**12 October 2016**

**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 appears 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 0.3.

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. Response to “ Open” events and aptitude testing in Autumn 2016 indicates the likelihood that the school will be over subscribed for Y7 in September 2017.

**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. 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 has been key to ensuring that we are in full command of information about student progress and achievement. The introduction in September 2016 of a live mark book through Go4Schools will continue this development.
* 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.
* Literacy progress data?? Accelerated Reader is being introduced in September 2016 for Y7 and Y8 to further develop students’ reading ability.
* 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 currently in the process of switching to reporting current performance rather than predicted performance. 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 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 is a “Super SENCO” with Essex County Council.
* 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. Each achieved 100% A\* to C at GCSE in 2016.
* The Practical and Outdoor 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 and students interested in this area are invited to take BTEC Engineering as one of their KS4 options.
* The school’s actions have secured improvement for disadvantaged pupils currently in the school. This is demonstrated through progress data (calculated at –0.03), 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 and Leader status is currently being worked towards.
* 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. Safeguarding has prominence in the a school’s day to day activities.
* 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.
* The School Forum Falling Roll fund has provided just under £2 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 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. The Interventions Team and Safeguarding Board ensure that safeguarding is a high profile part of the life of the school.

**Next steps:**

* Continue to develop leadership capacity to reflect the school’s improvement priorities and external accountabilities
* Continuing implementation of strategic re-modelling of school in response to national and local imperatives. This to include work with the Borough Council, Essex County Council, the Regional Schools’ Commissioner and New School’s Network to ensure that further primary provision is put in place under the auspices of the existing Shenfield High School Academy Trust becoming 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.

* Continue our work in closing the gap in attainment between disadvantaged and non-disadvantaged groups. The gap in progress has closed (0.41 – our calculation, to be confirmed by DfE) with some outstanding individual successes.

**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. Gap of 0.03.
* 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. As a result of good planning, most students make at least expected progress. An increasing number of students make better than expected progress. Add data
* 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.
* work scrutiny
* 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” gives clear outcomes for students and teaching strategies for staff.

**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 .We want this to lead to improved progress of, in particular, those with the Pupil Premium, the most able and those students with S.E.N. (P\* is currently SEN – 0.62; PP0.41; G &T 0.02.
* 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 continues to be reviewed and developed based on backward planning from GCSE requirements and taking into account the new requirements of the KS2 curriculum.
* We continue to improve how assessment and testing modifies teaching.

**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:

* A 62.94% reduction in timeout calls between 2013/14 and 2014/15 and a further 15% decrease between 2014/15 and 2015/16
* A 33% reduction in Fixed Term Exclusions between 2013/14 and 2014/15 and a further 42% decrease between 2015/15 and 2015/16
* Bullying decreased by 30% 2015/16
* 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.
* *Update section on parental surveys as we do them. Parentview.*
* Attendance continues to be rigorously monitored, and continues to improve. The figures for overall attendance in 2014/15 were 94.8% (Essex 94.2%) PA was 7.5%; and for 2015 – 2016 was 95.3%, with 90%+ PA at 11.3% and 85%+ PA at 4.3%.
* 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 school has the ROQA CEAIG Work Related Education Award, which is currently being re-assessed (October 2016)
* 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 and is currently working towards an Enhanced Healthy Schools status (November 2017)

**Next steps:**

* Attendance is maintained to at least the national average (95%) and PA to at least the national average (11%)
* 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 5.7% to 0
* To reduce the number of PP students with 50+ behaviour points from 30% to 0

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

**Actions:**

**Impact:**

* Progress 8 – 0.44
* Attainment 8 – 5.4, up from 4.8 last year.
* GCSE 5 A\* - C including English and Maths 66% - an 11% decrease. 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 5 A\*- C including English and Maths is currently 87%. Progress 8 is 0.13 , Attainment 8 is 53.2
* Year 10 Core Science 84.3% achieved A\*-C.

**AS and A2**

* 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.

**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. There will be a continuing drive to focus on positive progress in all subjects for all students.
* Intervention must be targeted and based on DTT.
* Focus on Bucket 2 GCSE subjects and blue subjects at AS/A Level.

**Next steps:**

* Support for Team Leader of Humanities. Geography has declined from 2015. History – normally stronger – has also declined.
* Improvement in German following change in faculty structure.
* Focus on establishing Computer Science as a worthy bucket 2 subjects
* Increase in performance of high ability boys

**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.
* 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, due for reaccreditation 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 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.
* 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,
* 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. - update
* 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. 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 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 - update
* 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 School and how education meets the needs of groups of pupils.**

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

* 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 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. 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 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.

**Work with the community and organisations**

* A parent ambassador group works with the school to provide feedback and ideas and to engage with other parents.
* 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.

The current School Improvement Headlines are as follows:

***School Improvement Plan Headlines 2016-17***

*In addition to the on-going maintenance of previous development, the School Improvement Plan strands for 2016/17 are:*

*1* ***Leadership***

*- develop leadership capacity to reflect the school’s improvement priorities and external accountabilities*

*2* ***Teaching and Learning***

***-*** *Strategies to support the progress of all students*

 ***-*** *giving effective feedback which is acted upon*

 ***-*** *Departmental and school based professional development to support subject knowledge, accurate assessment and teaching strategies and interventions*

 ***-*** *Specialist Leaders of Education and others with coaching expertise to support colleagues within the school (as well as their outreach work)*

*3* ***Behaviour and safety***

*- extend the OASIS Centre to create a dedicated space for sixth formers*

*- work towards Enhanced Healthy Schools status*

*- implement anti-bullying ambassador programme*

*4* ***Outcomes***

*- build curriculum progression from KS2 to KS4, with a focus on English and Maths*

*- Review the curriculum to ensure all students are appropriately catered for and in support of the school’s priorities.*

*- Be assessed for Achievement for All leader status*

*- provide further departmentally-based sixth form study areas and promote independent study.*

*- seek to admit 180 students into each Y7 and 200 students into Y12.*

* *Achieve re-accreditation for RoQA CEIAG and WRE Awards*

*Each of these strands to be supported by:*

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