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

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| **Areas for Improvement identified in November 2014 inspection** | **Impact of improvements: September 2017** |
| **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 often outstanding. Learning walks in 2016-17 have identified and disseminated good practice. New systems for 2017-18 will develop a more open door culture and a learning walk buddy system as well as SLT learning walks. * Data management systems transformed. All depts utilise data on prior attainment to inform planning, teaching and interventions. Use of Go4Schools * Schemes of work at KS3 revised to provide appropriate stretch and challenge so that there is no KS3 dip. Interventions with able students using Achievement for All model. * Marking and feedback improved. Overall school approach supported by bespoke subject –based practices. Focus on students responding to feedback to improve their learning. * Accelerated Reader introduced to Y7 and Y8 to support literacy. Interventions with students not secondary-ready in Sept 2016. Club 100 introduced for students from June 2017. Next stage of literacy development planned through focus on active reading specific to subjects. |
| **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 | * FTE: 2014-15 – 36;2015-16 – 17; 2016-17 – 9 * Permanent exclusions: 2013-14 – 2; 2014-15-4; 2015-16 – 1; 20116-17 – 1 * Positive referrals: 2015-16 – 1; 2016-17 – 2. * Time out calls – 2014-15 – 102; 2015-16 – 83; 2016-17 – 27 * Blue Room, Formal warnings and detentions used as sanctions and prevent rapid escalation. * Attendance continues to be rigorously monitored. The figures for overall attendance in 2014/15 were 94.8% (Essex 94.2%) PA was 5.7%. In 2015-16, they were 94.5%, with PA (under 85%) at 6.3%.In 2016-17 overall attendance - 94.9%; PA under 90% 11.2%, under 85% was 4.8%   Overall absence rate target was 5%; running at 5.1%. National rate is 5.3% and Essex is 4.9%. National PA 13.6%; Essex 11.9% (Holidays may diminish following the Platt ruling)  Department study areas in Science, Hums and Art as well as the supervised sixth form study room. |

**Current Improvement Priorities and Investigations:**

* Exploring development of primary provision to support basic need following housing development. In addition exploring special focus on sport and performing arts within primary provision creating “all-through” curriculum.
* Developing leadership capacity. Two associate roles for 2016-17 are now substantive Assistant Head posts. Team Leaders of core subjects are Asst Heads.
* Developing career-based CPD system and a coherent means of linking whole school, team and individual targets and areas of priority. Preparatory work underway for Sept 2017 launch.
* Focus on developing sixth form work ethic and providing breakout spaces for private study.
* Implementing next stage of literacy development. Having embedded Accelerated Reader and with on-going focus on extended writing, highlight subject-based active reading.
* Empowering Team Leaders so that the school’s philosophy is intact but TLs are able to ensure practices which are subject specific. SLEs and others provide coaching support as necessary.
* Enhancing teaching and learning through ensuring that good practice is identified and spread – learning walks, needs-led professional development.
* Achieve CREAG/WRE accreditation; Enhanced Healthy Schools - done;
* Further sharpening up of behaviour for learning; anti-bullying ambassador programme.
* Support for LGBT community
* KS2-4 continuum. Curriculum review within SHS; ensuring no “wasted years” in KS3
* Further narrowing the gap in progress between disadvantaged and other students; narrowing the attainment gap.
* Focus on the attainment and progress of more able prior attainers. AfA methodology adopted.
* Expansion of the Y11 tutor intervention programme to be introduced September 2017.
* 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.
* Exploring enhanced use of Go4Schools, empowering team leaders to undertake own data analysis.
* 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.
* Improvement in “bucket 2 outcomes”: improving teaching quality in Humanities; following one year of MFL within Business Faculty, develop MFL as stand alone dept.; supporting Computer Science within Maths and Computing Faculty.
* Continuing focus on attendance – especially for vulnerable groups.
* Following changes in staffing, re-develop technology in different form over next year for introduction in 2018.
* Re-newed focus on e-safety and CSE and social media profile.
* Develop lock-down procedure
* Re-vamp of tutor programme and continuity Y7 to Y13.
* SMSC audit
* Induction and on-going support of staff new to the school is more effectively implemented.

**SHENFIELD HIGH SCHOOL IS ON THE WAY TO BECOMING AN OUTSTANDING SCHOOL– KEY POINTS.**

**11/10/2017**

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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; in 2016 Y11 there was no gap in progress. * Governors have systems so that they are both well informed and able to challenge the school’s practice in all areas through reports receives and interrogated, committee work and governor monitoring visits. * 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 developing and spreading of good practice through professional development and coaching. * Staff reflect on and debate the way they teach. Staff lead professional development opportunities for colleagues. In 2016-17, learning walks allowed staff to see and discuss good practice. In2017/18, learning walk buddies will facilitate further sharing of practice and Senior Learning Walks will identify areas where further development is needed. * The curriculum is broad and balanced. 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. Computing and MFL have been re-developed. Technology is being re-designed in KS3 for launch in 2018. * 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. New developments in LGBT support; re-vamp of tutor programme. * Safeguarding is expertly led and effective, including the prevention of radicalisation. All staff are appropriately and regularly trained. | Teaching, learning and assessment   * Most staff teach their subject specialism. Effective questioning is a feature of many lessons. * Teachers plan so that lesson time is used very effectively. Behaviour is managed very effectively using a consistent system which reinforces expectations. * SoW and planning ensure content is introduced at an appropriate pace and work within class and at home ensures appropriate time for students to practise skills and demonstrate understanding. * Students are tested regularly with an expectation that work is re-done if expected progress or attainment is not achieved. This ensures that students catch up where necessary. * Feedback is given to students to support improvement, in line with departmental systems and within the school’s overarching expectations. * Homework is set according to departmental and school expectations and is designed to prepare for the work ahead, to consolidate understanding and skills and to practise working independently. * Teachers are dedicated to students achieving well. 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. This for gifted and able students as well as to support students in catching up or making greater progress. * Parents receive clear information about how their children are progressing and against expected standards. The school has moved from reporting predicted grades to current grades. Written explanations are provided for parents to aid understanding. Events are also provided so that parents can engage with changes to assessment and reporting andunderstand how they can assist their children. * The school has achieved the Achievement for All Quality Mark. * In response to KS3-The Wasted Years, senior leaders have focused on KS2 requirements to ensure that the KS3 curriculum provides appropriate stretch and challenge. |
| 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, 6th Form Waves Centre. * Attendance overall and for PA improved significantly in 2015-16. In 2016-17 overall attendance 94.9% with PA under 90% at 11.2%. * The majority of 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 of FTEs. Behaviour is monitored rigorously and corrective action taken. 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 on a monitoring visit in 2013. 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. There is a culture of vigilance and swift response. | Outcomes of Pupils   * Y11 2016: Progress 8 - +0.29; Attainment 8 5.3 Provisional P8 for 2017 0.15. Provisional Attainment 8 for 2017: 47.19 * Disadvantaged gap – 0.41 2016; Provisional -0.17 in 2017 * Headline figure of 5 A\*-C with En and Ma was 66% in 2016; 79% 5 A\*to C. In 2017, En/Ma at 4 and above – 69% * 2016: Maths - 72% A\* to C. 69% expected progress and 23% greater than expected progress. * 2017 Maths – 73%. Provisional P8 breakdown: 0.03 * 2016 English A\* to C was 84%. This demonstrates 86% expected progress and 37% greater than expected * 2017 Provisional English 84%. Provisional p8 breakdown – 0.01 * A2 results 2016 improved on last year with a 100% pass rate, A\* to B 8% higher than 2014 at 54% * 2017 – 99% Pass Rate. 55% a8 b * At AS 2016, there was a 97% pass rate, A-B 55%. Stricter entry criteria into Y12; clear progressions criteria to move from Y12 to Y13 * Students very well prepared for next stage in their education. CEIAG and WRE Award was successfully re-assessed in Autumn 2016 |