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|  | Shenfield High School SEF  school self evaluation20xx-20xx | |
| Updated: 12th September 2023 | | |
| Context | Shenfield High School is a mainstream comprehensive located within the Brentwood area of Essex. with a PAN of 240 and school roll of 1500. A new Headteacher was appointed in September 2022 following the retirement of the previous Headteacher who had been in post for eleven years.  The table below shows the basic demographic of our school.   |  | Numbers on roll | No. Boys | No. Girls | % PP | % SEND | | --- | --- | --- | --- | --- | --- | | Year 7 | 241 | 135 | 106 | Unknown | 17 | | Year 8 | 239 | 131 | 108 | 19.67 | 25.9 | | Year 9 | 236 | 119 | 117 | 25.42 | 25.8 | | Year 10 | 240 | 125 | 115 | 15.00 | 19.5 | | Year 11 | 237 | 142 | 95 | 13.45 | 27.19 | | Year 12 | 166 | 92 | 74 | 9.04 | 10 | | Year 13 | 141 | 77 | 64 | 12.06 | 6.38 | | All Years | **1500** | **821** | **679** | **13.80** | **17** |   In total there are 142 more boys than girls within the school population, 47 of these ‘additional’ boys are within the 2023-24 year 11 cohort; this is a significant factor for us in terms of outcomes for this cohort.  In addition to the students identified above 2.8% of our students have EAL (42 students), three students are LAC and eight of our students are PLAC  **Mobility**   |  |  |  |  | | --- | --- | --- | --- | | Current year group | Year of entry | 2022-23 midyear leavers | 2022-23 midyear admissions | | 8 | 2022-23 | 9 | 10 | | 9 | 2021-22 | 11 | 8 | | 10 | 2020-21 | 13 | 16 | | 11 | 2019-20 | 5 | 6 | | 2023 leavers | 2018-19 | 3 | 4 |   Locally, within the Brentwood area we have significantly more children with identified SEND whilst the number of PP students is ‘mid-range’. These figures are shown below (all numbers for other schools are most recently published, and a matter of public record so shown here):   | School | % FSM | %SEND | Number of SEND Support students | Number of students with an EHCP | % EHCP | | --- | --- | --- | --- | --- | --- | | Brentwood County High | 16.8 | 13.7 | 128 | 13 | 1.4 | | St Martins | 10.1 | 5.8 | 105 | 24 | 1.3 | | Brentwood Ursuline | 7.5 | 4.4 | 46 | 4 | 0.4 | | Becket Keys | 9.6 | 8.8 | 92 | 18 | 1.7 | | Ongar Academy | 17.1 | 10.6 | 69 | 25 | 3.8 | | Anglo European | 5.6 | 7.2 | 105 | 9 | 0.6 | | **Shenfield High School** | **13.8** | **21.32** | **316** | **46\*** | **3.1** |   \*There are an additional six EHCPs pending, and we also have four students in receipt of IPRA funding  Nationally (most recently available data) 4% of children have an EHC plan and 12.6% are on SEND support. The national figure for EHCPs doesn’t not break down what the national percentage is for EHCPs in mainstream schools; the figure includes special schools. The percentage of our children with an EHCP increased by 36% in one year between 2021-22 and 2022-23. We have had a further increase of 11.6% in September 2023-23. The number of students with an EHCP and the rate of increase in these numbers experienced by the school has put a strain on the school’s resources and a strain on the school’s staff who are having to develop an increased level of understanding and skill to meet the need of a greater scale, greater diversity and greater complexity of SEND need within a mainstream setting.  We ended the 2022-23 school year with a whole school attendance (years 7 to 11) of 91.9% with a persistent absence rate of 23.8% and a severely absent rate of 1.5% (18 students). Our PP and SEND students had attendance rates below their peers.  Shenfield High School has a strong reputation for sport within the community and holds a platinum award for sport (two years running). In addition, we also hold a gold award for performing arts. | |
| Progress against previous inspection | | |
| Areas to improve | | Progress |
| Leaders and those responsible for governance should ensure that:   * the most able pupils make progress that is at least in line with that made by similar pupils nationally. * the actions taken to strengthen provision in modern foreign languages are well embedded and lead to more pupils and students studying and achieving well in these subjects at GCSE and A level. | | In 2023 our most able students achieved results that demonstrated a significant increase on the performance of students with similar starting points in 2019. The table below shows the improvement in some key measures.   |  |  |  | | --- | --- | --- | |  | 2019 | 2023 | | English Language Ave Grade | 5.06 | 6.39 | | English Literature Ave Grade | 5.07 | 6.43 | | Maths Ave Grade | 5.50 | 6.37 |  |  |  |  | | --- | --- | --- | |  | 2019 | 2023 | | Attainment 8 High Ability | 55.45 | 63.99 (+nearly a grade) | | English and Maths 9 – 4% | 91 | 96 (+5) | | English and Maths 9 – 5% | 63 | 83 (+20) | | English Best 9 - 7 % | 24 | 61 (+37) | | English Best 9 - 5% | 80 | 91 (+11) | | Maths 9 – 7% | 26 | 48 (+22) | | Maths 9 – 5% | 74 | 85 (+11) |   We still have improvements to make in the % of our grades that are at 7+ compared to national. This year 17.2% of all grades were at 7+ compared to 20.6% across Essex and 22.4% nationally.  Between 2018 and 2019 there has been a 44.7% increase in the numbers of students opting to continue their study of languages into KS4. In 2023, Spanish students achieved 40% grades 7 and above and an APS of 5.61.  There is more to be done to achieve parity in numbers between French and Spanish including at A level where we currently have Spanish but no French. This year we have employed new French specialists with this aim. |
| School improvement priorities | For 2203-24 our two school improvement objectives are:   1. **Refocus the whole school on the primacy of lessons.** 2. **Support leadership at all levels** | |

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| **QUALITY OF EDUCATION** – GOOD | | |
| **Strengths** | **Intent:**   * Breadth of the curriculum; parents appreciate the range of subjects on offer (parent survey 2023) * Wider curriculum has a range of opportunities (74% parents agree) * Ambitious curriculum: all students have a free choice of open bucket options and EBacc study possible for all | |
| **Implementation:**   * Curriculum areas are led by an experienced group of Team Leaders who, among them, have over 100 years’ experience at Shenfield High School. Through persistent recruitment practices all curriculum areas are fully staffed with specialist teachers. * Where teaching is at its best it builds on previous learning and delivers a well sequenced curriculum that is matched to the student’s prior knowledge. The best lessons start with retrieval of prior knowledge and are scaffolded to meet the needs of all learners. * The curriculum is designed to be the model of progress with different types of assessment being used as appropriate to inform teachers’ and wider curriculum planning. Whole-school assessment is not designed to be overburdensome. * Students with identified SEND needs are supported by a team of skilled and experienced TAs. * ECTs are very well supported through the new framework with additional support extended through a ‘year 3 ECT’ provision. * Teachers are supported and developed through whole school CPD that utilizes external speakers, peer led sessions, online and self-directed | |
| **Impact**:  *Full national figures not available at time of update*  **Key Stage 4**   * 12 Subjects (out of 19) (63%) improved the % of students achieving 7+ by an average 8.9%. * 11 subjects improved 5+% * 9 subjects improved 4+% * 13 subjects saw an improvement in APS * 10 subjects have an APS +5 versus only 4 subjects in 2019.   However, more subjects posted U grades in 2023 compared to 2019 (12 vs 8)   |  |  |  |  | | --- | --- | --- | --- | |  | SHS 2019 | SHS 2023 | Essex 2023 | | Attainment 8 | 44.90 | 45.83 (+ 0.93) | 46.6 | | English and Maths 9 - 5% | 37 | 38 (+1) | 44 | | English and Maths 9 - 4% | 63 | 65.3 (+2.3) | 64.6 |  |  |  |  | | --- | --- | --- | |  | 2019 | 2023 | | Boys A8 | 43.93 | 43.27 (- 0.66) | | Girls A8 | 46.00 | 48.70 (+2.7) |  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | SHS 2019 | SHS 2023 | Essex 2023 | National 2023 | | English Best 9 - 4% | 78 | 78 | 75 |  | | Maths 9 - 4% | 69 | 71 (+2) | 69.4 | 61 | | English Best 9 - 5% | 58 | 60 (+2) | 60.2 |  | | Maths 9 - 5% | 44 | 42 (-2) | 48.8 |  | | English Best 9 - 7% | 13 | 20 |  |  | | Maths 9 - 7% | 12.96 | 15.75 |  | 17.2 |  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 2019 | 2023 | | Essex 2023 | | SHS All Students | 44.90 | 45.83 (+ 0.93) | | 46.6 (+0.77) | | High Ability | 55.45 | 63.99 (+8.54) | |  | | 37.5% of the cohort | 19% of the cohort | |  | | Middle Ability | 38.93 | | 44.85 (+5.92) |  | | 50.7% of the cohort | 58.7% of the cohort | |  | | Low | 25.03 | 27.26 (+2.23) | |  | | 6.25% of the cohort | 15.7% of the cohort | |  | | No KS2 | 5% of the cohort | 6.6% of the cohort | |  |   **Disadvantaged Students (33 students)**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 2019 | Gap | 2023 | Gap | | Attainment 8 | 38.29 | -8.06 | 38.78 | -8.16 | | English Language Ave Grade | 3.50 | -0.88 | 3.91 | -0.94 | | English Literature Ave Grade | 3.38 | -1.07 | 3.88 | -0.84 | | Maths Ave Grade | 3.88 | -0.47 | 3.82 | -0.67 | | English and Maths 9 - 4% | 42% | -25 % | 55% | -12% | | English and Maths 9 – 5% | 23% | -17% | 24% | -15% |   Whilst the performance of our disadvantaged student fares well in comparison to other Brentwood schools, we have not made any significant inroads on reducing the gap until the Basics measure at grade 4 and above where the gap has halved  **SEND (52 STUDENTS)**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 2019 | Gap | 2023 | Gap | | Attainment 8 | 39.36 | -6.59 | 35.16 | -10.67 \* | | English Language Ave Grade | 3.61 | -0.73 | 3.67 | -1.34 | | English Literature Ave Grade | 3.65 | -0.73 | 3.40 | -1.53 | | Maths Ave Grade | 3.87 | -0.48 | 3.44 | -1.22 | | English and Maths 9 - 4% | 52% | -13% | 38% | -35% | | English and Maths 9 – 5% | 22% | -18% | 25% | -16% |   It is apparent that within this cohort our students with SEND fell further behind their peers than those in 2019. 87% of those students on the SEND register with a negative progress are boys with an average attendance of 88%. | |
| Actions from previous year:   1. All SEND One Plans updated. 2. Staff received training on ASD and ADHD from external providers. 3. Review conducted of approach to student groupings. 4. RISE curriculum designed for identified students in years 7 to 9 5. Assessment and feedback policies reviewed. 6. Senior team restructured to create new roles of AHT for curriculum and AHT for teaching and learning. 7. Monitoring cycles introduced into the school calendar. 8. Exam Reviews conducted with all team leaders following the year 11 and year 13 mock exams. 9. Year 11 improvement plan implemented from January 2023 following mock examinations. 10. Heads of Year job descriptions updated with a shift in focus from pastoral support towards monitoring of and intervention in student academic progress 11. Year 10 examinations moved to the end of the school year. 12. Year 10 and 12 examinations graded. | | Impact of actions:  Staff have a greater understanding of the SEND needs of specific students which aids their planning, delivery, and classroom management.  This, together with the implementation of the RISE curriculum has provided a more inclusive approach.  Exam reviews and year 11 improvement plan resulted in English and maths results at national and an improvement in the percentage of grades 7 to 9 across many subjects. This, in a year group with large numbers of students who were unable to complete a full suite of examinations. These actions provided a model that has been implemented much earlier for the new years 11 and 13.  Actions 10 to 12 have enabled a clearer means of identifying how students are performing towards our headline results and within subjects, which has aided whole school interventions to occur much sooner than previously. Exam review meetings are developing Team Leader and Course Leader ability to forensically analyses their results and determine action points and targets.  We have also been able to communicate with parents and students in a more objective way developing a shared understanding. |
| **Areas for development** | 1. Progress of all student groups to be improved. 2. Progression routes for students on RISE pathway to be established. 3. Flexibility of KS4 curriculum to address disaffection amongst some boys. 4. Consistency in the degree and impactfulness of leaders’ monitoring 5. Leaders’ experience in triangulating monitoring data/ information and identifying key improvement actions. 6. Level of challenge across the curriculum for high prior attaining students 7. Teacher skills and confidence in supporting students with SEND. 8. The quantity and quality of PREP (homework) and its feedback; only 40% parents agree that their child receives the right amount of PREP with fewer again reporting that the PREP is marked and fed back. 9. EBacc entry rates; only 14% of current year 11 studying the full EBacc despite all options being available. | |
| **Next steps** | * Whole school CPD programme to address strategies for supporting vulnerable students. * Parents to receive more support with ideas for helping their year 11 children. * In-person parents’ evenings to resume to aid better conversations on children’s progress * Ensure PP strategy recognizes the heterogeneity of the PP group of students so that targeted intervention provided. * Aspirational curriculum to be developed. * Decouple PREP reporting from ATLs to aid monitoring of leaders and improvement of this aspect. * Curriculum review to consider breadth of offer across all key stages e.g. re-introduction of food technology to years 7 and 8, increased groupings into year 12 * Plan for the introduction of core maths into year 12 | |

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| **BEHAVIOUR AND ATTITUDES** - GOOD | | |
| **Strengths** | * Our students and staff are well supported by an experienced and extensive pastoral and safeguarding team * Well established rewards system * Responsive leadership approach to emerging issues e.g. The PIC (Pupil Impact Centre), ‘Calm Corridors’ initiative * Attendance rates better than national (see tables below) * 74% of students received an R point in less than 1% of their lessons across the year, 70% of all students received an R point in fewer than 0.5% of their lessons. * The ratio of R points to C points issued is 1:12 * Where students receive a suspension less than half go on to receive another | |
| Actions from previous year:   1. Revisited the school behaviour policy to restore ownership and accountability to all teaching staff supported by Team Leaders 2. Rebranded the school internal suspension area (located in T60 an previously called Blue Room) to make it more purposeful and productive. 3. Introduced the Pupil Impact Cente (PIC) in response to increasing numbers of students who needed behaviour regulation but for whom internal suspension inappropriate. 4. Designed ‘H50’ as a learning space for some students who struggle to cope with a full timetable every day. 5. Introduced more capacity into the leadership of this area by the creation of a Deputy Headteacher for Behaviour, safeguarding and Inclusion with oversight of a connected strategy of these areas. 6. Increased capacity of the attendance team with the appointment of another attendance officer. 7. Introduced student attendance tracking during form time. 8. Increased the number of LSAs within the SEND team. 9. Increased the amount of non-contact time of teaching Heads of Year to aid a focus on the progress of students across the curriculum. 10. Engaged with new external agencies such as The Aspire Project. 11. Reintroduced Bells to support teaching staff to deal with poor punctuality of students. 12. School rules stripped back to two, easily understood expectations. 13. Implemented a calm corridors’ initiative to improve student conduct during transition times. | | Impact of actions:   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **2022/23** | **HT1** | **HT2** | **HT3** | **HT4** | **HT5** | **HT6** | | BLUE Room | 49 | 48 | 67 | 34 |  |  | | Held for SLT | 218 | 123 | 186 | 163 |  |  | | Internal Suspension |  |  |  |  | 62 | 63 | | **Total footfall in T60** (Hours of learning lost to behaviour) | **267** | **171** | **253** | **197** | **62** | **63** |   Following the refresh of the internal suspension room at Easter we see from the above data that the use of internal suspension fell significantly from terms 1 and terms 2. Even allowing for not having year 11 students on site during the last term the impact is evident.   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Date** | **WEEKLY ABSENCE** | | | | | | | | **SHS** | **Essex** | | **East** | | **National** | | |  | % | % | Difference | % | Difference | % | Difference | | **15.5.23** | 7.69 | 9.5 | 1.81 | 9.6 | 1.91 | 9.3 | 1.61 |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **ABSENCE TO END OF YEAR** | | | | | | | | **SHS** | **Essex** | | **East** | | **National** | | | % | % | Difference | % | Difference | % | Difference | | 8 | 9 | 1 | 8.9 | 0.9 | 9.1 | 1.1 |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **PA TO END OF YEAR** | | | | | | | | **SHS** | **Essex** | | **East** | | **National** | | | % | % | Difference | % | Difference | % | Difference | | 24.85 | 26.4 | 1.55 | 27.4 | 2.55 | 27.1 | 2.25 |   At all points and in both measures Shenfield High School compares favorably to Essex/ Eastern region and national |
| **Areas for development** | 1. Maintain a focus on improving attendance rates to pre-covid levels. 2. Punctuality of students to lessons. 3. Use of PSPs 4. The scope and quality of the ‘RISE’ adapted curriculum 5. Maintain efforts to reduce low level disruption. 6. Support Staff skills and confidence in managing students with identified SEMH and those with SEMH traits. 7. Improve the quality and accessibility of the data we are using for our monitoring of this area. 8. Reduce suspensions. 9. Reduce repeat suspensions. | |
| **Next steps** | 1. Attendance strategy to be reviewed by new AHT for Behaviour & Attendance with DHT to establish key actions and targeted groups for improvement. 2. A key stage 4 adapted curriculum model to be developed. 3. CPD program to address staff needs in relation to building positive relationships with challenging students and strategies for managing low level disruption. 4. Use external partners to support point 3 above | |

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| **PERSONAL DEVELOPMENT** – GOOD | | |
| **Strengths** | * Experienced and very effective pastoral and safeguarding team (governor reviewed April and July 2023) * Extensive extra-curricular offer * Combined Cadet Force supports character development of students from years 9 to 13 with PP students represented at a proportionate level and SEND students represented at an above whole school rate. * The school’s house system promotes community values. * Trips and visits re-established as a core part of school experience developing students’ cultural capital. * Sports and performing arts academies promote and support excellence, bringing participants into contact with high quality coaching and development. * Students in all year groups have the opportunity to be a student leader through a democratic selection process. * The school’s careers programme, wide ranging and assessed against Gatsby benchmarks. | |
| Actions from previous year:   1. Senior Mental Health Lead identified, and training completed. 2. Debate club established. 3. Student views sought as part of governor reviews into inclusion at Shenfield High. 4. LGBTQ+ group established. 5. Links made with national mental health support teams. 6. CCF leadership strengthened. | | Impact of actions:  Participation in extracurricular provision is high, particularly within the school’s strengths of sport, performing arts and CCF but also across varied activities such as D&D and science club.  Students are confident in seeking support and welcome intervention. Students are happy to share their views with the headteacher during student voice meetings contributing to changes in PREP and assessment.  Incidents of homophobic bullying remain low with only four incidents recorded in 22-23  Vulnerable students well represented in the school’s CCF programme with the % of PP students participating in line with the whole school figure and those with SEND joining the cadets at a higher proportion than the whole school representation. |
| Areas for development | 1. Prominence and impact of student voice on school development 2. Development of a character education 3. Aspirations of students 4. Peer to peer support and mentoring 5. Further enhance the capacity of the pastoral team to support with poor student mental health. 6. Misogynistic attitudes of some boys causing concern | |
| Next steps | 1. Mental Health strategy implemented. 2. Mental Health Support Team (MHST) established within Shenfield. Shenfield to take on training school status. 3. Whole school program developed to address the emerging issue of toxic masculinity within school (reflecting a nationally emerging issue) 4. Peer to peer support system re-established and strengthened utilsiing CCF senior cadets to work with younger students at risk if exclusion. 5. Student participation in the Young Citizens, youth consultation focus group. 6. Train sixth form students as peer mentors 7. Student leadership structure reviewed for impact. 8. Aspirations curriculum to be developed. | |

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| **LEADERSHIP AND MANAGEMENT** – GOOD | | |
| **Strengths** | * Safeguarding is effective (External review of safeguarding, October 2022, governor’s reports) * Governance: the school’s governing board and senior leaders work closely together with effectiveness resulting from an open, honest dialogues and transparent reporting. Governors conduct their own monitoring visits. An external review in March 2023 found that the governing body is effective and carrying out its core governance functions effectively. * School policies support rigorous school operations. * Leaders have a high and prioritised regard for staff mental health and wellbeing with ‘people’ being front and centre of the school’s new three-year strategy. The school buys in to the Education support Partnership for the support of its employees. * Leaders have a clear and collective insight into areas for school improvement ensuring a simple, easily communicated message for the whole school. * The school has a positive reputation in the community. * Level of participation in the new NPQs * Strong support for ECTs within the new framework | |
| Actions from previous year:   1. New school vision and three-year strategy developed. 2. External consultant engaged in completing a full safeguarding review (October 2022) 3. Health and Safety Audit commissioned, and Health & Safety Management system (Citation) procured. 4. New Estates manager appointed to lead on improvements to premises. 5. Headteacher reports to governors redeveloped to provide more objective data and related analysis on key school issues 6. Senior Leadership Team restructured to provide clarity of role, transparent lines of accountability and focused on the strategic improvement of the school. 7. Teaching staff appraisal system re-designed to better aid individual and school improvement. 8. Monitoring cycles introduced into the 2023-24 calendar. 9. Consistent expectations clarified for line management at all levels. 10. Mental Health Lead appointed and new whole school mental health strategic plan developed. 11. The timetable allocation for all teaching staff was reduced to support improved wellbeing and capacity for development and improvement. | | Impact of actions:  These actions have provided clarity for school leaders on their own roles, school strategic improvement and more immediate cations that need to be taken in order to aid school improvement.  There is now consistency and transparency in the challenge and support provided for school leaders at all levels. The impact of this in terms of students’ outcomes and other metrics is yet to be played out.  The appointment of a new estates manager and improvements to health and safety protocols puts the school in a strengthened position in regard to premises strategy and future sustainability.  These actions will impact the culture of SHS which in turn will take time to impact measurable metrics |
| **Areas for development** | * Parental support in addressing the online safety of their children. * Improve our use of staff absence data to identify trends and patterns that indicate support or challenge needed. * Maintain our focus on improving the quality of health and safety across the school site. * Continue to improve the school site. * Recruitment strategy | |
| **Next steps** | * We need to design data reports that allow leaders to monitor staff absence more efficiently and frequently. * We need to revisit our staff absence policy and provide training for all line managers in how to conduct an absence review meeting and how to deal with emerging or persistent issues. * The two points above taken together would allow better informed discussions between individuals and line managers that could both better support or challenge colleagues when needed. * We will develop a Shenfield High School Wellbeing Charter that makes explicit what we already do and will do to support staff welfare. * Develop a new estates management plan. * Develop a CPDL programme that, in turn, supports key individuals, team and whole school improvement. * Promote the use of National College’s Online Safety app to parents. * ‘Two Johns’ presentation arranged for all students in Spring Term 2024 | |

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| **QUALITY OF SIXTH-FORM PROVISION** – GOOD | | |
| **Context**  Our sixth form is headed by an Assistant Headteacher and is supported by a large team of highly qualified staff.  Year 12 and year 13 are each led by a Head of Year together with a non-teaching pastoral year manager. In addition, there is a sixth form academic mentor and a sixth form administration assistant who aid the smooth running of sixth form operations.  A team of form tutors offer support to their form groups and deliver a PSHE program.  Every year we take a number of external students into our sixth form from a number of schools both local and further afield. The chart below shows a typical entry profile to our sixth form. This is from the 2021-22 cohort. Each colored block represents a different school. In September 2023 we admitted students from 23 different schools.    Over the past two intakes the external students have made up, on average, 35% of the cohort. Whilst year 11 Shenfield students make up the majority of our sixth form cohort the retention of year 11 into year 12 is disappointing with an average retention of 46%.  **Numbers on roll**   |  | Numbers on roll | No. Boys | No. Girls | % PP | % SEND | | --- | --- | --- | --- | --- | --- | | Year 12 | 166 | 92 | 74 | 9.04 | 10 | | Year 13 | 141 | 77 | 64 | 12.06 | 6.38 |   Our current retention rate from year 12 into 13 is 97.91%  **Destinations**  Current figures on our student destinations this year are:  120 students went to university (61.22%)  20 students went on to Apprenticeships (10.2%)  We have it confirmed, so far, that 3 students (1.5%) are not in education or employment so far and are waiting for confirmation on the destinations of the unaccounted students.  **Curriculum**  We have a broad and extensive offer of over twenty A level subjects covering sciences, humanities, arts and social sciences. We also offer Level 3 BTECs in Health and Social Care, Business and Sport.  There is a full PSHE curriculum delivered by tutors, and we also provide students the opportunity to complete an EPQ under the supervision of our EPQ coordinator.  We offer football and cricket academies post 16 which combine Level 3 study with exposure to high level coaching and playing.  The curriculum is delivered by qualified, specialist teaching staff across departments; all curriculum areas have a Key Stage 5 offer. Students are expected to be in school full-time with supervised study periods catered for within the dedicated sixth form study area.  **Impact**  *In 2023…….*   * 3 Subjects achieved 100% A\*- C​ * 9 Subjects achieved 100% A\* - D​ * 4 Subjects improved A\*-A compared to 2019. (Bio, Film, Geog, Phil)​ * 6 subjects achieved the same or higher A\* - B% than 2019​ * 5 subjects posted U grades (10 in total) (Bio, Chem, Ec, Law, Maths)​ * 7 Subjects B- or higher APS​ * 18 Subjects C- or higher APS​ * 3 Subjects D/D- APS * KS5 BTEC Extended Diploma results are good with D\*-D% at 77.55% (although below 2022 and 2019), * BTEC Extended Certificates results are D\*- D % of 64.3%   The average prior attainment of the 2023 cohort was derived from CAGs given in 2021 so caution must be applied when comparing the prior ability of the 2019 and 2023 cohorts. Furthermore, a significant number of the 2023 cohort entered the sixth form from other schools leading to even less understanding of the consistency of CAGs application.  However, CAGs were a national picture and the drop in our A\*/A grades was a significant one that cannot be wholly explained by the points above. The attendance of this cohort was only 87.82 % with efforts to improve the attendance of identified students garnering little support from themselves or their parents.   |  |  |  |  | | --- | --- | --- | --- | | **GCE A Level ​** | **2019​ A Level ​** | **2023 Results  ​** | **2023 National (Provisional)​** | | Av Prior Attainment (GCSE)​ | 5.63​ | 6.36​ | ​ | | No of Students​ | 127​ | 147​ | ​ | | No of Entries​ | 325​ | 414​ | ​ | | A\*-A%​ | 23.69​ | 13.04​ | 26.5%​ | | A\*-B %​ | 54.77​ | 40.10​ | 48.9%​ | | A\*-C %​ | 82.77​ | 73.19​ | 75.4%​ | | A\*-D%​ | 93.23​ | 90.10​ | ​ | | A\*-E %​ | 98.77​ | 97.58​ | 97.2%​ | | APS/Student​ | 92.05​ | 89.18​ | ​ | | APS/Entry​ | 35.97​ | 31.67​ | ​ | | APS/Entry as a Grade​ | B-​ | C​ | ​ |   We improved since our mock results sat in January, but the results are lower than our 2019 result and 2023 National.   * + A\*- A% is below our 2019 result and 2023 National   + A\*- B% is below ours 2019 result and 2023 National   + A\* - C% is 2.21% below 2023 National   + A\* - E% is very marginally better than 2023 National   We obtained 10 U grades (3 in Biology, 2 in Chemistry, 1 in Economics, 1 in Law 3 in Maths.  Subjects with over 30% A\*- A were Art (57.1)  Subjects and over 50% A\* - B were Art (100%), Business (54.4%) Economics (52.8%), English Literature (58.3%), Film Studies (71.4%) Philosophy (66.7%), Sociology (66%) and Theatre Studies (71.4%).   |  |  |  | | --- | --- | --- | | **BTEC Extended Diploma​** | **2019 SHS Result​** | **2023 Results​** | | Av Prior Attainment​ | 4.40​ | 5.09​ | | No of Students​ | 28​ | 49​ | | No of Entries​ | 84​ | 147​ | | Distinction (D\*-D) %​ | 85.71​ | 77.55​ | | Merit (D\*-M) %​ | 100.00​ | 98.64​ | | Pass (D\*-P) %​ | 100.00​ | 100.00​ | | APS/Student​ | 116.25​ | 112.55​ |   BTEC Extended Diploma D\* - D % this year was 77.55%, below previous years, but considerably higher than 2019 National.  BTEC Extended Certificate D\*-D% this year was 64.29%, higher than previous years.  support from themselves or their parents.   |  |  |  | | --- | --- | --- | | **BTEC Extended Certificate​** | **2019 SHS Result​** | **2023 Results​** | | Av Prior Attainment​ | 4.82​ | 5.81​ | | No of Students​ | 30​ | 14​ | | No of Entries​ | 33​ | 14​ | | Distinction (D\*-D) %​ | 42.42​ | 64.29​ | | Merit (D\*-M) %​ | 96.97​ | 92.86​ | | Pass (D\*-P) %​ | 100.00​ | 100.00​ | | APS/Student​ | 32.83​ | 33.93​ |   **Attitudes to Learning**  Attendance data, any behaviour issues? Work ethic  **Personal development**  The Sixth Form has always focused on ensuring that students are well prepared when it comes to taking the next steps beyond life at Shenfield High School. The Sixth Form invests in the Unifrog programme which allows students to explore University courses and apprenticeships in a bespoke way meaning that students make informed choices about their next steps.  In previous years we have used several guest speakers and alumni to come into assemblies and make students aware of work and apprenticeship opportunities that exist. This is something that has dropped in recent years but an area we are looking to re-develop in 23/24.  UCAS workshops are run in-house and are well attended by students. One to one support is given to all students through the UCAS application process, and each student is given a slot to work one to one with a member of the Sixth Form team when it comes to finalizing and sending off their applications. Our provision of providing students with support for their personal statements is also very strong.  Careers interviews are available to students throughout their time in Year 12 and Year 13 and extended to students once they have completed Year 13. The Sixth Form Specific Weekly Focus delivered by tutors always has a careers focus and provides students with opportunities such as work experience placements, summer school programs etc.  The school has invested in a new PSHE program which covers a range of areas and supports students when it comes to further education, employment and training.  **Strengths**   * Distributed leadership * Breadth of curriculum * Quality of teaching with few exceptions in identified areas. * Destinations support * Pastoral and safeguarding support | | |
| **Actions from previous year:**   1. Internal grading of year 12 examinations re-established. 2. Curriculum expanded with the introduction of A level politics. 3. A level further maths introduced following student representation. 4. EPQ coordinator appointed. 5. New rules imposed for permission for sixth form students to go offsite. 6. Year 12 work experience reinstated. | | **Impact of actions:**   * 1. There has been a more rigorous and earlier analysis of the performance of year 12 students leading to forensic conversations and follow up actions in exam review meetings with DHT and HT. There is an improved culture of talking about student progress in the sixth form.   2. Seventeen students have chosen A level politics.   3. A more defined plan now in place for the enrollment and supervision of EPQ projects   4. Less ‘sixth form ‘traffic’ during the school day with associated improvements in safeguarding, punctuality and work ethic |
| **Areas for development** | 1. Cohort outcomes and sixth form value added. 2. Accuracy of assessment in sciences and maths 3. Outcomes in sciences and maths 4. Attendance rates 5. The % of A\*/A grades across all subjects 6. Consistency in levels of analysis conducted by KS5 subject leaders and teachers. 7. Retention of Shenfield Year 11 students into year 12 8. Sixth form enrichment provision 9. Role of Sixth form student leadership in student voice and school improvement 10. Entry requirements for certain courses 11. Marketing of sixth form to year 11 Shenfield students | |
| **Next steps** | * Head of year 12 to share best practice in assessment and student performance analysis with subject leaders/ teachers. * Strategy developed to retain more of the higher attaining Shenfield students into year 11 to include early student interviews. * Improved monitoring of student engagement and work ethic in lessons * Hierarchy of communication and warning re: poor attendance * Students to earn the privilege, through high attendance and ATL, of going home during a non-contact period 5 session. * Strategy agreed to mitigate the potential removal of some L3 BTECs from post-16 curriculum * Students to receive more guidance on effective subject ‘packages’ post-16 | |

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| **OVERALL EFFECTIVENESS** – GOOD | | |
| **Strengths** | Our main strength is the clear collective vision we have for the development of our school community and the communication of this to the whole school community.  There is an agreed strategy for the long-term improvement of our provision and an honest appraisal of our areas for development with an ability and willingness to seek solutions and actions.  Relationships between staff and students and students to students have been impacted by COVID but is still overwhelmingly positive.  Our students have achievements that are largely in line with national standards but through rigorous and forensic analysis we know what needs to be improved. | |
| Actions from previous year:  “*We cannot improve what we don’t know”*  In 2022-23 our actions focused on honest self-evaluation and the development of protocols that require and support better monitoring and we have started a revision of our assessment processes | | Impact of actions:  The use of data is improved thus allowing the easier identification of underperforming individuals and areas within the school.  Team Leaders report that they feel better able to execute their role and line management has the potential to be more effective at all levels. |

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| Evidence to support summary evaluation | |
| Ofsted inspection report: | <https://files.ofsted.gov.uk/v1/file/50044067> |
| Quality of education: | Parental Survey, Spring Term 2023  Governor’s SEND monitoring visit 20-04-23  Governor’s monitoring visit 08-12-22 |
| Behaviour and attitudes: | Governor’s monitoring visit 07-07-23 |
| Personal development: |  |
| Leadership and management: | External review of Safeguarding, October 2022  External review of Governance March 2023  Health and Safety audit (Citation) December 2022 W:\SLT\9. Misc  Governor’s monitoring visit 08-12-22  Governor’s monitoring visit 07-07-23 |
| Quality of sixth-form provision (if applicable): | GOOD |