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

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| **Areas for Improvement identified in November 2014 inspection** | **Impact of improvements: July 2018** |
| **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. New systems for 2017-18 have developed 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 from Sept 2016. Club 100 introduced for students from June 2017.
* PREP and the super-curriculum introduced January 2018
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| **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
 | * Record of sanctions indicates that behaviour has improved. Some spikes in sanctions as tolerance of poor behaviour has diminished. Closely monitored.
* Attendance continues to be rigorously monitored. 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%; in 2017-18 overall atte4ndance 94.6 and PA below 90% 12.2%

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 and two further classroom study rooms. |

**Current School improvement headlines:**

Underpinned by rigorous 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.

**School Improvement Plan Headlines 2018-19**

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

* Continue to develop a research-informed approach to school improvement with decisions based on our shared ethos.
* Develop an inspirational and engaging KS3 curriculum.
* Use quality assurance processes to support G4S live mark book and the proactive use of new KS3 assessment systems to support teaching and learning and intervention decisions.
* Develop department-led interventions in support of disadvantaged students, with impact measured and noted in Team Improvement Plans, and in addition focus on raising the aspirations of Pupil Premium students, embedded in research-informed projects.
* Further develop the work of CADRE 86 and Cadre Associates with a focus on parental engagement.
* Development of PREP and the super-curriculum
* Continued focus on literacy development with a particular emphasis on making text book content accessible.
* Catch-Up strategies and Club 100 to be implemented in Y7 and for identified students in Y8.
* Continue and further refine personalised CPD provision.
* Continue to focus on e-safety and CSE, ensuring practice is in line with new directives and publications.
* Review management of the site as numbers grow. (Deployment of space; student management systems)

**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.

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

**04/10/2018**

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| Leadership and management - 1* 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 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. Most recent survey - Feb 2018 – reported to governors and parent t survey to parents in Newsletter March 2018.
* 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 led professional development opportunities for colleagues. In2017/18, learning walk buddies facilitate further sharing of practice and Senior Learning Walks identify areas where further development is needed.
* The curriculum meets the needs of learners. Scope has been created to support all learners, whatever their aptitude and ability. Strengths in sport and performing arts. There is a growing focus on STEM. Computing and MFL have been re-developed. Computing will be re-introduced into KS3 to provide progression.
* 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 an example of this is the KS5 development and introduction of the Weekly Focus
* Safeguarding is expertly led and effective, including the prevention of radicalisation. All staff are appropriately and regularly trained.
* Extra-curricular provision is very strong, especially in sport and performing arts. A Combined Cadet Force was introduced in 2016 catering for a wider range of students.
 | Teaching, learning and assessment – 2+* Teachers plan so that lesson time is used effectively. Behaviour is managed effectively using a consistent system which reinforces expectations.
* Having backward-planned from new GCSE content and researched KS2 requirements to ensure no wasted years at KS3, emphasis now on ensuring SoW at KS3 are engaging and inspiring as well as creating foundation stones of GCSE work.
* Feedback is given to students to support improvement, in line with departmental systems and within the school’s overarching expectations. Students expected to review and self-test.
* With the content-laden nature of new specifications, the school has recognised the need for students to review their learning regularly and prepare for lessons. PREP is being introduced to train students to take greater responsibility for their progress. Workshops for parents from February 2018 onwards.
* KS3 assessment system focuses on individuals meeting the standards set in subjects, and their attitude to learning. Monitored at classroom and dept level to ensure appropriate support and intervention. Whole school monitoring in addition, with follow up actions.
* Parental engagement, the super-curriculum and PREP focus to engage and support all learners.
* Parental access to live assessment data has replaced reports. Events are also provided so that parents can engage with changes to assessment and reporting and understand how they can assist their children.
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| Personal Development, Behaviour and Wellbeing* 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, bespoke courses, 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%. 2017-18 o/a 94.6; PA 12.2
* 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 (John Daniell) on a monitoring visit in 2013 and this has developed further since this time. 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. P8 for 2017 +0.11. Attainment 8 for 2017: 47.3
* By comparison with other Essex schools with similar KS2 APS (27.9-28.1), Shenfield is top. Shenfield APS is 28
* 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% A\* to 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. Currently ensuring practice meets new statutory requirements published January 2018.
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