**SHENFIELD HIGH SCHOOL SELF-EVALUATION DOCUMENT**

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

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| **Areas for Improvement identified in November 2018 inspection** | **Impact of improvements: November 2019** |
| **Key Priority Area 1**: Most able make progress in line with students nationally | * A8 for HPA students was similar to last year at GCSE
* A Level and BTEC Level 3 results Progress Score yet to be confirmed but higher proportion of A\* to B grades may indicate better progress for HPA students.
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| **Key Priority Area 2**: strengthen provision in MFL and ensure students achieve well at GCSE and A Level | * At A Level there were only 2 students, both of whom got Es. This was the first time that Spanish had been offered at A Level and the results were reflective of the two students.
* At GCSE 78% gained 9-5 in Spanish with 100% at 9 to 1. MFL provision is being strengthened by offering both Spanish and French from Y7, as well as through good leadership, successful high quality recruitment and a high standard of professional development.
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**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 2019-20**

In addition to the on-going maintenance of previous development, the School Improvement Headlines for 2019-20 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.**

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

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

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

**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 SELF EVALUATION SUMMARY**

**28/11/2019**

**Quality of Education**

**Intent:**

* **The curriculum is ambitious. KS3 has been reviewed and Team Leaders presented their curriculum intent to SLT in July 2019. The school has moved away from “backward planning” from GCSE requirements and instead has implemented a KS3 curriculum designed to be engaging, inspiring and coherently planned and sequenced to ensure students are ready to learn KS4 content when they reach Y10.**
* **The school operates a 3-year KS3 curriculum.**
* **The KS3 curriculum is designed to ensure that there are high expectations for all students including students with SEND or who are disadvantaged, and that all students have the knowledge and cultural capital to succeed in life.**
* **The school has recognised that the ability to read well is key to students’ ability to access the curriculum and to read to learn.**
* **At KS4 students are able to choose 4 option subjects beyond the core and all students are able to study EBacc subjects if they wish. The school’s philosophy is to ensure that the provision of EBacc subjects is of high quality and, therefore, students will feel confident in selecting a language, humanities or third science. The school also promotes sport and the arts and supports students in selecting a broad range of subjects.**

**Implementation:**

* **The school has adopted an assessment model based on authentic assessment of students’ current progress and their attitude to learning. The focus is on “moving the bell curve” and away from an overuse of data drops and projected grades. The aim is that there is no ceiling on student achievement because of the school’s accountability based on KS2 results. Instead, it is the curriculum that is the model of progress Team Leaders’ subject expertise and the designing of authentic means of assessing what students currently know ensure their progress.**
* **Rosenshine’s Principles of Instruction as exemplified by Tom Sherrington, is a means for teachers to reflect on their practice and is being used to underpin CPD and in-school research this year.**
* **Teachers focus on delivering curriculum content clearly, questioning to elicit levels of understanding and retrieval practice to ensure that content is remembered long term.**
* **Assessment and Progress Leaders work with each year group alongside the Pastoral Manager and SLT link in order to ensure that students whose attitude to learning does not meet expectations are appropriately supported and held to account.**
* **The school has adopted PREP instead of homework. All students are expected to engage in PREP and extensive support is provided for students and parents. As a relatively new development (introduced in January 2018) PREP is still a work in progress and a great deal of work has done to ensure that resources are provided and support is offered. Most recently, departments are reviewing what they set to ensure that PREP is an integral part of the curriculum so that it is not seen as an unrelated addition. Parent support evenings for Y7 have been offered in October 2018 and 2019 and an evening for Y9 students and their parents PREP4Sept as an introduction to the requirements of KS4.**
* **Each department has designed its own assessment and feedback methods depending on the needs of the subject. Feedback is given so that it helps students to improve. For example a teacher may review the work of the whole class, determine both strengths and misconceptions and design a feedback lesson for the whole class. In this way, feedback is immediate and designed to ensure that students know what to do to improve. Feedback is designed because it is most effective as well as being mindful of teachers’ workload.**
* **Reading is a school priority. All students are expected to read at home as part of their PREP and all students from Y7 to Y11 are expected to carry the book they are currently reading. In Y11 this may be a set text. Accelerated Reader is used to promote reading In September 2019 the school adopted Thinking Reading as a strategy to support the weakest readers improve so they can read at least to their chronological age. The school is aware that unless this is the case students are unlikely to be able to access the curriculum sufficiently well. A group of 6 staff are being trained to diagnose and provide intervention for the weakest readers. In addition, further work is taking place to ensure that reading to learn is promoted across the curriculum and that all subject areas teach tier 2 as well as domain-specific vocabulary.**

**Impact:**

* **In terms of overall statistics, in 2019 KS5 students achieved very well overall with the percentage of A\* to B grades increasing at A Level and BTEC Level 3 results maintaining a high standard despite different specifications. Science, History, Geography and Maths continue to be areas for improvement. The average result at A Level was C+, in line with Essex and national figures. The Progress Score overall was 0.03, within the average range. Disadvantaged students gained a Progress Score of 0.32. These scores were split as follows. A Level students demonstrated a progress score of 0.02 (average), while BTEC Level 3 students scored 0.65 for progress – well above average, with the average result being Distinction.**
* **At GCSE, P8 was within the average range. A8 was a little below the national average but reflected the large number of students who were mid-year entrants as well as the number of students affected by mental health and other vulnerabilities. There was a considerable improvement in Spanish results at GCSE. The very small cohort at A Level – 2 students – both got Es.**
* **The school measures current progress through authentic assessment with the curriculum itself providing the model of progress, and through tracking Attitude to Learning. Where there are concerns about a student’s Attitude to Learning, evaluation is split into effort, behaviour and PREP so that students can be supported and held to account appropriately.**
* **Students are well supported in preparing them for their next steps beyond school. The proportion of students staying in education or entering employment is consistently in line with national averages.**

**Key priorities:**

* **Implement Thinking Reading in order to ensure that all students are able to read well. In 2019-20, the focus will be on Y7 and Y10**
* **Continue to pay close attention to the curriculum and its delivery to ensure ambition, engagement, sequencing, progression and retention**
* **Continue to pay close attention to practices that move the bell curve. We are aware that Ofsted has indicated that higher ability students should make progress in line with their peers nationally. However, we believe that it is “the rising tide that will raise all ships” and our focus should be on achieving an outstanding curriculum and the means on highly effective delivery that aids progression and retention**
* **To continue to embed our enhanced expectations of tutors, supported by APLS and SLT so that no students are invisible and all are supported to succeed.**
* **To work with departments not yet providing the most effective curriculum and curriculum delivery so that students are able to learn effectively and achieve good outcomes. A particular focus in 2019-20 is on Science.**

**Behaviour and Attitudes and Personal Development**

**Behaviour and attitudes**

* **Most students behave consistently well developing strong relationships with each other and with staff. Students are friendly, polite and welcoming. Many students act as ambassadors at Open Evenings and at other public events and feedback is always outstanding.**
* **Expectations of staff and students with regard to behaviour were re-visited in September 2019 and with RESPECTFUL, RESPONSIBLE, READY underpinning those expectations. The Home-School agreement was also revised in line with this review and sent to all parents. Behavioural expectations are reinforced through reward, restorative practice and sanctions where appropriate. The school is a calm working environment. Subject and pastoral staff work hard with those students yet to meet the school’s expectations.**
* **Leaders work hard to promote good attendance and follow up absence. In 2017/18 overall absence was 5.1% (national was 5.5%) with persistent absence at 13.8% (national was 13.9%)**
* **Bullying is unacceptable and anti-bullying strategies and events are a feature of school life. The pastoral team are highly vigilant and incidents of bullying are rare and dealt with effectively.**
* **Leaders work effectively to support the behaviour and attitudes of students with particular needs with improvement demonstrable over time. Increasingly the pastoral and inclusion teams work together to ensure a coordinated approach to supporting students. For students with significant emotional and safeguarding vulnerabilities, the Oasis Centre provides support.**
* **Safeguarding is a strength of the school. Currently led by the senior Deputy Head, there are four further DSLs who work together with safeguarding board and interventions team to ensure that students are safe and safeguarding is proactively managed.**
* **Pastoral support is a strength of the school. Led by an Assistant Headteacher, each year group Y7 to 11 has a Pastoral Manager, overseen by a Pastoral Coordinator.**
* **The overwhelming majority of students display positive attitudes to learning. Attitude to learning is tracked as a dynamic process in every subject and every year group y7 to Y11. The Sixth Form also has a support policy underpinned by attitude to learning.**
* **Fixed Term exclusions are used proportionately. The school also makes use of internal isolation using the BLUE Room (Behaviour for Learning and Understanding Expectation) where appropriate so that appropriate action can be taken to restore the situation and return the student to class. While in the BLUE Room, students complete PREP work or other work designated by their teacher or subject department.**

**Personal Development**

* **Leaders provide a curriculum that supports students’ broader development. Personal development topics are well mapped through the Social Sciences curriculum, assemblies and tutor-led sessions during tutor time.**
* **Students are provided with a range of opportunities that support the development of confidence, resilience and independence. The arts and sport are strongly promoted, as are trips provided by the school to enhance cultural capital. In addition, the super-curricular is strobgly promoted as part of PREP. Parents are encouraged to go beyond the curriculum taught in class so that broader education, personal development and character take place beyond the physical environment of the school. The Parent Council, led by a middle leader, focus on areas that can support students’ personal development. Parents are aided in supporting PREP at home and have been provided with sessions such as “supporting your child’s wellbeing,” safeguarding on-line and using educational apps.**
* **The school provides a wide range of opportunities to nurture, develop and stretch their interests. A wide variety of sports opportunities take place throughout the school. This is mirrored in music and drama where clubs take place in the morning, at lunchtime and after school every day. There is a STEM Club and Cookery Club in KS3, supporting students in their option choices in KS4 where Food and Nutrition and Engineering are offered. The school offers a Combined Cadet Force from Y9 onwards where students taking part build their leadership, teamwork and resilience. Duke of Edinburgh is offered at Bronze and Silver Level. An Eco-Club has started this year.**
* **The Junior Sports Academy, Junior Performing Arts Academy, Senior Performing Arts Academy, Cricket Academy and Football Academy provide opportunities for students with particular talents in these areas to further their aptitude and skills.**
* **Equalities are proactively promoted and students are provided with opportunities to be responsible and active citizens who discuss and debate ideas.**
* **Careers provision is well organised and meet the Gatsby benchmarks. This year Y7 are being provided with a link to an employer through the new initiative for skill-development and mentoring from ConstructionWise. The school currently holds the Essex Recognition of Quality Award for Careers and Work-Related Learning.**

**Key priorities:**

* **To further embed our “Respectful, Responsible, Ready” behaviour system to promote outstanding behaviour for learning across the school**

**Leadership and management**

* **Leaders’ vision for the school is clear and ambitious. High expectations are exemplified through the school’s presentation of itself to the community and through leaders’ and members of staff’s interaction with each other, with students and with parents. The school’s focus is on providing the best opportunities for students so that they are Learning for Life and achieving the best outcomes in examination results, in their personal development and their character.**
* **While mindful of the school’s accountabilities, it strives to ensure that the curriculum is appropriate for its students. While all students are able to take all the EBacc subjects if they wish, the school ensures that the curriculum has not been narrowed and that there are a wide range of options from which to choose at KS4. At KS3 the curriculum has been organised so that it is delivered and sequenced in a manner that ensures maximum engagement and retention. An area for further development in this respect is in Science.**
* **Continuing Professional Development is aligned with the curriculum and supported by access to and school-led research. The Book Club is open to all staff and, with an educational book as its stimulus, promotes discussion on pertinent issues to the school. This year Tom Sherrington’s The Learning Rainforest is the focus. In addition, Rosenshine’s Principles of Instruction underpin this year’s CPD focus with middle and senior leader colleagues leading working groups on each strand. Our Research Assistant is also undertaking observational research to see how far Rosenshine’s strands are being used in Shenfield classrooms. The findings will be used to stimulate further reflection about individual and collective practice. Sessions led by staff are also open to all staff at regular intervals throughout the year.**
* **While approaching subject led approaches to curriculum delivery, assessment and feedback, there are clear expectations across the school in terms of building positive relationships, having high expectations of behaviour through classroom routines, methods to support retention, low stakes quizzing, effective feedback and authentic assessment of current progress and attitude to learning.**
* **The school seeks to engage parents in all aspects of their children’s schooling from transition, information about the curriculum and PREP, a parent council supporting parents to support their children, an SEN café where there are discussions on SEND issues, engagement through the pastoral system and encouragement for arts to support their children through sporting and arts events. The school has adopted a live mark book that parents can view all the time. Reports – which are time consuming for staff and out of date when they are sent home – are no longer issues. Parents are encouraged to attend Parent Evenings and Curriculum and PREP information evenings. The school has an annual parent survey – along with a staff and student survey.**
* **The school has taken great care to be mindful of staff workload and to ensure that the work expected is purposeful and worthwhile. Recruitment is designed to develop the staff workforce and there is a considerable focus on developing colleagues within the school so that there is effective succession planning at all levels, including the senior team.**
* **Leaders have high expectations for all students. Subject areas scaffold their curriculum to ensure that all students can access and achieve, The curriculum is adapted for some students who experience particular challenges, for example, access to the Vocational Centre in KS3, a small group in KS4 accessing ASDAN qualifications. The Oasis Centre provides support to students experiencing social and emotional difficulties. All students are educated on site.**
* **There is no gaming or off-rolling. The school focuses on early identification of students who have challenges to their learning – whether that is through disadvantage, learning need or other vulnerability. The school is inclusive and uses its resources internally and those it has access to externally to ensure that all students have the opportunity to succeed.**
* **Pupil Premium money usage is based on good evidence. This is continually reviewed and reported transparently to the Governing Body.**
* **The new Chair of Governors, appointed in September 2019, is committed to ensuring that all members of the governing body understand their role and can contribute appropriately. The Chair is the safeguarding governor. A second governor has now been trained to share that role. In November 2019 a further governor with an education background is being appointed.**
* **Safeguarding is a strength of the school and is imbued within its culture. The Safeguarding Lead, the DSLs and their associated teams ensure that safeguarding is an absolute priority.**

**Priorities:**

* **To ensure appropriate succession planning by appointing internally a Deputy Headteacher from April 2020. This will facilitate a 4 term crossover with the senior Deputy Head who will be leaving in August 2021. Roles on the senior team will be reviewed following the appointment.**
* **To consult upon and introduce a new admission policy to ensure that the school both serves its local community and keeps its focus on aptitude in sport and the performing arts. This supports our philosophy of sustaining a broad and balanced curriculum where there is no curriculum narrowing and sport and the performing arts are promoted.**

**Sixth Form**

* **The Sixth Form is a strength of the school. As well as attracting our own Y11 students for whom the available programmes are suitable, Shenfield’s Sixth Form also attracts students from other local schools in high numbers. This has meant that the Sixth Form has remained viable and thrived even during the years when numbers in the main school were undersubscribed.**
* **The courses available reflect the needs of the local community. There are currently 20 A Levels, 3 BTEC Extended Level 3 Diplomas and 5 Level 3 BTEC Extended Certificates (that can be selected alongside A Levels.) This diverse range of combinations means that we remain inclusive and provide appropriate courses for as many students as possible.**
* **This offer is further enhanced by the provision of the Performing Arts Academy, Football Academy and Cricket Academy which allow students with these particular aptitudes to further enhance their skills in these areas alongside their courses of study.**
* **The Sixth Form benefits from teachers with a strong subject knowledge and a support system designed to identify students who are struggling academically or who have other vulnerabilities and provide support as early as possible in order to effect maximum success.**
* **Sixth Form teaching adopts the same systems and priorities as the main school and so designs delivery to maximise retention and assessment to give a realistic view of current learning with feedback to communicate next steps.**
* **2019 results were strong in Art, Economics, Law, Psychology, Theatre Studies, Business, Geography, Media and Music.**
* **Maths and Science results need further development although both showed an improvement in 2019.**
* **A Level Progress scores have been 2016 – well above average; 2017 – above average; 2018 – average. 2019 progress score when confirmed is expected to be well above average. In BTEC Level 3 qualifications, Progress Scores have been 2016 – above average; 2017 – above average; 2018 – well above average. We expect this trend will continue this year.**
* **There is well developed Careers Guidance and support for university and apprenticeship application. A successful work experience scheme is run at the end of Y12. Students are well prepared for their next steps.**
* **Destination data in 2018 is in line with Essex and national averages in terms of staying in education or employment for at least 2 terms after 16-18 study.**

**Priorities:**

* **To find the appropriate balance between recruiting the number of Y12 students to support the school’s finances and ensuring that the right students are on the right courses.**
* **To continue to ensure that the Sixth Form Support System identifies struggling students early and puts in appropriate support.**
* **To continue to ensure that all students reach their potential, including students with high prior attainment.**