | 37 students = 15.3% | 0 |
| **Year 8** | 240 | 92.46 | 2.29 | 48 students = 20.0% | 3 |
| **Year 9** | 236 | 93.41 | 2.20 | 43 students = 18.2% | 1 |
| **Year 10** | 243 | 93.78 | 2.09 | 41 students = 16.8% | 0 |
| **Year 11** | 241 | 92.54 | 2.13 | 48 students = 20.0% | 3 |
|  |  |  |  |  |  |
| **Boys** | 643 | 93.24 | 1.94 | 122 Students = 19.2% | 4 |
| **Girls** | 557 | 93.43 | 2.28 | 95 Students = 17.0% | 3 |
| **PP** | 209 | 88.41 | 4.43 | 68 Students = 32.5% | 2 |
| **SEND** | 290 | 91.7 | 2.66 | 51 Students = 17.5% | 5 |
|  |  |  |  |  |  |
| **Total** | 1200 | **93.38** | **2.05** | **18.06%** | **7** |

The latest national figures (74% of schools nationally submit their data to the DfE) indicate that the attendance in state secondary schools across the year to date is 92.3% with 2.8% of the absences being unauthorised.

Whilst we do continue to keep our attendance figures above national, our target for this year is 95%+ and to this end we are exploring how we can strengthen the team looking at attendance. We feel the roles within the team need to reflect some of the differences we are seeing for absence e.g. those students who are severely absent (LA term) will often be struggling with anxiety and mental health issues and so our work to improve their attendance needs to reflect that.

* 1. **Suspensions**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **No. on roll** | **Number of suspensions** | **Number of students receiving a suspension** | **Total Days** | **Suspension Rate** |
| **Year 7** | 241 | 1 | 1 | 0.5 | 0.4 |
| **Year 8** | 240 | 3 | 1 | 6.5 | 1.25 |
| **Year 9** | 236 | 2 | 1 | 20 | 0.8 |
| **Year 10** | 243 | 10 | 6 | 23 | 4.1 |
| **Year 11** | 240 | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |
| **Boys** | 643 | 13 | 6 | 44.5 | 2.0 |
| **Girls** | 557 | 3 | 3 | 5.5 | 0.5 |
| **PP** | 209 | 15 | 9 | 48.5 | 7.0 |
| **SEND** | 290 | 8 | 5 | 11.5 | 2.7 |
|  |  |  |  |  |  |
| **Total** | **1200** | **16** | **9** | **50** | **1.3** |

The only available national data is for the Autumn Term 2021 when the suspension rate was 2.21

* 1. **Student Conduct**

**Year 11**

**Year 10**

**Year 9**

**Year 8**

**Year 7**

The highest number of behaviour points this term have been for *R1 Respect and Responsibility* with 35% of all behaviour points issued across all year groups issued for this reason.

A view has developed amongst staff, particularly in the latter part of the term around the increasing disrespect shown by some students together with a lack of basic manners. This has been acknowledged with staff with assurance given that conversations around this aspect of our school culture will be facilitated in the New Year.

However, to put this in context the above graph indicates that the majority of our students are meeting expectations and that staff are recognising and acknowledging this.

* 1. **Safeguarding**

The following table provides data for the first half of this Autumn Term; so only seven weeks. This demonstrates the scale of safeguarding need within the school (we will not be unusual in this) and highlights the necessity for the constant evaluation of practice and capacity within the team itself together with the education of our children in how to keep themselves safe and how to manage emotions.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Number of safeguarding entries** | **Number of students entries represent** | **Category of concern** |
| **Year 7** | 62 | 28 | Health of child, self-harm |
| **Year 8** | 46 | 25 | Suicidal ideation, anxiety, Health of child |
| **Year 9** | 34 | 16 | Health of child, suicidal ideation |
| **Year 10** | 80 | 32 | Outside school, Anxiety |
| **Year 11** | 110 | 37 | Anxiety, family dispute, health of child |
| **Year 12** | 20 | 13 | Anxiety |
| **Year 13** | 47 | 26 | Anxiety, suicidal ideation |
|  | | | |
| **Boys** | 78 |  | |
| **Girls** | 100 |
| **PP** | 60 |
| **SEND** | 55 |
|  | | | |
| **Total** | **399** | **177** |  |

There are breakdowns for each year group in Appendix 2.

In October we engaged an external consultant to complete a safeguarding review. Her report can be found in Appendix 3.

**Appendix 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student** | **Year Group** | **Start Date** | **Reason/ Previous School** |
| 1 | 10 | 05.09.22 |  |
| 2 | 10 | 05.09.22 | Moved from India |
| 3 | 10 | 09.09.22 | Moved from India |
| 4 | 9 | 15.09.22 | Moved from India |
| 5 | 7 | 20.09.22 | St Martin’s |
| 6 | 8 | 29.09.22 | Abbs Cross Academy |
| 7 | 7 | 03.10.22 | St Martin’s |
| 8 | 7 | 04.10.22 | St Martin’s |
| 9 | 11 | 05.10.22 | Managed move |
| 11 | 10 | 10.10.22 | The Ongar Academy |
| 12 | 7 | 10.10.22 |  |
| 13 | 8 | 10.10.22 | Mayflower High School |
| 14 | 8 | 20.10.22 | St Martin’s |
| 15 | 8 | 31.10.22 | Willowfield School, E17 |
| 16 | 11 | 21.10.22 | Managed move |
| 17 | 7 | 09.11.22 |  |
| 18 | 9 | 21.11.22 | Sanders Drapers |
| 19 | 7 | 14.11.22 | St Martin’s |
| 20 | 10 | 17.11.22 | Bishops Stopford’s School |
| 21 | 11 | 21.11.22 | Haberdashers Trust, SE14 |
| 22 | 11 | 28.11.22 | Skegness Academy |
| 23 | 9 | 01.12.22 | Becket Keys |

**Appendix 2**

**Year 7**

|  |  |
| --- | --- |
| Bereavement | 3 |
| DV | 2 |
| Family MH | 2 |
| Family Physical Health | 2 |
| Health (Of child) | 6 |
| MH - Anxiety | 5 |
| MH - self-harm | 6 |
| MH - Suicidal Ideation | 4 |
| Neglect | 1 |
| Offensive Item | 1 |
| Online | 1 |
| Outside school | 1 |
| Parental Capacity | 2 |
| Parental Health | 1 |
| Parental Mental Health | 1 |
| Primary SG file | 15 |
| Substance issue - Parent | 5 |
| Substance issue - child | 1 |
| Family dispute | 3 |

**Year 8**

|  |  |
| --- | --- |
| DV | 2 |
| Family MH | 1 |
| Family Physical Health | 3 |
| Health (Of child) | 6 |
| MH - Anxiety | 6 |
| MH - self-harm | 4 |
| MH - Sucidial Ideation | 9 |
| Offensive Item | 2 |
| Online | 2 |
| Outside school | 1 |
| Parental Capacity | 5 |
| Parental Mental Health | 1 |
| Family dispute | 3 |
| MH -Eating Disorder | 1 |
| HSB AP Inappropriate | 1 |

**Year 9**

|  |  |
| --- | --- |
| DV | 1 |
| Family MH | 2 |
| Family Physical Health | 3 |
| Health (Of child) | 6 |
| MH - Anxiety | 5 |
| MH - self-harm | 5 |
| MH - Sucidial Ideation | 6 |
| Offensive Item | 1 |
| Online | 3 |
| Outside school | 1 |
| Parental Capacity | 2 |
| Parental Health | 1 |
| Parental Mental Health | 1 |
| Substance issue - Parent | 3 |
| Substance issue - child | 1 |
| Family dispute | 2 |

**Year 10**

|  |  |
| --- | --- |
| Bereavement | 1 |
| DV | 1 |
| Family MH | 1 |
| Family Physical Health | 3 |
| Health (Of child) | 3 |
| MH - Anxiety | 13 |
| MH - self-harm | 7 |
| MH - Suicidal Ideation | 8 |
| Offensive Item | 1 |
| Online | 8 |
| Outside school | 16 |
| Parental Capacity | 2 |
| Substance issue - child | 4 |
| Family dispute | 5 |
| MH -Eating Disorder | 5 |
| Criminal Activity | 1 |
| HSB AP- Abusive | 1 |

**Year 11**

|  |  |
| --- | --- |
| Bereavement | 1 |
| Family MH | 7 |
| Family Physical Health | 6 |
| Health (Of child) | 16 |
| MH - Anxiety | 25 |
| MH - self-harm | 4 |
| MH - Eating Disorder | 1 |
| MH - Suicidal Ideation | 1 |
| Online | 6 |
| Outside school | 8 |
| Parental Capacity | 1 |
| Substance issue - Parent | 4 |
| Substance issue - child | 3 |
| Family dispute | 21 |
| Crime victim | 2 |
| MH - psychosis | 1 |
| Physical Injury | 1 |
| Secondary SG file | 1 |
| Sexual Assault victim | 1 |
|  |  |

**Year 12**

|  |  |
| --- | --- |
| Bereavement | 3 |
| Family Physical Health | 2 |
| Health (Of child) | 2 |
| MH - Anxiety | 7 |
| MH - self-harm | 1 |
| MH - Suicidal Ideation | 1 |
| Online | 1 |
| Substance issue - child | 1 |
| MH -Eating Disorder | 1 |
| Secondary SG file | 1 |

**Year 13**

|  |  |
| --- | --- |
| Bereavement | 1 |
| Family MH | 2 |
| Family Physical Health | 1 |
| Health (Of child) | 5 |
| MH - Anxiety | 12 |
| MH - self-harm | 1 |
| MH - Sucidial Ideation | 9 |
| Online | 6 |
| Family dispute | 2 |
| Crime victim | 2 |
| DV | 1 |
| HSB AP Inappropriate | 1 |

**Appendix 3**

Paula Masters – Education Consultant

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School: Shenfield High School

Date: 10th October 2022

Purpose of visit: safeguarding audit

People present during visit: DSL/AHT, HR manager, DDSL x2; 9 students

Notes from visit:

NB – safeguarding audits only provide evidence for practice seen on the day and cannot be used to prove the school continues to safeguard pupils effectively in the future.

Arrival: asked for DBS and ID

Site walk: perimeters are secured or staffed once the school day begins. Students move sensibly and safely to form rooms at the start of the day. Once a few late comers are admitted, there is no evidence of students being outside or in the ‘wrong’ place. Corridors are uncluttered and have been made one-way where the volume of people using the area is greater. No doors were wedged open except those with automatics release. Fire doors are well marked, and fire exits are clear.

SCR: Checked by DSL and SG governor termly. Set up under different tabs of staff/adult visitors. All aspects correctly recorded. All staff have a valid DBS. References are in place and, where a long serving member of staff has been found subsequently not to have references on file, a risk assessment is carried out by HR and HT. This is also kept on file. Advised that only one reference should be given or accepted per institution.

DSL discussion: all SG specific staff (DSL and DDSLs) have their training up to date and know it needs

updating every 2 years. Staff are trained to level 2 every year with regular updates. Any staff absent from the annual training have to undertake online training within a given timeframe. Staff have to prove they have understood the SG training and the KCSIE document within a given timeframe too. TES Develop portal is being used for updates of hot topics. All staff are aware of Prevent and FGM potential issues. There is a named member of the SG team for both Prevent and FGM. No referrals have been made for some time but staff do know how to refer. Staff know how to refer concerns about the Headteacher, colleagues and students. Bullying is logged as Child on Child abuse. If staff have an urgent concern, they find a DSL as well as recording the concern online. Staff are all made aware of how to make referrals direct. I suggested that DSLs could liaise with another school so that, in the absence of all trained DSLs, a DSL from the other school be contacted if need be. DSLs know when it is appropriate to contact the LADO.

Attendance is monitored daily. If a student of concern is absent and no communication has been made by the parent, attendance officers attempt to make contact by 10:30. If the absentee is not a student of concern, there are attempts to contact parents by email and phone, but no further action is taken. We discussed senior staff considering whether further attempts should be made before the end of the school day in case the student does not return home. During remote learning, weekly contact is made for students who are not considered vulnerable. For vulnerable students, contact is more frequent. There is a clear hierarchy through which concerns can escalate should they arise. DSLs receive clinical supervision individually and/or in a group.

DSLs report that teaching students about bullying starts early in Y7 alongside the introduction of school

values. Students are told who they can go to if they feel bullied. This was confirmed by students although they reported that they do not find the online safety assemblies informative as they are often the same each year. Bullying is recorded against the protected characteristics for monitoring and analysis of patterns and trends. To reduce the occurrences of homophobic and racist language, staff ensure first that students are educated about their use of language. Subsequent occurrences are then dealt with following the policy’s sanctions.

Toilet facilities in the school offer gender specific and gender-neutral options to cater for all students.

Students could explain some measures the school uses to keep them safe but were apparently unaware of many regular practices’ purposes, such as fire drills. They reported that there has not been a fore drill yet this academic year. It would be best practice to carry one out soon so that Y7s know what is expected. They can name different types of bullying but admit that they rarely tell an adult for fear of making matters worse.

Some students have greater confidence in staff to deal with an incident of bullying, than others. They respect the pastoral managers and readily go to them for support. Most students are unaware of CEOP and this should be addressed. We discussed the benefit of sharing your location with friends or family so that someone always knows where you are. Students know why it is not safe to meet ‘friends’ from online without somebody else knowing or joining you. Students feel staff look after their mental health well, especially with how to cope with exam stresses. They know that there are posters around the school naming staff who are specially trained to keep them safe (DSLs). They know why they are not allowed to use phones on the school premises although they do not like it!

On leaving, the door into the admin corridor was wedged open with no staff at reception which is a potential risk.

EVALUATION

Strengths:

• ID and DBS requested on arrival

• Corridors are uncluttered

• Perimeter of the site is secure

• SCR is compliant and well-managed

• All staff training is up to date

• There are named staff for dealing with concerns about Prevent and FGM

• Posters around school show who DSLs are

• Staff know how to refer concerns of any SG type

• Bullying records are monitored and analysed for patterns and trends

• Efforts to check on vulnerable students’ whereabouts are rigorous

• Staff know the parameters for contacting LADO

• Students are taught about bullying and online safety regularly

• Students know why they are not allowed to use phones in school

• Toilet facilities are gender specific and neutral

Recommended areas for consideration:

• Make sure no fire doors are wedged open

• Only accept one reference from an institution

• The reasons for absence of any pupils should be ascertained before home-time.

• Students do not feel online safety is taught in a way that engages them.

• A fire drill should be carried out ASAP

• Make more students more aware of CEOP