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

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| **Areas for Improvement identified in November 2014 inspection** | **Impact of improvements September 2016** |
| **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 regular learning walks and CPD on needs-led topics. * 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. 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. |
| **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 8.5%. Current staff sickness will present further challenge in this area. * Department-based study areas are in place as well as the supervised sixth form study room. |

**Current Improvement Priorities and Investigations:**

* Exploring move to MAT status and 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 through SLT expansion and associate roles.
* 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 to provide coaching support as necessary.
* Enhancing teaching and learning through ensuring that good practice is identified and spread – learning walks, teaching and learning group, action research, needs-led professional development. Learning Ambassadors to promote student engagement and student voice about learning.
* Achieve CREAG/WRE accreditation; Enhanced Healthy Schools; Leader Status for Achievement for All.
* Further sharpening up of behaviour for learning; anti-bullying ambassador programme.
* Curriculum review. 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.
* 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.
* 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; embedding faculty structure for MFL; supporting Computer Science within Maths and Computing Faculty.
* DT – outcomes at KS4, progression pathways, embedding faculty structure.

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

**10/10/2016**

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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 and a weekly learning walks allows staff to see and discuss good practice. * 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. * 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. All staff are appropriately and regularly trained. | Teaching, learning and assessment   * Teachers have a very good knowledge of their subject. 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 understand how they can assist their children. * The school has achieved the Achievement for All Quality Mark and is working towards Leader status. * In response to KS3-The Wasted Years, senior leaders are focusing 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. * Attendance overall and for PA has improved significantly in 2015-16. * 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. There is a culture of vigilance and swift response. | Outcomes of Pupils   * Y11 2016: Progress 8 - +0.3; Attainment 8 5.3 * Disadvantaged gap – 0.41 * Headline figure of 5 A\*-C with En and Ma was 66% in 2016; 79% 5 A\*to C. * Maths got 72% A\* to C. 69% expected progress and 23% greater than expected progress. * English A\* to C was 84%. This demonstrates 86% expected progress and 37% greater than expected * A2 results 2016 improved on last year with a 100% pass rate, A\* to B 8% higher than 2014 at 54% * 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 * Progress in other years: disadvantaged and other… * Progress in English and Maths disadvantaged and other… * Students very well prepared for next stage in their education CEIAG and WRE Award to be re-assessed in Autumn 2016 |