**Shenfield High School**

**School Improvement Plan 2022-23**

**School Context**

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| **Students on roll 11-16** | **Number in sixth form** | **Boys** | **Girls** | **FSM** | **PP** |  |
| 1195 | 341 | 53.4% | 46.6% | 12.9 % ( 199 students) | 15.9% (244 students) |  |
| **SEND Students** | **CIN** | **CLD** | **S/PN** | **SEMH** | **Young Carers** | **LAC** |
| 307\* (20%) | 80 students22 with EHCP | 117 students3 with EHCP | 28 students6 with EHCP | 43 students5 with EHCP | 48 students | 2 |
| **Most Recent Ofsted Nov 2018** |
| **School continues to be good****Next Steps identified:** |

*\* not all year 7 categorised yet so some included in this number but not in categories*

**Our core purpose is to ensure that all students achieve at the highest possible level within a supportive, compassionate, and scholarly culture**

STRAND a: All student groups to make expected progress from their respective starting points

OBJECTIVE 1: Improve our monitoring processes so that the highest standards are achieved in all areas

STRAND b: Whole school attendance to be a whole school priority

STRAND c: all staff to ‘sweat the small stuff’ in pursuit of a well ordered and scholarly culture

OBJECTIVE 2: Develop a ‘Shenfield Way’ so that all students experience and benefit from consistency and staff feel empowered through a collegiate approach

STRAND d: opportunities are sought and exploited to enhance a student’s whole experience of school

STRAND e: **the school environment needs to be safe, stimulating and support a scholarly culture**

OBJECTIVE 3: Ensure Shenfield High School is a Healthy School where individual and stakeholder needs are acknowledged and supported

STRAND f: **students and staff to have the knowledge, skills, and tools to support their own and others’ wellbeing and safety**

**P8**

**SEND**

**> -0.5**

STRAND g: all stakeholders to have a common understanding of positive communication and how their voice can contribute toschool improvement

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| OBJECTIVE 1: Improve our routine monitoring processes to ensure the highest standards are achieved in all areas |
| **MID-YEAR REVIEW****Progress made*** A considerable amount of work has resulted in the creation of one-plans for all students on the SEND register and all EHCP reviews are up to date
* One plans available to all teaching staff with updates on specific children in staff briefing
* Whole staff training on ASD 20th Feb
* Enhanced year 11 information provided to teaching staff to support post-mock interventions
* ALL TLs met with HT and senior line manager to discuss mock results, actions arising and support needed
* Year 11 achievement discussed fully at SLT and governors’ meetings
* Assessment review launched with TLs on 21st Feb
* Remit of attendance broadened into some pastoral roles in regard to students with medical or similar identified reasons for absence and those who are severely absent
* Line management of team leaders now standardised and including agenda item on student progress

**Gaps still existing*** **Student profile in all year groups not yet shared with staff**
* **No overview yet of student achievement in each year group for easy review of progress and identification of children needing intervention. Sits with HoY but limited evidence of action or impact in this aspect of role**
* **No overview yet of monitoring of teaching quality and no triangulation of data**
* **Much work to still be done in developing teacher skills in enabling curriculum access for all students especially those with SEND and additional needs**
* **Attendance currently 92% which is 3% below school target.**
* **Recruitment of second attendance officer in progress, capacity issues still remain**
* **Sixth form policy in regard to year 12 students going offsite and attendance monitoring and intervention under review for 23-24**
* **No parental surveys conducted**
 |
| **STRANDS**1. Achievement
2. Attendance
 |  **EDUCATION FRAMEWORK LINKS*** Quality of Education
* Behaviour & Attitudes
 |
| 1. **ACHIEVEMENT: All student groups to make expected progress from their respective starting points**
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| **Actions** | **Lead(s)** | **Success Questions** |
| 1 | **Ensure profile of year groups are understood by all staff** | JMAACO | Do all staff know the attainment, SEND and PP profile of year groups, subject cohorts, and classes?Do our curriculum and teaching strategies take account of this profile?Are all student needs being met? How do we know? Is this true of sixth form? |
| 2 | **Underperforming students and subjects to be identified and interventions implemented where necessary** | RDR | Does our assessment data allow us to easily identify underperformance?Are we using the data to track the impact of teaching and interventions at student, class and subject level at all key stages? Are we able to use our data to identify which students are and are not making expected progress? |
| 3 | **A consistent approach is applied to the monitoring of teaching and learning**  | JSAKSH | Do our observations of teaching provide evidence for the impact of our CPD programme?Are we using observations and drop-is to identify best practice? Is this then shared with others?Are we identifying individuals who are in need of support or in need of recognition?Are we seeing high levels of student engagement in lessons?Are we seeing the needs of all students being met? Can we see student progress in their books? |
| 4 | **All staff supported to make appropriate provision for SEND students and those with additional needs?** | ESMBCL | Do all SEND students have up to date ‘one-plans’?Are teachers using the one plans in their lesson planning? Is this evident from lesson observations?Do all teachers have access to information regarding students’ reading ages and literacy support to aid their planning?Are SEND students making progress in line with peers with similar starting points?Are governors receiving termly SEND information reports? |
| 5 | **Half termly performance meetings to be held by senior team** | CCO | Do all senior leaders understand the whole school picture in regard to student achievement particularly in years 11 and 13?Are leaders asking the right questions based on a triangulation of information?Are they translating this into strategy and action? |
| 6 | **Student achievement to be a standing item in all line management meetings** | CCOJSAACOSenior team | Are our students known and known well in terms of their individual progress?Is student achievement the main topic of discussion at all levels of school leadership?Is the sixth form leadership monitoring the progress of students particularly closely in previously underperforming subjects?Are sixth form teachers using the sixth form support system effectively? |
| 1. **ATTENDANCE: Whole school attendance to be a whole school priority**
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| **Actions** | **Lead(s)** | **Success Questions** |
| 7 | **Capacity of attendance team to be improved** | CCOJRIDJB | Do we have enough people focusing on attendance and is there clarity of roles and purpose?Is attendance data and information enabling the safeguarding team to support with severely absent children? |
| 8 | **Attendance ‘waves’ to be produced for each year group that allows the prioritisation of support and intervention** | JRIACO | Are we looking at attendance in a strategic way?Do the right people know who the poor attenders are across year groups, the reasons why?Do we have a clear range of strategies that can be targeted appropriately?Are we able to use these ‘waves’ to seek and utilise well matched support?Is this information being cross-referenced with academic progress? |
| 9 | **Attendance advocates to be identified amongst UPR staff** | JRI | Is attendance seen as a whole school issue?Are experienced staff being utilised to support individuals and groups? |
| 10 | **Revisit attendance rewards system** | JRIHoY | Are we doing enough to recognise those students and families who have excellent attendance and those who have the best attendance ‘they possibly can’? |
| 11 | **House system to be utilised for attendance reward and promotion** | JRIJMP | Are we seeing the house system being used to generate a buzz around good attendance? Is it public enough? |
| 12 | **INVENTRY system utilised for secure signing in and out of sixth form students during school day** | SROACODJB | Do we feel secure in our knowledge of which sixth formers are on and off site at any time?Are our sixth form students safeguarded?Do we have an appropriate and useful attendance policy for our sixth form? |
| OBJECTIVE 2: Develop a ‘Shenfield Way’ so that all students experience and benefit from a consistent approach and so staff feel empowered through a collegiate approach |
| **MID-YEAR REVIEW****Progress made*** Uniform expectations reinforced Autumn half term with greater adherence seen
* Work done with various staff groups on cultural norms at SHS
* Calm and clear corridor strategy launched in February in response to staff feedback on corridor and social time behaviour of students
* Duties realigned
* Expectations reinforced at Team Leaders 21st Feb
* Wider review of behaviour policy being undertaken
* Change in ‘Blue Room’ to commence following Easter to make it a stronger deterrent and sanction
* Plans being made for changes to sixth form provision from 23-24

**Gaps still existing*** **Inconsistencies still remain in staff practice**
* **Too many sixth form students still not wearing lanyards**
* **No clear mechanism for gathering student views on key areas of school life**
* **Student leaders not visible enough**
* **Monitoring of extracurricular provision and uptake not fully in place**
* **Punctuality to lessons still to be improved**
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| **Strands**1. School routines and norms
2. Positivity and wider development
 | **EDUCATION FRAMEWORK LINKS*** Quality of Education
* Behaviour & Attitudes
* Personal Development
* Leadership & Management
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| 1. **SCHOOL ROUTINES AND NORMS: all staff to ‘sweat the small stuff’ in pursuit of a well ordered and scholarly culture**
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| **Actions** | **Lead** | **Success Questions** |
| 13 | **Clear consistent routines seen in and between all lessons**  | Team Leaders | Are we observing and recognising good practice?Are leaders challenging poor practice or non-adherence to school norms?Are we seeing a reduction in low level disruption? |
| 14 | **Uniform and dress codes to be met** | JRIACOCCO | Are all staff challenging incorrect uniform including the wearing of blazers?Is the sixth form dress code being reinforced? Do our sixth form students act as role models in this?Are all staff challenging the wearing of lanyards by sixth form students? Are all sixth form students wearing their lanyard?Are all staff role modelling professional dress? |
| 15 | **Presentation and quality of student work to be consistent and reflective of student and teacher pride and student progress** | Team Leaders | Do all teachers follow a marking and feedback policy?Is there evidence of teacher challenge in the books where standards of presentation are too low?Does the quality of student book work allow progression to be seen?Does the work in books support student understanding and revision?Are all students receiving quality feedback on their work that allows them to improve? |
| 16 | **Sixth form students to have more direction during non-contact periods** | ACOJMA | Have we explored all options to create working spaces for sixth form students?Do we have a plan for more supervised/controlled study?Will we be able to evidence an increase in learner hours for our sixth form students?Do staff report an improvement in work ethic? |
| **d. POSITIVITY AND WIDER DEVELOPMENT: opportunities are sought and exploited to enhance a student’s whole experience of school** |
| **Actions** | **Lead** | **Success Questions** |
| 17 | **Extracurricular provision to be promoted, valued and accessible to all** | JMP | Are all subject areas represented within our extracurricular provision?Are barriers to offering such provision identified with solutions sought?Are all student groups accessing this provision or are there barriers for some? How do we know?Do we openly acknowledge the work done by staff in providing these opportunities?Are students provided with the opportunity to inform our extracurricular offer?Are we mindful of ensuring a balance between rich extracurricular experiences and missed lesson time? |
| 18 | **Student voice to be used to inform a reset of our rewards and recognition culture and wider school improvement** | JMP | Are student leaders being utilised to gather the views of their peers on key issues?Are we acting on student feedback or using it to inform future plans and strategies? |
| 19 | **The sixth form curriculum offer to be expanded beyond the core timetabled offer** | JMAACO | Have our sixth form students becoming more industrious?Do they have less ‘free time’?Are we fully utilising supervised study and programme such as the EPQ and core maths to improve the depth and breadth of our students’ experience and outcomes? Have we explored options for the delivery of after school support and enrichment that overcomes barriers such as transport issues? |
| OBJECTIVE 3: Ensure Shenfield High School is a Healthy School where individual and stakeholder needs are acknowledged and supported |
| **MID-YEAR REVIEW****Progress made*** New Estates Manager recruited
* Positive safeguarding review October 2022
* External health and safety audit completed **with plan of action arising**
* New electronic locks being placed on external gates to improve safeguarding and security
* Decorative work started
* TPP training started
* Thirteen staff members first aid trained
* Level 3 safeguarding training for pastoral staff planned for July 2023
* Provision of PSH and RE to be decoupled from 23-24 starting with years 7 and 8 increasing the time for both.

**Gaps still existing*** **Staff wellbeing being impacted by the conduct of a few ‘high needs’ individuals**
* **No improvement yet of corridor displays and school ‘presentation’**
* **Staff and student voice processes not yet formalised**
* **Work to be done on improving parents’ knowledge and understanding of online safety**
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| **STRANDS**1. Environment
2. Safeguarding
3. Communication
 | **EDUCATION FRAMEWORK LINKS*** Leadership & Management
* Personal Development
 |
| 1. **ENVIRONMENT: the school environment needs to be safe, stimulating and support a scholarly culture**
 |
| **Actions** | **Lead** | **Success Questions** |
| 20 | **Health and safety audit to identify key actions to be taken** | CCO SRO | Do senior school leaders (including governors) have a clear understanding of areas needing improvement?Is there a plan to address any identified areas of weakness?Are we compliant?Has the wider school leadership got an enhanced understanding of their responsibility for the health and safety of their teams and students visiting their areas? |
| 21 | **Areas prioritised for painting and a refresh in accordance with budget constraints** | SRO | Is there a plan for the cosmetic enhancement of the school environment?Are staff and students reporting evidence of improvement and a positive impact on them and the work that they do? |
| 22 | **Wall displays and visuals to promote excellence and positivity** | CCO | Are our school values represented in all areas of the school?Are we sending the right messages with our wall displays? |
| 23 | **All classrooms to be welcoming and tidy** | Team Leaders | Do all classrooms look organised and cared for?Are our classrooms supporting effective learning?Do we have areas of best practice to be used as exemplars?Are team leaders challenging poor environments? |
| 24 | **Long term plan developed for more substantial improvement of key curriculum and social areas** | CCOSRO | Is there a strategy for our estates that aligns with whole school strategic aims in areas of the curriculum and learning? |
| 1. **SAFEGUARDING: students and staff to have the knowledge, skills, and tools to support their own and others’ wellbeing and safety**
 |
| **Actions** | **Lead** | **Success Questions** |
| 25 | **Increase the number of Level 3 trained staff** | DJB | Do we have a clearly understood response pathway for potential safeguarding incidents?Do L3 trained staff report increased confidence in dealing with incidents? |
| 26 | **Trauma perceived practice (TPP) training to be rolled out across the school to support staff in dealing with vulnerable children exhibiting challenging behaviour** | CCODJB | Has the HT committed to developing this in our school?Do we have a plan for its roll out?Have we been able to provide staff with simple tools to support them in dealing with key students and key behaviours?Do staff report an increased confidence in scaffolding conversations with key students and in key situations?Are we seeing fewer R3s? |
| 27 | **Plans developed for curriculum provision for PSHRSE to be extended from 23-24** | JMALHO | Have we allocated sufficient curriculum time to this?Does the team understand the rationale of why we are asking them to expand provision?Have we identified time and support for staff to allow them to prepare new courses?Is this ready to roll out from September 2023? |
| 28 | **Improve understanding of online safety across school** | DJB | Are our school firewall and filtering software appropriate at all levels of school?Have all year groups received up to date information on how to keep themselves safe online?Have we provided parents with information to support their efforts? |
| 1. **COMMUNICATION: all stakeholders to have a common understanding of positive communication and how their voice can contribute to school improvement**
 |
| **Actions** | **Lead** | **Success Questions** |
| 29 | **Student and staff voice used to inform key school developments and longer term vision and strategy****(see also Objective 2 b.)** | CCOJMP | Are opportunities for gathering stakeholder views planned and in alignment?Do we have at least one opportunity for different stakeholders each term?Have we asked all stakeholders their views about a school vision? |
| 30 | **Ensure consistency across leadership conversations** | CCOJMAJSA | Do individuals’ experience of challenge and support differ depending on who they are line managed by? Have we quality assured this? How?Do leaders report that they are confident in leading?Do leaders report that they have the tools and skills to have challenging conversations?Do leaders’ conversations contribute to school improvement? What evidence do we have? |