**04 October 2018**

**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. The school’s improvement following the last inspection was recognised by Ofsted and the school was invited to be filmed as part of Ofsted’s “Achieving Success” series. The film appeared on the Ofsted website.

Outcomes in Summer 2016 brought many of the policies and strategies that had been implemented to fruition with exceptional outcomes at A Level and greatly improved outcomes at GCSE. Of particular note was the positive Progress 8 score, calculated by the DfE as 0.29.

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 with regard to attracting students into Y7, admission by aptitude in Sport and Performing Arts was introduced in September 2016. In September 2016, the school was oversubscribed in Y7 against its PAN and 190 students were admitted. The school is oversubscribed in Y7 entering the school in September 2017. The school has admitted 225 students. The school will admit 240+ in September 2018.

Verified data indicates that the 2017 P8 score is 0.11 with an Attainment 8 score of 47.3

Recognising the increased demands of GCSE and A Level, the school has reviewed its approach to homework. Instead of traditional set homework, PREP has been introduced - reviewing learning, preparing for the next class or assessment, consolidating learning, investigating topics further. Guidance, materials and drop in support is provided. Workshops for parents began in February 2018. In addition, the super-curriculum project has been introduced with a focus on parental engagement and how school and home can work together to further enhance student learning and outcomes. This is an evidence-based research project which commenced in March 2018. The school’s research group Cadre 86 has been formed and has recruited a number of associate members. Some colleagues are trialling research-based targets as part of their performance management.

The school’s commitment to inclusion is being furthered through work to become LBGT+-friendly, working with the charity Educate and Celebrate.

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

**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. There are high and clearly expressed and enforced expectations for the conduct of pupils.
* Teaching is typically at least good and often outstanding. 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 a 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. The latest survey week took place in February 2018. Results have been communicated to governors and the parent survey fed back to parents via the Spring 2 Newsletter. Learner voice, learning walks and regular data analysis provides the information required and on which actions are based.
* Tracking of students’ progress and attitude to learning is key to ensuring that all are supported in maximising their achievement. While we continue to monitor defined groups, our emphasis is on individual students meeting the requirements of different subjects, and their attitude to learning. Individuals and classes are monitored at teacher and departmental level with action taken in lessons to ensure that standards are being met. Go4Schools live mark books have been in place since 2016, with live data being made available to parents from September 2018, replacing traditional reports.
* The curriculum meets the needs of students. A broad range of subjects is offered and the school has emphasised being able to ensure teaching quality. There are a number of highly successful departmental areas providing high engagement and good outcomes. The school emphasises the importance of the arts and sport and this is central to our curriculum offer. Computing has been introduced, replacing IT; Modern Languages has a focus on Spanish as a first language and French as a second language for more able linguists. Technology is now part of the Science and Technology Department with engineering being taught at KS4. It is recognised that following changes in staffing, MFL is a focus for development, as indicated by the current IDSR. Humanities is improving and is being supported in developing further. We recognise that some students respond to vocational and outdoor learning and a bespoke curriculum offer is available to some students who benefit from this approach.
* Accelerated Reader was introduced in September 2016 for Y7 and Y8 to further developed students’ engagement with reading. The literacy focus for 2017-18 was on active reading. In 2018-19, there will be a further focus on accessibility of materials bearing in mind the expansion of content in many subjects.
* The Governors’ high level of challenge to the Headteacher as critical friends, is well documented in minutes of Full Governing Body Meetings, and to the SLT in the Standards and Performance Committee Minutes and Resources Committee. 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. Monitoring visits took place in October 2017 (SEN), in February 2018 (distributed leadership through the extended leadership team) and in July 2018 (discussion with Student leadership Team, Y7s, e-safety, KS3 assessment system)
* The Governors conduct rigorous performance management of the Headteacher in association with an external adviser.
* The school has been proactive in developing the Shenfield High School curriculum and a bespoke KS3 assessment system focusing on the required standards in each subject and student attitude to learning.
* The school was proactive in developing its school offer to meet the demands of SEN legislation in place from September 2014. A re-structure of the department from September 2016 has ensured greater precision in the provision of support. The SENCO has participated in the “Super SENCO” with Essex County Council. Through redundancy at ECC, this was not sustained and so the Shenfield Senco is establishing and leading a Senco network with other participants.
* 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 Junior Sports Academy in Y7 supports and promotes sporting aptitude. The school has invested in a Director of Sport as well as a Team Leader for PE.
* The Drama and Music Departments provide exceptional opportunities within lessons and as part of its extra-curricular provision. Exam outcomes are excellent. The Junior and Senior Performing Arts Academies
* The Practical and Outdoor Learning Centre provides 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.
* The Disadvantaged gap remains a priority. Attention has been focused on individuals as demonstrated in best practice team improvement plans, where specific strategies to support the learning of specific individuals is explicitly documented and demonstrated. The PPG is increasingly used to support these specific interventions for improving progress and attainment. The PPG is also used to support PP students in the areas of attendance, behaviour and wellbeing, with impact measurements showing relative successes in all 3 areas.
* 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 is currently pursuing this concept further in its development of PREP and the super-curriculum.
* The school’s re-vamped rewards policy further acknowledges students who embody the school’s values
* The school works well with parents, seeking engagement and regular feedback. The super-curricular project is focusing on parental engagement in support of student learning.
* Staff are well trained in safeguarding children and safeguarding arrangements meet statutory requirements, including Prevent Training. Safeguarding has prominence in the school’s day to day activities. This year key individuals from the PTA were given the same safeguarding training as staff.
* 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 3 million pounds of investment in the last 4 years. The school provides good value for money. 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 further £300,000 was saved in 2015/16.
* The Senior Leadership Team was extended in September 2016 to develop the leadership capacity of the school while also providing professional development for colleagues. In 2017 this was further consolidated with the Assistant Head Sixth Form and Assistant Head Teaching and Learning becoming substantive posts and permanent members of the team. In January 2018, a further Associate member of SLT was created as a professional development opportunity.
* A new Business Manager was appointed during 2016-17. Under his leadership, systems have been reviewed and re-vamped and the BM has been able to provide the governing body and SLT with timely and accurate information about school finances and forward financial planning.
* The School Forum Falling Roll fund has provided 1.9 million pounds over a three year period to support the school because of its falling roll caused by changing local circumstances.
* 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 Deputies and Assistant Headteachers use Personal Impact Plans to plan and monitor their own portfolio of responsibilities. From September 2017 a streamlined system of Team Improvement Planning linked with CPD was introduced.
* Safeguarding meets all statutory requirements and has prominence in the school’s day-to-day activities. The Interventions Team and Safeguarding Board ensure that safeguarding is a high profile part of the life of the school.

**On-going focus:**

* Embed the newly developed leadership capacity to continue to reflect the school’s improvement priorities and external accountabilities
* Continue to work with ECC and Brentwood Council to explore the possibility of SHS becoming an all-through school, this extending the reach of Shenfield’s educational ethos and supporting Essex with their duty to provide sufficient primary places in the area, taking due regard to planned housing developments and transport links. Continue to explore the possibility of SHS leading a MAT.
* Aspire to an even greater level of consistency in the implementation of policies to ensure that all students experience and value the high expectations and consistency that teachers show in relation to behaviour and learning.
* Improve the performance of underachieving departments so that the gap between them and the highest performing subjects is closed rapidly.
* Embed the KS3 assessment system focusing on tracking individuals meeting the prescribed standards of the subject and their attitude to learning. Whole school monitoring across the curriculum and of groups will also inform further action.

**Teaching, learning and assessment – we judge this to be at least good with outstanding features**

**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.
* Lessons are well planned with teachers deploying a variety of teaching strategies to support assessment for learning so that tasks are re-shaped as necessary to support further learning.
* Work has taken place to ensure that there are no wasted years in KS3. Subjects backward-plan their schemes of work from the requirements of GCSE. At KS3 SoW are designed to engage and inspire. It is not the school’s intention to have a 5-year GCSE course, but to ensure that the foundations of knowledge, skills and engagement take place in the KS3 curriculum. There has also been work done to fully understand the KS2 curriculum to ensure that there is appropriate progression when students enter Y7.
* The school’s literacy focus in 2016-17 was on engagement in reading. Accelerated Reader was introduced with both greater engagement and increase in reading age for many. (see data held by Assistant Head: English) Students who entered the school with a scale score below 100 have had supportive interventions in place. If insufficient progress has been made, students have small group intervention using the literacy strategy materials. In 2017-18 the school’s literacy focus was on active reading. In 2018-19, there will be a focus on the accessibility of materials used bearing in mind the expansion in content requirement in many subject areas.
* Numeracy strategies are used in form time coordinated by the Assistant Head Maths.
* 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. Data shows a low FTE rate, which has been maintained since our last inspection.
* 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. The school has an overarching policy for marking and feedback and departments have developed subject-specific approaches.
* 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.
* “One Planning” for SEND students gives clear outcomes for students and teaching strategies for staff.

**On-going focus:**

* Our research-informed approach to school improvement is demonstrated through the further development of teaching strategies
* Our KS3 curriculum engages and inspires, within the context of our knowledge of the KS2 curriculum and the requirements of GCSE courses.
* Work scrutiny shows ever clear evidence of the impact of assessment, feedback and self-review on students’ work and the pride that students take in their work is consistent across all subject areas
* We continue to improve how assessment and testing modifies teaching.
* We continue to develop PREP thereby ensuring that students take greater responsibility for their learning and are inspired, as well as ensuring they are retaining the requisite knowledge and skills assessed in terminal examinations.
* Our engagement with parents supports students’ attitude to learning and achievement.

**Personal Development, Behaviour and Welfare – we judge personal development and welfare to be outstanding and behaviour to be at least good with outstanding features.**

**Impact:**

Pupils are safe and happy. Pupils’ attitudes to learning are positive. Most students are equipped for learning and low level disruption is less common and always swiftly corrected. In support of personal development, behaviour and welfare:

* Students have a good awareness of all forms of bullying. Any instances of bullying are dealt with well by the school; all students also access further information and support via integrated form-time PSHE programme.
* 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.
* The annual parental survey in February 2018 returned the following results:

|  |  |
| --- | --- |
| **Statement** | **Strongly agree or agree** |
| My child is happy at this school. | 96% |
| My child feels safe at this school | 98% |
| My child makes good progress at this school. | 93% |
| My child receives useful feedback about how well they are doing and what else they can do to make progress. | 84% |
| My child is well looked after at this school. | 96% |
| My child is well taught at this school. | 91% |
| My child has appropriate work to do at home | 82% |
| This school makes sure its students are well behaved. | 92% |
| This school deals effectively with bullying | 96%(This figure includes the “don’t know” response, indicating there has been no experience of bullying.) |
| This school is well led and managed. | 96% |
| This school responds well to any concerns I raise. | 97%(This figure includes the “don’t know” response indicating that no concerns have been raised.) |
| Go4Schools gives me valuable information about my child. | 89% |
| I receive valuable information from the school about my child’s progress. | 91% |
| I would recommend this school to another parent. | 95% |

* This was very positive survey feedback. The areas where percentages were in the 80s are areas where there is a current focus for development. Feedback given to parents through the Spring 2018 newsletter.
* Attendance continues to be rigorously monitored. The figures for overall attendance in 2014/15 were 94.8% (Essex 94.2%) PA was 5.7%. In 2015-16, they were 94.5%, with PA (under 85%) at 6.3%.In 2016-17 overall attendance - 94.9%; PA under 90% 11.2%, under 85% was 4.8%. In 2017-18 overall attendance 94.6% with PA under 90% 12.4%

Overall absence rate target was 5%; running at 5.1%. National rate is 5.3% and Essex is 4.9%. National PA 13.6%; Essex 11.9% (Holidays may diminish following the Platt ruling)

Since September 2017, the school has targeted the number of authorised absences as our data showed that we authorised more absences than Essex averages. Since September we have only authorised absences with actual medical evidence submitted or clear exceptional circumstances. Currently authorised absences are subsequently running well below Essex averages.

**Categories attendance – current/this time last year:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Cohort** | **June2017** | **June 2016** | **Analysis**  |
| Whole school | 94.9% | 94.5% | Incremental marginal gain. |
| Boys | 95.1% | 94.7% | Incremental marginal gain. |
| Girls | 94.8% | 94.4% | Incremental marginal gain. |
| LAC | 88.6% | 99.3% | 1 student = 100%; 2nd student became LAC with attendance at 66% - 100% since being taken into care. |
| PP | 92.6% | 91.4% | Incremental marginal gain. |

* 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. Y10 experience an Employer Engagement Day and a Practise Interview Day with outside interviewers. The school has the ROQA CEAIG Work Related Education Award most recently assessed in October 2016. All students Y8 – Y13 have the opportunity to attend our annual careers fair, where they have the opportunity to engage with and take advice from FE, HE and technical or training advisors.
* The School is nearly entirely compliant with the newly published Careers and IAG requirement –January 2018.
* 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. The school has Healthy Schools status, re-designated in May 2018 – letter on website - and is working towards Enhanced status.

**On-going focus:**

* Attendance is maintained to at least the national average.
* Student Voice, parent/staff surveys and focus groups demonstrate continued improvement in the % who view the schools’ actions as positive.
* Further reduction in behavioural consequences and time out calls will indicate that there is very infrequent disruption in lessons. We are currently looking at the effect that less tolerance of disruption is having as overall behaviour and expectations improve.
* 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.
* Tightening of expectations with regards to mobile phone usage.

**Outcomes for pupils** – **based on the improvements made we judge this to be outstanding in the Sixth Form. We judge progress to be good, as indicated by outcomes at KS4, and attainment to be good.**

**Actions:**

**Impact: (verified data)**

* 2016 Progress 8 – 0.29 Attainment 8 – 5.3, up from 4.8 last year.
* GCSE 5 A\* - C including English and Maths 66% - an 11% increase. English achieved 84% A\* - C, up 24% and above national of 60.2%; Maths achieved 72% A\*-C, same as last year and above national of 61%.
* English expected progress is 86% above expected progress is 37%
* Maths expected progress is 69% and above expected progress is 23%.
* Other subjects that have produced good GCSE results this year are: Art, Business Studies, Drama, English Literature, Film Studies, Science, Media, Music, Sociology, and Spanish. Departments of concern are History, Geography, Computer Science, and Technology.
* Using the new KS4 ALPS analysis: GCSE red subjects – 40.4%; black subjects – 57.2%; 2.5% blue. Vocational subjects: 26.7% red; 73.3% black; no blue.
* Year 10 2016 Core Science 84.3% achieved A\*-C.

**AS and A2 (verified data)**

* AS results are better than last year. Our A - B % is 15.77% higher than our 2015 result. Our A – C % is 17.81% better than our 2015 result. Our A – E % is 3.72% better than our 2015 result. This year there is a mixture of AS and internal exams so direct comparison may be unreliable.
* A2 results are better than last year. Our A\* - B % 8% higher than our 2015 result. Our A – C %is 8% better than our 2015 result. Our A – E was 100%.
* KS5 BTEC results are very good with D\*-D% outstanding at 91%.89.2% red subjects; 8.8% black subjects; 2.1% blue subjects.
* Subjects that produced red ALPS scores this year are: Theatre Studies, Economics, Further Maths, Media, Sociology, Art, Biology, Business, Chemistry, English Language, Film Studies, Law, PE, RE.
* Black ALPS scores were achieved by English Literature, Art, Psychology, Physics, History and Maths.
* Blue scoring subject were Geography (and Music, but there was only 1 student so not significant)
* In summary: red subjects – 67.5%; black – 28.27%; blue – 4.3%
* At AS, the following subjects achieved red ALPS grades: Art, Biology, Business, Chemistry, Economics, English Language, English Literature, Film, Geography, History, Law, Maths, Media, PE, Physics, Psychology, Sociology.
* Black ALPS grades were achieved by Creative Writing, Music, RE.
* There were no Blue subjects at AS.

**2017 GCSE**

* Although quite difficult to compare this year with last year with the move to 9-1 in Maths and English and the increased difficulty of the reformed GCSEs, however if a 4 can be considered equivalent to a C then we increased our % of student achieving 9 – 4 (A\*-C) in both Maths and English by 2% in line with a 2% increase in both Maths and English from last year.
* Humanities was an area of focus this year – our Geography result increased from 42.1% to 55.7% and our History results increased from 53.4% to 67.1%.
* Product Design was also an area of concern last year and these results improved by 20% on last.
* IT and Food were our poorest results and are not being continued this year or next or Options for Year 9. Our Computing results were also disappointing as issues from Year 10 were unable to be rectified sufficiently.
* The following subjects achieved 85%+ A\* - C Art, Drama, Music, PE, Sociology, Film, Statistics.
* Year 10 English Language results are almost identical to the Year 11 Language results if not marginally better at 9 – 4. The percentage 9-5/9-4 for school headlines may improve next year, if students perform better in their English Literature exams taken next summer, as the best of English Language or Literature is used for these headlines.
* We asked for a review of 33 English papers (these were across grades and from both Year 10 and 11) and 19 have come back altered (58%) so we have written to the board to raise our concerns. The examination board has not been prepared to hold a marking review.
* Just-published verified data states that P8 was 0.11 and A8 was 47.3

**Reflections and Next steps:**

* Support our staff with the move to the 9-1 system using Maths and English’s experiences but from this experience we know that making accurate judgements with regards to performance (without grade boundaries, sufficient exam material, mark schemes etc.) is going to be difficult this year. Science has no ISA and students need to remember a number of formulas so we are expecting a drop in results this year which could affect outcomes and therefore our P8 score.
* Focus for this year is Boys, PP, the most able and increasing our 9 – 7, A\*/A %. PP students have been given mentors. JMA has met and worked with a core group of underachieving boys and their parents in order to raise aspirations and focus on their studies. Following exam reviews a number of subjects are focussing on the 9 – 7 and A\*/A grades.
* Revision, conferences, Walking talking Mocks, Mocks, PPE’s, Interventions – Statistics, English, History, German and Art at present, Geography and Spanish next round.

A comparison of “similar” Essex schools (using unverified data) i.e. between 27.9 and 28.1 KS2 average points score (Shenfield High School’s KS2 APS was 28) presents Shenfield in a favourable light.



**KS4 Projections in January 2018 following Mocks**

* + 56% getting 9-5’s (a “good” Pass) in Maths and English based on projections SHS 2017 result 37%, Nat 43%
	+ 80% getting 9-4’s (a “standard” Pass) in Maths and English based on projections SHS 2017 result 69%, Nat 65%

**2017 AS and A2**

* AS results are hard to compare with last year as not all subjects have done AS External exams and 3 more are in this situation compared to last year. i.e. Art, Biology, Chemistry, English Language, English Literature, Music, PE, Physics and Theatre Studies.
* Looking at our results for those that have done External validated exams then our results are not as high as last year.
	+ Our A - B % 12.16 lower than our 2016 result.
	+ Our A – C % 5.89 lower than our 2016 result.
	+ Our A – E % 2.76 lower than our 2016 result.
* 15 U’s (9 U’s in 2016, 31 U’s in 2015, 56 in 2014 and 73 in 2013), 2 Business Studies, 2 Economics, 1 Geography, 1 History, 2 Law, (Maths results NOT cashed in if they were there would be an additional 5), 5 Psychology, 2 Sociology.
* At AS we have 6 red subjects, 10 black and 5 blue.
* From conducting exam reviews it would appear that our Year 12’s (now Year 13) do not have on the whole the right work ethic and haven’t made the transition from GCSE to A Level study. It would also appear that our recommendation of a D to continue to Year 13 has meant a number of students just settled to achieve that rather than striving for their Target grades.
* A2 results have increased slightly again this year at the top end this shows a significant upward trend over the last 3 years.
	+ Our A\* - B % 0.298% higher than our 2016.
	+ Our A\* – C % is 6% better than our 2016.
* We gained 4 U’s. (3 from 1 student – who exhibited extreme, previously unseen exam anxiety, on the onset of the exams).
* Subjects with over 75% A\* - B were Economics, Film, Geography (100%), Law (100%), Media and PE.
* At A2 we have 6 red subjects, 12 black and 3 blue (Chemistry, Physics and Further Maths).
* KS5 BTEC Extended Diploma results are very good with D\*-D% outstanding at 89.68%, marginally below last year’s result and 16.96% better than the aspirational ALPS targets.
* BTEC Subsidary Diploma achieved 89.58, 8.81% better than last year’s result.
* BTEC we have 6 red subject and 2 black.

**On-going focus:**

* 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.
* KS5 Sciences need to produce a more consistent positive performance rather than fluctuate – all doing AS this year and have a clear plan for improvement this year following their exam reviews.
* Increase in study spaces and a focus on improving students’ work ethic in Year 13 and setting the tone for 6th form in Year 12. So far 2 additional rooms have been allocated to the Sixth Form students, providing additional study space and computer facilities to help our independent learners.
* Continue to
	+ Ensure students are on the right courses
	+ Reduce U grades and Blues
	+ Increase our A\*-B%. We obtained as many C’s as B’s this year and we need to look at how we can push some of these to B’s – following the exam reviews this is a focus particularly for Business, English, History, Psychology, Sociology.

**KS5 Projections in January 2018 following Mocks**

|  |  |  |  |
| --- | --- | --- | --- |
| **GCE A Level** | 2017 Nat Result (unvalidated) | 2017 SHS Result (Full A2) | 2018 Spring |
| Av Prior Attainment (GCSE) | 46.08 | 45.84 | 6.38 |
| No of Students | n/a | 109 | 135 |
| A\*-B % | 51 | 55.31 | 53.85 |
| A\*-E % | 98.1 | 98.54 | 100 |

* Our area of focus is on A\* - B % can we get close to 25% and beat 55% and no Us.

**In-year PP progress and attainment gaps: S & P Jan 2018 report**

On the premise that starting points for PP students and non PP students are different – we have analysed the gap in terms of the target gap and the actual gap in this first round of data.

**Table 1: Y7**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 5 x 9 - 5 | 5 x 9 - 4 | Attainment 8 |
| Target | - 10 | -5 | -3.21 |
| Autumn  | - 16 | - 6 | -5.88 |
| Spring | -19 |  | -6.68 |

Those PP students below target are deliberately targeted for interventions in the TIPs. Standard progress is broadly as expected. 100 Club Progress data to be reviewed to see impact of work on PP students. 2 resilience-improving workshops are being run this term to improve self-esteem and to engage students in smart thinking. The feedback from the study skills workshop run for all Y7 pp students in September had very positive feedback. These workshops target identified learning barriers. 14/20 students chosen are PP students.

**Table 2: Y8**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 5 x 9 - 5 | 5 x 9 - 4 | Attainment 8 |
| Target | - 9 | +1 | -1.82 |
| Autumn  | - 9 | - 8 | -5.82 |
| Spring | -13 |  | -5.65 |

The attainment gap in this year group is affected by the bottom set English and Humanities group, where access has been an issue. The group is deliberately small to increase contact time, and the SENCO is working with staff involved to endure high quality accessibility. The pastoral team are also running a five week project called the Good Man project – designed by the Youth Council to motivate and engage boys who demonstrate poor motivation through their behaviour. 5/10 are PP students who are underachieving and who have high behaviour points.

**Table 3: Y9**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 5 x 9 - 5 | 5 x 9 - 4 | Attainment 8 |
| Target | -27 | -30 | -11.65 |
| Autumn  | -20 | -30 | -12.00 |
| Spring | -15 |  | -12.30 |

In Year 9 students are achieving as expected, with PP students achieving better good rather than standard passes, progressing a bit better than expected.

There is a particular, small cohort of y9 boys, who are both PP and SEN for whom an alternative curriculum is being sought as these students move into KS4. This is because accessibility of the curriculum for these boys is currently very difficult. Entry level qualifications are currently being explored and will be utilised to support the needs of those students.

**Year 10 data** – will be available after the mock exams in March.

**Table 4: Y11**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Group | No of Students |   | Attainment 8 | Progress 8 | %9-5 in both En&Ma | %9-4 in both En&Ma |
| Pupil Premium | 20 | Targets | 52.25 | 1.44 | 75% | 80% |
| 20 | Autumn | 44.25 | 0.59 | 30% | 60% |
| 20 | Mock results | 31.85 | -0.59 | 15% | 20% |
| 20 | Spring  | 43.33 | 0.51 | 30% | 55% |
| Non-Pupil Premium | 94 | Targets | 60.95 | 1.43 | 91% | 95% |
| 94 | Autumn | 54.66 | 0.72 | 65% | 86% |
| 94 | Mock results | 44.06 | -0.38 | 24% | 52% |
| 94 | Spring  | 54.12 | 0.66 | 62% | 85% |
| Pupil Premium Gap | - | Target | -8.70 | 0.01 | -16% | -15% |
| - | Autumn | -10.41 | -0.13 | -35% | -26% |
| - | Mock results | -12.21 | -0.22 | -9% | -32% |
| - | Spring  | -10.79 | -0.15 | -32% | -30% |

Whilst the gap is pronounced for % 9-5/4 in both En and Ma, this is a very small cohort and each individual’s achievement counts as a whole 5 point. We are not happy with the current outcomes, but targets for attainment are not far off, and the P8 figures show the same pattern as for non PP students. This year – all PP y11 students have had an individual mentor. Many Y11 PP students (11/20) have had 1 to 1 tuition sessions in either English or Maths or both.

**Y12 and Y13**

There are 15 students in Y12 designated as disadvantaged and 9 students in Y13 designated as disadvantaged. There are a number of interventions that support all students in the 6th form such as additional wellbeing support, usually resulting in an assessment being completed and an intervention such as access to WAVES or external support being added. 6/12 students supported in WAVES are designated disadvantaged. In addition, there are whole school 6th form interventions that inevitably include disadvantaged students, such as use of Period 5 privilege of being able to leave early if they have not got a lesson, which many of our 6th form take to add to part time work – essential for those who are disadvantaged students – however, departments can take this privilege away of students need additional one to one support. In addition we run a Sixth Form bursary available for low income students.

The impact of this work shows that there is no real difference in the APS scores achieved between disadvantaged and non-disadvantaged students – the average grade is a C no matter which of these two groups a student is, but there is a significant gap in the value added scores for A level students rather than Btec students, with non-disadvantaged students are scoring 0.13 and disadvantaged students are scoring -0.28. This does not take into account BTEC subjects, where there is less pronounced gap. However, 15/24 students are identified are taking full level 3 Btecs, 3/24 are taking a mix of single certificate Btec and a levels, leaving 6/24 taking A levels only. Hence the significance of the gap in value added is extremely small.

**On-going focus:**

* Continue focus on progress of prior higher attaining students - while continuing our focus on every child and every grade!

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

**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.
* Students continuing to Y13 with 2 A Levels have undertaken the EPQ in order to remain as FT students and gain a useful qualification demonstrating independent study. This success of this initiative will be reviewed in September 2018.
* Links have been developed with Hertford college; Oxford, which has seen 4 students being accepted there to study.
* 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. This is also extended to parents helping to make sure that students feel complete support in this process.
* 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, re-accredited in October 2016.
* 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. Peer Mentors support Year 7 and 8 students and have received the relevant training as part of the process.
* All students who do not already have at least a C/4 in English and Maths follow a programme that allows them to achieve these qualifications. Results received in January 2018 demonstrate a 50% pass rate – very positive.

**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.
* Sixth Form Peer Mentors are trained in the safeguarding procedures of the school.
* 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 to Year 13 162 – 76.7%
	+ 2015-16 Year 12 Intake: 195, retention to Year 13 156 – 80%
	+ 2016-17 Year 12 Intake: 195, retention to Year 13 167 – 85%
* 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. The Weekly Focus was introduce in September 2017, and helps tutors to structure the 20 minute registration time. Each day has a task for the students to complete or consider, this also includes the ‘Broadening Your Horizons’ Thursday, that provides students with a news article or story of interest that they may not have heard about.
* Catering for the transition of students moving into the Sixth Form, with advice and guidance. Making sure that the correct pathway is taken. This includes assemblies for Year 11 and also an Open Evening. Sessions are then run after the application deadline to ensure all students are aware of the entry requirements needed for the subjects chosen and further data collection helps staff to further motivate and support students when pushing for their place in the sixth form. This has also been extended to other local schools that do not have their own sixth form (Redden Court, Royal Liberty school, Emerson Park and Marshalls Park) helping to ensure the students that are applying are aware of the support and guidance being offered by the sixth form staff. (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. It is completed by all students during the last 2 weeks of the summer term in Year 12. The work experience is incorporated into a number of the BTEC qualifications and is a necessary part for the completion of the particular units.(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, History, 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.

**On-going focus:**

* Eradicate ALPS blue subjects
* Create further sixth form independent study space and enhance work ethic in independent study time.
* Enhance sixth form experience.
* Governors have agreed that the school should explore a CIF expansion bid to build a dedicated Sixth Form Block.

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

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

* Last audit demonstrates a wide variety of opportunities for all criteria to be met for most students across most curriculum areas.
* Key areas of SMSC supported through Social Sciences, assembly programme, pastoral and wellbeing support and intervention
* Appropriate policies in place: SMSC, 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.
* British values promoted
* Ethos of inclusion and diversity, reflected in support of LGBT+ community and responsive policy adaptions

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, 2015, 2016 and 2017 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 and Performing Arts.
* 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
* Each year the student leadership team take on a project to promote, celebrate and support the school. For example, led by the Head Girl and Boy Team in 2014/15, 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. In the current year, extensive charity work is being organised and senior students are running a homework support club for younger students.

**Extra-curricular activities**

* There is extensive participation in extra-curricular activities, especially sport and performing arts.
* In sport, Twenty plus 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.
* The introduction of the Junior Performing Arts Academy and Junior Sports Academy has increased participation and excellence in both areas.
* 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 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 Practical and Outdoor Learning 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.
* There is a thriving Duke of Edinburgh cohort. Groups of students regularly take part in World Challenge or Camps International expeditions.
* The school has started a Combined Cadet Force in association with Brentwood School and is working towards independence from September 2018. The school is involved in the research project by Northampton Univeristy to ascertain the social and academic benefits of the cadet programmes following the govt. expansion programme.

**Work with the community and organisations**

* The Practical and Outdoor Learning Centre has become the hub of a number of our links with community organisations – e.g. 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 21 volunteering to support other students in the school, aided by his mother.
* Assemblies and tutor programme.
* Every opportunity is taken to engage with external providers for wellbeing and safeguarding education, where a need has been identified. For example, it was identified via analysis of Intervention Team referrals that resilience and self-esteem was a recurring issue, especially amongst some of our PP students in that cohort. A recommended outside provider was sought to run workshops for 20 students in Y7, and the feedback is excellent. In other year groups, whole year group workshops have been run to reflect need in that cohort, e.g. Chelsea’s Choice in Y10 to raise CSE awareness and engage students in targeted discussion and support in the area of healthy relationships.

Underpinned by rigorous self-evaluation practices and intelligent accountability, Shenfield High School’s Strategic Headlines are designed to continue the School’s journey and to take forward a number of key developments essential to the School’s future success.

**School Improvement Plan Headlines 2018-19**

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

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

**Each of these strands to be supported by:**

* Action plans for specific elements, as appropriate
* Team Improvement Portfolio (TIPs) to support departmental developments
* Performance Management (PM) areas of focus to support professional development in support of team and school priorities.