**30 November 2015**

**Shenfield High School Self-Evaluation**

**Context:**

Since the last inspection in November 2014, the school has continued its mission to improve all aspects of school performance. There has been a particular focus over the last year on maximising outcomes for students, ensuring well-targeted interventions to support attendance, attainment, progress and wellbeing, developing new approaches to professional development to support the quality of teaching and ensuring behaviour for learning continues to improve. There has also been further focus of engaging with parents and ensuring that our community knows the worth of the school. In response to the local challenges on attracting students into Y7, admission by aptitude in Sport and Performing Arts has been introduced for September 2016.

The Governing Body and the Headteacher have a long term vision for the school as a response to a significantly changing local educational landscape. The school is being modelled as a smaller school with distinctive strengths in sport and is considering the possibility of forming a multi academy trust with other schools, as equal partners.

**Leadership and Management – based on the following we judge the quality of leadership and management to be good with some outstanding features.**

**Impact:**

* The Headteacher, key leaders and Governors communicate high expectations and ambition. This is echoed through all public documents, the school website, newsletters to parents, all communications with the school’s community, the focus on school values, the way lessons are conducted and leisure time is organised.
* Teaching is typically at least good. Robust action has been taken to improve teaching leading to better levels of progress for pupils. This has resulted in some colleagues leaving the school. Colleagues’ needs are identified through monitoring and performance reviews with appropriate training and coaching in place as required. Clearly structured performance management is ensuring appropriate professional development and an increasingly thorough process in support of pay progression.
* Self-evaluation is based on a range of quantitative and qualitative evidence and actions swiftly put into place to effect improvement. The school takes into account the views of all stakeholders and has an annual review week where staff, pupils and parents are able to give formal feedback via questionnaires. Learner voice, learning walks and regular data analysis provides the information required and on which actions are based.
* Tracking of groups of pupils and individuals is key to ensuring that all students are supported in making good progress. The use of our “War Room” by the leadership team, governors, Team Leaders, Departmental teams and individuals is key to ensuring that we are in full command of information about student progress and achievement.
* The curriculum meets the needs of students. It is broad and balanced and has a focus on all elements of the national curriculum and with a particular emphasis on literacy, numeracy, sport, the performing arts and with the ability for some pupils to be supported through practical and vocational learning.
* Pupils make good progress in literacy, demonstrated by progress data and through progress seen in students’ work. This is a focus across the school supported by the Literacy Outreach Coordinator and the Deputy Head in charge of teaching and learning.
* The Governors’ high level of challenge to the Headteacher as critical friends is well documented in notes of Core Governor meetings (until end of academic year 2014/15) and minutes of Full Governing Body Meetings and to the SLT in the Standards and Performance Committee Minutes. Regular governor monitoring visits focus on key accountabilities and improvement areas, are documented and inform discussion with the SLT and Headteacher to support further improvement.
* The Governors conduct rigorous performance management of the Headteacher in association with an external adviser.
* The school has been proactive in developing the curriculum, assessment systems and creating a transitional assessment policy to support the removal of levels and the implementation of the school’s own system of assessing progress. The school is being proactive in developing support for staff so that the demands of the national curriculum, new examination syllabi and assessment systems can be effectively met.
* The school has been proactive in developing its school offer to meet the demands of SEN legislation in place from September 2014.
* In the Y11 of 2014/15, a number of students pursued alternative pathways outside the school but from September 2015, within-school support and the extension of the curriculum is such that the need for students to receive their education from outside the school has been considerably diminished.
* The PE Department provides exceptional experiences for students as part of lessons and with an outstanding range of extra-curricular and competitive opportunities. The Football and Cricket Academies are successful parts of post-16 provision.
* The Drama and Music Departments provide exceptional opportunities within lessons and as part of its extra-curricular provision.
* The Practical Learning Centre provides exceptional experiences for students within the curriculum and as extra-curricular opportunities, securing engagement for some students who would otherwise struggle and broadening experience for others.
* There has been a growing focus on practical learning though the Practical Learning Centre promoting engagement and interest for students.
* The school’s actions have secured improvement for disadvantaged pupils currently in the school. This is demonstrated through progress data, through Achievement for All records, the records of the Interventions Team and the Pupil Premium Review commissioned from Achievement for All in July 2014. The AfA Quality Mark was achieved in July 2015.
* The school’s mission statement “Learning for Life” is an indication that a holistic approach is taken to learning in the school and that the school’s culture is characterised by high expectations and aspirations for all pupils.
* The school works well with parents, seeking engagement and regular feedback. As well as the parent ambassador group, the SEN café and links with parents through Achievement for All ensures engagement with parents who may find working with the school difficult.
* Staff are well trained in safeguarding children and safeguarding arrangements meet statutory requirements, including PREVENT training.
* Governors ensure the efficient management of financial resources. Staff and resources are effectively deployed. The school has been successful in bidding for monies to enhance the school site and there has been 2.5 million pounds of investment in the last 3 years. The school provides good value for money and has accrued a healthy reserve. The Governors monitor finance and premises management closely.
* The school’s staffing structure has been strategically re-modelled to create more effective management structures, improves the quality of provision and save money. Over £700,000 was saved in 2014/15.
* A successful business case was put to the School Forum Falling Roll fund, securing just under 2 million pounds over the next three years.
* Improvement planning is on-going and based on the findings of monitoring as well as strategic development. Every year, the school publishes over-arching strategic headlines, under which sits Team Improvement Plans and action plans for particular developments. The Deputy and Assistant Headteachers use Personal Impact Plans to plan and monitor their own portfolio of responsibilities.
* Safeguarding meets all statutory requirements and has prominence in the school’s day-to-day activities.

**Next steps:**

* Continuing implementation of strategic re-modelling of school in response to national and local imperatives.
* Develop an even greater level of consistency in the implementation of policies and all students experience and value the high expectations and consistency that teachers show in relation to behaviour and learning
* There are improvements in the performance of underachieving departments so that the gap between them and the highest performing subjects is closed rapidly
* Literacy and numeracy development is further supported and has further impact on overall achievement.

**Teaching, learning and assessment – we judge this to be good.**

**Impact:**

* Teaching over time in most subjects is consistently good, including maths and English. The quality of teaching has improved since the last inspection and has contributed to the increase in progress for students currently on roll.
* Teachers’ planning ensures that the needs of all students are met and data records demonstrate that PPG students and non-PPG students currently on roll make similar levels of progress year on year in most subjects.
* Lessons are well planned with teachers deploying a variety of teaching strategies to support assessment for learning, including the use of ipads in the classroom, so that tasks are re-shaped as necessary to support further learning. As a result of good planning, most students make at least expected progress. An increasing number of students make better than expected progress. (see KS3 and KS4 levels of progress data)
* Teacher triads are the foundation stone of professional development in the school, with teachers developing their own areas of focus to further develop pedagogical practice.
* Reading, writing, communication and numeracy are key focuses across the school and feature in the work of all subject areas. The work of the Literacy Coordinator and Numeracy Coordinator supports development of effectiveness in these areas.
* A positive climate for learning is in evidence. The majority of students demonstrate very positive attitudes to learning due to the strength of relationships developed and to careful planning to meet individual need.
* Assessment and feedback strategies are embedded into practice. As a result the majority of students can articulate what they have done well and what they need to do in order to improve.
* In 2013/14, book scrutiny demonstrated:
* Majority of students respond to teachers’ feedback and make progress.
* Some students needed further support with presentation
* Some students needed further support with organisation
* The marking policy is being followed by the majority of teachers
* Some students need to respond to marking comments more consistently

In response to this, there has been a renewed focus on presentation, responding to feedback and organisation at the beginning of the 2014 academic year.

* Well-targeted interventions based on regular assessment is a feature of the school that has been developed and made increasingly effective since the last inspection.

**Next steps:**

* Work scrutiny shows ever clearer evidence of the impact of teachers’ assessment on students’ work and the pride that students take in their work is consistent across all subject areas
* Improved use of data and knowledge of their pupils is used increasingly well by teachers to ensure that all students’ learning needs are being met .This is shown to lead to improved progress of, in particular, those with the Pupil Premium, the most able and those students with S.E.N.
* Teaching and assessment are clearly seen to further support and enhance the development of literacy and numeracy across the curriculum
* The challenge of work given to KS3 students is reviewed and developed
* We continue to improve how assessment and testing modifies teaching.
* We review and improve the way that information at transition points is used to meet pupils’ needs.

**Personal Development, Behaviour and Welfare – based on the improvements made we judge this to be good.**

**Impact:**

Pupils’ attitudes to learning are positive. They are equipped for learning and low level disruption is uncommon. This is demonstrated by:

* 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.
* Students have a good awareness of all forms of bullying. Any instances of bullying are dealt with well by the school.
* Evidence gathered via staff and student voice shows that behaviour across the school has and continues to improve and people feel happier.
* The school supports students in being prepared for learning through initiatives such as Top Form throughout the school Y7 to Y11 where students gain points for being in perfect school uniform, properly equipped and with 100% attendance.
* 2014 School survey week is 13 October 2014. Parentview feedback is very positive.
* There will be a further school survey week in 2015/16 – date to be determined.
* Students understand school policy and therefore they are less confrontational signifying a change in culture. They understand the importance of good attitudes and behaviour, both at school and in life outside school.
* Incidents are dealt with quickly and effectively as a result of all staff working collaboratively.
* Attendance continues to be rigorously monitored. The figures for overall attendance in 2014/15 were 94.8% (Essex 94.2%) PA was 7.5%. Targets for 2015/16 have been set at 95% and 6.5%. Current staff sickness will present further challenge in this area.
* Students behave well at break and lunchtime.
* John Daniell, HMI, stated in his note of visit that he observed a calm school.
* Parents and students touring the school comment on the calm and purposeful atmosphere and the warm relationship between students and staff.
* Pupils are given extensive support to enable them to make appropriate choices for the next stages in their lives. Work based education begins in Y8 and information and guidance is extensive at all transition points.
* The culture of the school supports healthy eating, fitness and mental health awareness. Students are supported and given information about how to keep themselves safe, including on line.

**Next steps:**

* Attendance is improved to at least the national average (95%) and PA to at least the national average (6.5%)
* Student Voice, parent/staff surveys and focus groups demonstrate continued improvement in the % who view the schools’ actions on behaviour and bullying as positive.
* Further reduction in Time Out calls will indicate that there is very infrequent, low level disruption in lessons.
* Reduction in the number of behaviour points students receive will indicate that early interventions by the Pastoral Team are effective.
* The focus on punctuality to lessons and the Pastoral Team’s early interventions will ensure that the number of students late to lessons decreases.
* To reduce the number of students with 50+ behaviour points from 7% to 0
* To reduce the number of PP students with 50+ behaviour points from 31% to 0

**Outcomes for pupils** – **based on the improvements made we judge this to be good and improving.**

**Actions:**

**Impact:**

* GCSE 5 A\* - C including English and Maths 55% - a 3% decrease. This is as a result of unexpected iGCSE English results – 59% A\*-C. The iGCSE grade boundary for a C rose by 3 and our coursework and speaking a listening were adjusted downwards in a random pattern of 1 to 3 marks. This is unprecedented for our English department who always have exemplary moderator reports and have never experienced adjustment of their marking before. The English result is further highlighted as an odd result by the English Literature results of 74% - although only 214 of our 236 students took this, this is often our lower result of the two English GCSEs.

Maths achieved 72% A\*-C, a 1% increase from 2013.

* English expected progress is down by 9% on last year and above expected progress is 3% down on 2014.
* Maths expected progress is down by 2% on last year and above expected progress is 9% higher than 2014.
* Subjects that have produced good GCSE results this year are: Art, Drama, Economics, IT, Maths, Media, Music. Departments of concern are Geography and Technology.
* Year 10 5 A\*- C including English and Maths is currently 70%. Progress 8 0.62, Attainment 8 C
* 12 Students sitting Statistics in Year 10 achieved 100% A\*-C, 67% A\*-A
* Year 10 Core Science 83% achieved A\*-C.

**AS and A2**

* AS results are better than last year. Our A - B % 10% higher than our 2014 result and just 1.7% off last year’s National result with a below National prior attainment cohort. Our A – C %is 10% better than our 2014 result and 1.2% better than the 2014 National. Our A – E %is 7.1% better than our 2014 result and 4.7% better than the 2014 National result.
* A2 results are better than last year. Our A - B % 9% higher than our 2014 result. Our A – C %is 9% better than our 2014 result. Our A – E %is 2% better than our 2014 result and 1% better than the 2014 National result.
* KS5 BTEC results are very good with D\*-D% outstanding at 90% in line with last year and 23% better than the aspirational ALPS targets.
* Subjects that have produced good A2 results this year are: Art, Business Studies, Drama, Film Studies, Law, Further Maths, Media, Sociology and the EPQ.
* Good AS results have been produced by: Art, Business Studies, Drama, Economics, Film Studies, Further Maths, Maths, Media, Physics, PE, Philosophy and Ethics, Sociology.
* Subjects of concern at A2 are: Applied ICT, Biology , Chemistry and Geography.
* Subjects of concern at AS are: Chemistry, English Literature, Music.

**Reflections and next steps:**

* 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.
* Our intervention programme has been successful in terms of minimising students getting English but not Maths or vice versa. It has also minimised students who get Maths and English but not 3 further higher GCSE passes with the addition of taking of Statistics. Slightly different focus of this strategy this year.
* Year 10 and Year 11 has to be about Progress and Attainment in 8 subjects.
* Narrowing the gap in attainment and progress betweenstudents in receipt of PPG and other students.
* Intervention must be targeted and based on basis of Diagnose, Therapy, Test.
* Focus on Geography at GCSE, progress in MFL at GCSE, improvement in DT results and blue subjects at AS/A Level.

**The Effectiveness of the 16-19 Study Programme – we judge this to be good.**

**Leadership in the Sixth Form**

* All students follow programmes of study that meet their needs. There are clear entry requirements for entry both to the sixth form and to individual subjects. Where there are mitigating circumstances or concerns, students begin their courses on a “contract” which is regularly reviewed to ensure that the selected pathway is appropriate for the student and that they will, with appropriate application, succeed. This has been a particular focus at the beginning of this academic year following analysis of success rates of students at different starting points.
* More able students are stretched and challenged through the Extended Project Qualification. Students intending to go to university are able to visit universities, hear guest speakers representing higher education and have practice interviews.
* Progression routes are made clear to students and support and guidance is given to students so that they are well prepared for the next stage in their education, training or employment.
* Enrichment activities, timetabled supervised study and work experience supplement students’ courses. All students receive careers advice, university application advice and support and have the opportunity to take part in work experience. The school is in receipt of the ROQA award.
* Students have the opportunity to take on roles of responsibility in the sixth form and play a full part in the life of the school. The role of Head Boy and Girl are treated as roles that students are nominated for and then must submit an application and go through two rounds of interviews, the last round being with the Headteacher.
* Prefects support the running of the school, charitable events, social life in the sixth form, links with the community and support for subjects. Subject prefects were introduced in 2013.
* All students who do not already have at least a C in English and Maths follow a programme that allows them to achieve these qualifications.

**Behaviour and Safety in the Sixth Form**

* Students and their attitudes and application to learning are monitored carefully with early intervention, support and contact with parents utilised to support application and progress.
* Sixth form attendance uses the same systems as for the rest of the school
* Students in the sixth form behave well. They wear their sixth form uniform with pride and act as role models for younger students.
* Students’ wellbeing and safety is a high priority and the focus of the two pastoral managers dedicated to the sixth form.
* The Sixth Form students take an active role in the day-to-day running of the school. Weekly meetings are held on a Thursday with Senior Prefects organising goals for each half term. E.P coordinates these but it is a student run process. Evidence, see minutes.
* Retention rates for students moving between Year 12 to 13 are:
	+ 2010-11 Year 12 Intake 177, retention to Year 13 142 – 80.2%
	+ 2011-12 year 12 Intake 179, retention to Year 13 137 – 76.5%
	+ 2012-13 Year 12 Intake 175, retention to Year 13 137 – 78.2%
	+ 2013-14 Year 12 Intake 178, retention to Year 13 149 – 83.7%
	+ 2014-15 Year 12 Intake 211. Retention toY13 178 – 84.4%
	+ 2015-16 Year 12 intake 185;
* The school exceeds the minimum standards specified by the DfE:
* A Level – 83% above the 172 point threshold
* BTEC Extended Diploma – 100% above the 582 threshold
* BTEC Diploma – 2 students. 50% above 388 threshold
* BTEC Sub Diploma – 100% above 194 threshold.
* The Sixth Form Tutorial and Assembly Programme further supports students’ personal, social, employability skills and preparation for adult life in Britain.
* Catering for the transition of students moving into the Sixth Form, with advice and guidance. Making sure that the correct pathway is taken. (Further evidence from Head of Sixth Form)
* The work experience and careers provision is extensive and ensures students are able to gain the valuable experiences of work. (Evidence from Head of Sixth Form)

**Teaching in the Sixth Form**

* All teachers with sixth form classes have good or outstanding subject knowledge. Some are examiners and this, in combination with their subject expertise contributes to students’ progress and achievement. (Teachers are examiners in the following subjects: Film, Media, Economics, PE, English Language, Psychology)
* Student progress and attainment are monitored closely with swift interventions put into place to support students in meeting the required standards. (Evidence from Head of Sixth Form)
* Marking is precise, focused on the requirements of the examination and ensures that students know what they need to do to improve with precision.
* Teaching is varied, engaging and assessment focused.

**Overall Effectiveness, including Spiritual, Moral, Social and Cultural aspects of Shenfield High Schooland how education meets the needs of groups of pupils.**

**We judge the SMSC aspects of the school to be good:**

* Audit demonstrates a wide variety of opportunities for all criteria to be met for most students across most curriculum areas.
* Key Coordinators in place: IAG/Careers, Wellbeing, SMSC.
* Appropriate policies in place: SMSC (draft), Sex & Relationships Policy, Behaviour for Learning Policy.
* Well established student voice through Year Councils, School Council, Sixth Form Council and focus groups
* Well established Charities programme.
* Evidence of good IAG in all key stages.
* Pastoral support & guidance available to all students and engaging parents.
* Pastoral programme (assemblies / tutor programme) in place and being further developed.
* Healthy School status revalidated.

Further evidence supporting this judgement is detailed below:

**Atmosphere of the school** – based on our core values of Respect, Learning, Responsibility, Security, Community, Success

* Governors on monitoring visits and other visitors to the school comment on the calm and purposeful atmosphere in evidence. Students frequently conduct tours and are hosts at events for parents. A recent example was when current Y7s hosted Y6 students and their parents in school for their Welcome Interviews. Feedback from Y6 parents was overwhelmingly positive. At the 2014 and 2015 Sports Camp 25 students gave up a week of their summer holiday to act as coaches to the incoming Y6 students.

**Student pride in their school, themselves and their achievements**

* Awards Evenings take place for KS3, KS4/5 and for Sport. A Performing Arts Awards Evening is also being planned.
* There are many examples of students being rewarded and demonstrating pride in achievement – through collection of outstanding learner awards, certificates for participation in various events
* Led by the Head Girl and Boy Team in 2014, students made a film about outstanding learning in Shenfield. The students project-managed the whole enterprise from engaging staff and students to working with a professional film editor to create a celebratory film which has been published on the school website and shown to prospective parents.

**Extra-curricular activities**

* There is extensive participation in extra-curricular activities, especially sport. Twenty national titles have been won and students regularly compete at district, county and national level.
* Music and drama provide a diverse range of opportunities to take part and participation is increasing. Concerts, for example, are inclusive and allow many students to take part as well as celebrating excellence.
* Reading groups, author and performer visits and encouragement to use the library as a diverse resource has developed in students a greater love of reading and literature
* There are extensive opportunities for theatre visits and trips to places of interest in this country and abroad. Annual ski trips and the annual trip to New York prove very popular.
* Y7 have a residential trip every year to build their social skills and year identity. Other opportunities to enhance skills take place during the year eg bikeability
* Gardening, landscaping, construction and small animal care is available in the vocational centre. Students have created experiments such as comparing organic and non-organic horticulture, have created a greenhouse made of PET bottles and are comparing growth rates with plants grown under glass. Rabbits are resident. Chickens are soon to be added to the menagerie.

**Work with the community and organisations**

* The Vocational Centre has become the hub of a number of our links with community organisations – eg the Shenfield Environmental Association, the Royal Horticultural Society, Food for Life, in association with our catering service.

**Other opportunities:**

* Opportunities are taken to discuss, explore and engage with cultural issues and understanding of diversity and disability. For example:
* A student profoundly injured in a car accident when he was in Y7 has proceeded with support through the school and is now, aged 19 volunteering to support other students in the school, aided by his mother.
* When a group of travellers camped on the school car park, tutors took the opportunity to discuss with tutees issues of culture, diversity and tolerance