**IMPROVEMENTS AGAINST KEY FINDINGS FROM THE LAST INSPECTION**

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| **Areas for Improvement identified in November 2014 inspection** | **Impact of improvements September 2015** |
| **Key Priority Area 1**: Strengthen the quality of teaching by:   * Ensuring that all teachers check students’ progress regularly * Fully implement literacy policy | * Teaching is typically at least good and is further supported and developed through triad coaching. * Data management systems transformed. All depts utilise data on prior attainment to inform planning, teaching and interventions * Schemes of work at KS3 revised to provide appropriate stretch and challenge. Gifted and talented coordinator appointed. Interventions with able students and supporting teachers with their pedagogy and expectations to provide further challenge. * Marking and feedback improved. Focus on students responding to feedback to improve their learning.   . |
| **Key Priority Area 2**: Improve behaviour across the school by:   * Ensure all students have a positive attitude * Rigorously monitor attendance * Promote opportunities for sixth form private study | * There was a 62.94% reduction in timeout calls between 2013/14 and 2014/15 and a 25.79% reduction in Blue Room isolations between the same periods. * 33% reduction in fixed term exclusions, 57% reduction in C3s, 71% reduction in racist incidents, 25% reduction in bullying incidents. * Attendance continues to be rigorously monitored. The figures for overall attendance in 2014/15 were 94.8% (Essex 94.2%) PA was 5.7%. Targets for 2015/16 have been set at 95% and 6.5%. Current staff sickness will present further challenge in this area. * For a variety of reasons it has been determined that we will not pursue the move of the Sixth Form to the i-block. Sixth Form study space and its supervision, therefore, continues to create challenges which are, as yet, unresolved. |

**Current Improvement Priorities and Investigations:**

* External collaboration – the possibility of a multi academy trust.
* Sixth Form supervised study space
* KS3 curriculum, teaching and progress – see KS3: The Wasted Years
* Narrowing the gap in progress and attainment between disadvantaged students and other groups
* A continuing focus on ensuring that data entries are based on rigorous, moderated assessment to improve accuracy. This would then help to identify more accurately the students who require intervention. “Never alone” mantra.
* Ensuring results in English igcse improve following the anomalous results in Summer 2015.
* Minimising students getting English but not Maths or vice versa.
* Maximising the number of students who get 8 GCSEs that show more than expected progress. Year 10 and Year 11 has to be about Levels of Progress and Attainment in 8 subjects.
* Ensuring that interventions are correctly targeted through diagnosis, therapy, testing model.
* Geography – foundations in KS3, GCSE progress and attainment, A Level outcomes. Geography is the most critical subject in which to effect improvement.
* Computing and ICT – curriculum design and pathways, teaching competence and staffing issues, embedding faculty structure, outcomes.
* DT – outcomes at KS4, progression pathways, embedding faculty structure.
* Levels of progress in Modern Foreign Languages at GCSE given level 6 KS4 starting point for the majority.
* Blue subjects at A Level: Biology, ICT, Chemistry, Geography, and at AS: English Literature and Chemistry. (Music – but not statistically significant)

**SHENFIELD HIGH SCHOOL IS A GOOD SCHOOL WITH OUTSTANDING FEATURES– KEY POINTS.**

**30/11/2015**

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| Leadership and management   * The SHS culture allows students and staff to excel. Relationships are exemplary. * A focus on improved outcomes is central to the school’s work through classroom teaching, interventions based on forensic data analysis and with a focus on disadvantaged students. Significant gap in attainment remains for disadvantaged students; the gap in progress is narrowing slightly and the focus continues. * Governors have systems so that they are both well informed and able to challenge the school’s practice in all areas. * Self- evaluation and consequent actions are informed by pupil, parent and staff voice as well and through its evaluation systems. * Performance management supports good teaching and the spreading of good practice. * The use of lesson study, coaching and staff ownership of their professional development ensures innovation linked to efficacy for student outcomes. * The curriculum is broad and balance. Scope has been created to support all learners, whatever their aptitude and ability. Strengths in sport, performing arts and practical education support all learners. There is a growing focus on STEM. * Spiritual, moral, social and cultural development is clear through lessons, assemblies, the tutor programme and ethos of the school. British values are promoted. Equality and diversity is effectively promoted. * Safeguarding is expertly led and effective, including the prevention of radicalisation. | Teaching, learning and assessment   * Now typically good. Robust action taken – poorer staff have left. Training and coaching also in place. * Clear performance management system in place linked to pay policy. * “Teacher pen portrait” developed based on triangulation of observed teaching quality, pupils’ work and pupil progress and results. Monitoring systems in place * CPD supports identified needs; school has joined the National Teacher Enquiry Network to support research-based developments in pedagogy and lesson study.The school has the NTEN Bronze Award. * Marking much improved. Regularity of marking, teacher feedback and students putting advice into action. * Homework systems in place. Ongoing development of homework diversity and differentiation for support and challenge. Students do teacher-set assessment and Independent Learning Tasks available on weebly websites for each department. New system for 2015 – will be monitored and evaluated during the year. * Well-targeted intervention based on regular assessment is a feature of the school that has been developed and made increasingly effective since the last inspection. * The school has achieved the Achievement for All Quality Mark and is working towards Leader status. * Key Stage 3-The Wasted Years being used as a framework for monitoring and improvement. |
| Behaviour and Safety   * Most students are confident and self-assured and take pride in themselves, their work and their school. They show respect for others’ ideas and views. * Monitoring systems via the Pastoral and Interventions Team identify students who require more support and guidance, which is provided in a variety of ways: Pastoral managers/coordinators, adult mentoring, peer mentoring, OASIS centre. * Attendance overall and for PA has improved significantly in 2014-15. .New PA thresholds are providing fresh challenge in 2015-16 and progress is also being affected currently by staff sickness. * Students bring equipment and are ready to learn, assisted by systems such as Top Form. * Embedded systems to support behaviour for learning have significantly improved behaviour in lessons and around the site. Data shows a significant reduction in disruption, time out calls, use of the Blue Room, racist incidents, bullying. Staff give clear messages about expectations and consequences. * Almost all students wear their uniform smartly. * The culture of the school is open and positive and this is tangible as you go round the school. This was commented on by HMI. Visitors comment on the calm atmosphere. There is a focus on students feeling safe, knowing how to stay safe and to making appropriate choices about their own wellbeing. Evident through assembly programme, tutoring programme, PM interventions etc. There is a culture of vigilance and swift response. | Outcomes of Pupils   * Headline figure of 5 A\*-C with En and Ma was 55% in 2015, a 3% decrease and was affected by the igcse English results which were 20% below prediction. Anomalies in igcse results have been an issue for some schools nationwide. English Literature results were 74%.To demonstrate the anomaly, had the headline figure used English Literature, our percentage 5A\*-C with Maths and English Literature would have been 64%. The English Literature result, historically, has been lower that English. * Maths got 72% A\* to C . 68% expected progress (2% down) and 32% greater than expected progress (9% up) * English A\* to C was 59\* when between 78% and 84% was expected. This demonstrates 63% expected progress (9% down) and 26% greater than expected 3% down. * The anomalous results make other stats re groups unreliable as an indication of the effect of the school’s work. * A2 results improved on last year with a 99% pass rate, A\* to B 9% higher than 2014. * At AS, there was a 93.5 pass rate, an 8% increase on last year with A-B 10 % higher than last year’s result.AS results demonstrate that systems put into place are bearing fruit and demonstrating that KS5 results are on the right trajectory. Stricter entry criteria into Y12; clear progressions criteria to move from Y12 to Y13 * Greater progress in literacy because of whole school focus. Numeracy now using same model. Both require further monitoring and evaluation to ensure significant impact. |