
**HEADTEACHER'S REPORT TO THE GOVERNING BODY OF
WEST HATCH HIGH SCHOOL
FOR THEIR MEETING ON THURSDAY 19TH NOVEMBER 2015**

1. Admissions

a) The SLASC (School Census) return for October was:

	Boys	Girls	Autumn 2015	Summer 2015	Autumn 2014
Year 7	103	81	184	188	189
Year 8	88	100	188	190	188
Year 9	104	85	189	187	188
Year 10	102	82	184	187	184
Year 11	92	94	186	187	190
Sub TOTAL	489	442	931	939	939
Year 12	62	62	129	162	175
Year 13	69	71	140	128	134
OTHER	4	1	5	18	19
Sub TOTAL	135	134	274	308	328
TOTAL	624	576	1,205	1,247	1,267

b) Comments on the above figures.

Numbers are down in the Sixth Form for a number of reasons.

We have adopted a number of strategies to improve our exam results post 16 – we have been forensic in our use of data and put in place regular testing to identify where pupils are vulnerable in terms of their skill and knowledge acquisition. Many interventions have been put in place which has resulted in significant improvements in terms of student and departmental performance. This has resulted in 33 subjects (all those offered) having a 100% pass rate in Year 13.

A* and A, B grades have risen from 50 to 53% and A*-C have risen by 11% from 70% to 81%.

We received a jump in ALPS rating by 2 from a 7 to a 5 and sustained a 5 at AS so strategies put in place have paid off and are having an impact.

For the second year running we have retained the C grade as a minimum for entry into Year 13. This had led to 14 students leaving us at the end of Year 12.

The Government has removed funding for students wishing to take a third year Sixth Form to improve on their grades. In the past this was allowed to happen so we have lost numbers in this way. This has also impacted on some students who may have retaken their Year 12 again.

**HEADTEACHER'S REPORT
TO THE GOVERNING BODY
NOVEMBER 2015**

We also have, for a second year running, sustained the increased entry qualification needed to study A Level Science courses.

The opening of three Sixth Forms in our immediate locality at Roding Valley, St John's and Debden Park has impacted on our numbers. Historically we would have had significant numbers joining us from these schools:

2014	Debden	30
	Roding	28
2015	Debden	3
	Roding	4

Destination data for the last three years is as follows:

	2015	2014	2013
Sixth Form	115	108	118
College	65	71	57
Apprenticeship	7	4	11
Employment	0	0	1
Other	1	0	0
Unknown	0	1	0
Moved Abroad	0	1	0
NEET	0	0	0
Total	188	185	187

We ran a rigorous marketing campaign with several adverts for the Sixth Form out in a range of local newspapers, a second Sixth Form Open Evening which took place in January – staff having a presence and recruiting at a joint careers convention for all local schools and at Leytonstone School.

Our thrust last year was also on retaining as many as possible of our own students especially the top end. We are continuing to do this this year with the following strategies being put in place:

October

Heads of Department approach their best Year 11 students to invite them personally to the Open Evening encouraging them over time through discussion regarding studying their subject at A Level and beyond. Invite to evening sent to parents.

November

Special assemblies run by Vicky Schaefer – myth busting, why the Sixth Form is the best option.

All social media platforms used to advertise the Open Evening. Adverts in all Guardian and Gazette newspapers across the district advertising the event plus features in education publications.

At Open Evening existing students used to speak about their experience and enjoyment of courses, interacting with prospective students. All departments to have a noticeboard in their departments celebrating Sixth Form students successes and enrichment activities available.

All Heads of House interview all Year 11s in their House giving guidance and discussing Sixth Form options. All Year 11s complete a questionnaire by 14th December regarding their plans and likelihood of applying.

The Sixth Form team meet with anyone who might not apply because of subject clashes. They will tackle issues if they want to leave and target and support those who are undecided to attract and lock in our own top end. ParentMail will be sent with A Level results from last year, news regarding successes is also sent. Launch of the Honours and Specialist Pathways Programmes. Target key students to sign up – contact parents.

December

Vicky Schaefer to analyse the number of internals likely to apply/take up their place.

The Sixth Form team will meet those undecided for a lunch having successful existing students attending to answer any queries, sell the benefits of studying at West Hatch.

Assembly will take place led by students to promote the Sixth Form.

At Year 11 Parents Evening all subject staff will talk to parents and their sons/daughters about staying on. A Sixth Form stand will be set up with the opportunity of students applying on the night.

January

All students, via ParentMail, will be wished luck with their PPE's (pre public exams). Discussions will take place regarding the importance of predicted grades.

The Upper School Awards Evening will again promote studying in the Sixth Form and what opportunities are available.

ParentMail will be sent reminding all Year 11s and their parents of application deadlines.

February

Sixth Form secretary to acknowledge all internal applications with a pre-prepared letter. HoDs given lists of students who have applied to them.

Transition day for Year 11 takes place. One to one interviews with all those applying to secure their commitment. Sweep of those who haven't had one to one interviews and a second chance to apply.

March

Review to check all subjects applied for. Scrutiny to ensure pupils, if successful in their GCSE's, will be on the right courses. Progression routes available post 16 form – opportunities discussed. Pupils enrolled on the 'Higher' programme and specialist pathways options.

April

Promotional information communicated to Year 11s and their parents regarding all Year 13s and the places they are holding at a series of top universities.

May

Good luck wishes sent home to students in their forthcoming exams.

June

Induction days promoted at the end of June – university trip planned for day 2.

July

Further promotion of Year 12 and 13 successes throughout the year and informing students we are looking forward to them joining the Sixth Form post results. Clear details given re enrolment.

Our thanks to Sheila Weeden who has given us information of exciting opportunities in place in Newham which will extend the provision we can offer our own students.

Honours Programme

The programme, in conjunction with Oxford University, provides specialist guidance, a tailored curriculum and enrichment opportunities to support progress to elite universities. The programme includes:

- A two year study programme in conjunction with Oxford University
- Workshops, lectures and mentoring programmes run by the most selective universities.
- Access to a wide range of enrichment activities including debating and a Model of United Nations experience.
- The EPQ (Extended Project Qualification).
- Visits to Russell Group universities.
- An outstanding programme of support for UCAS applications with support from Russell Group universities.
- Access to work experience, mentoring and contact with employers.

Specialist Pathways Programme

We are also offering this for students who are keen to pursue careers in:

- Economics, Maths and Finance
- Health and Medicine
- Humanities, Law and Social Science
- Science and Technology
- Film, Media and the Arts
- English, Writing and Journalism
- IT, Computing and Silicon Valley
- Art, Architecture and Design
- Sports Science and Physiotherapy

The Pathway involves studying a package of A Level subjects whilst accessing relevant enrichment activities to help prepare them for their chosen career.

Students will have access to a lead member of staff at West Hatch for each pathway who will organise and facilitate the following packages:

- Specialist workshops and the chance to meet professionals in their chosen pathway of study.
- Enrichment activities which will give them a real insight into their chosen area of study.
- Specialist visits to industry.
- Links with university department as well as access to mentoring by university students and employers.
- Relevant targeted work experience/placements.
- Access to case studies of students who have been successful following their time on the programme in gaining places at top universities.

All this information featured in our new Sixth Form prospectus and was discussed at our Sixth Form Open Evening which is took place on Thursday 12th November.

2. Further SLASC Return Information

Overall attendance so far this year is 95.3% (Years 7-11) with 93.46% at Sixth Form. We continue to make explicit our expectations in relation to attendance. A number of families have had penalty notices served due to their child's poor attendance. Daily texting has helped our ability to chase the whereabouts of any pupils who have failed to turn up to school or to an individual lesson. We have a dedicated member of staff who works closely with Persistent Absentees (PA's) and their families. She visits them at home, sets targets and does whatever she can to get key students back to school.

3. Staff and Staffing Matters

Newly appointed staff have all settled in well. We had some concerns regarding two new members of staff – they have received support and guidance. One has since left.

We have a number of staff either pregnant or returning from maternity leave. One colleague in English will return at the end of November and another in January. Our Head of MFL returned in September and 2 colleagues have started maternity leave this Autumn. We have two more who will be departing in November and January and another in April 2016.

We have 3 outstanding DBS applications which are currently awaiting checks with the local police force. Risk assessments have been completed pending clearance.

External Audit of Single Central Record

On 25 September Essex HR completed a review of our Single Central Record (SCR) and an audit of a cross section of Personnel files to review supporting evidence for pre-employment checks. This is a new service offered by Essex which many schools are now taking advantage of.

They had received an electronic copy of our SCR prior to their visit and this had been carefully scrutinised to identify any potential problems.

Their initial verbal response was that it was excellent and the largest audit that had been completed to date. It was very helpful and reassuring to know that our documentation had been looked at in such detail.

- Single Central Record – They noted where amendments are needed to clarify dates that checks were completed and also where, since the SCR was first set up, language has changed, for example General Teaching Council checks have now been taken over by the Dfe Teacher Access website. They have recommended that checks concerning lettings are kept in a separate file as it is not a statutory requirement but endorsed the good practice the school is following.
- File Review – These had been randomly selected by another member of staff and were a mixture of newly appointed staff and staff who had been in post many years. The files were generally well organised with key documents held in one place within the files. They have provided a File Audit check document for any file where documentation needed clarifying or checking.

4. Staff Absences

The number of occurrences of absence for illness since the last Governing Body meeting in June has been

95 for teaching staff (included 1 members of staff on long term sick leave)
173 for support staff (included 3 members of staff on long term sick leave)

Since the start of the autumn term

58 for teaching staff (included 1 members of staff on long term sick leave)
95 for support staff (included 2 members of staff on long term sick leave)

These figures compare with the same period last year since the start of term

116 for teaching staff (included 2 members of staff on long term sick)
168 for support staff (the number included 3 members of staff on long term sick leave)

And since the last Governing Body in June 2014

260 for teaching staff (including 3 members of staff on long term sick leave)
328 for support staff (including 4 members of staff on long term sick leave)

5. Leadership Development

We continue to work closely with a number of other schools. I have opted to work with the Gilbert School in Colchester and Stewards School in Harlow as part of a Triad Programme with other Essex Heads in Essex.

There is funding available from the Government to support this programme. 36 Heads are involved.

We will receive a day's training led by a Chief HMI Ofsted Inspector (incidentally this is the same inspector who came to inspect the Maths department in the summer and who applauded the department publically at a Headteacher's Conference for the focused effective intervention being put in place not only for those marginal/vulnerable but also for the top end).

The aim of the programme is to identify an area in each of the schools to focus upon – the Heads will review the 'host' school's current practice and identify practice that will lead to improvements.

Three Heads have trialled the process over the last six months and found it invaluable – not only in terms of the focused area identified but as a result of lots of dialogue and discussion about wider practice in each of the partner schools that has taken place.

The programme is planned to start in January.

In addition, I work very closely with Billericay as their PiXL Associate. Likewise Anthony Sinfield does the same with the Valentines School in Ilford. Over the past year a number of schools have been visited to observe and find out about good practice that has been brought back to West Hatch. These include Helena Romanes, Burnt Mill and Mossbourne Academy in Hackney.

In addition we have interviewed for and had a member of staff join SLT for the year as a non paid seconded member to assist their professional development.

We have appointed an Acting Head of House to cover a maternity leave and four new Deputy Heads of House (these are unpaid), and a Deputy Head of Sixth Form.

We have appointed 3 Lead Practitioner posts who are doing much good work in raising the quality of teaching in departments.

We also have two members of staff who have joined the Behaviour Support Team (unpaid). They work with Mr Nicholls in providing support for staff who may be experiencing problems with their classroom management.

In addition, we have a member of staff on a development post shadowing Anthony Sinfield (Assistant Head Raising Standards Leader) who is working specifically with Year 10 intervention students across all subjects.

6. Progress Data

We have just completed our first full Progress Check. Overall figures indicate a good start has been made this term. Simon Langton will give more detail in his report.

7. Buildings, Maintenance and Lettings

The decorating team continue to make a real impact on the décor around the school. The school looked excellent for our recent Open Evening as a result.

Over the summer the following was completed:

- A new disabled toilet and remodelling of the existing entrance to the Boys and Girls main toilet area.
- Fencing - repairs and replacements
- Air conditioning installed in IT Office
- Office moves - seclusion to one of the Learning Support rooms - benching, computers, soundproofing and redecorating
- LSU/Maths intervention down to seclusion plus new IT/boards
- History cleared and complete redecoration
- Drama - redecorated D1 and D2, fitted new locks to double doors to studios and new office outer doors
- New Benching in IT office
- New fire evacuation signage in place externally across all courts/muster points
- Decorating - English block, Drama D1/2, M1, History Office
- New storage built on stage for costumes
- Swimming pool - tiles refurb/deep cleaned

8. School Meals, Service and Litter

The provision continues to prove very popular with approaching £400k generated annually and the service approximately breaking even.

Following a review of our practice no students are allowed to leave the Snack Shack and dining area with food. This has significantly reduced the amount of litter being dropped around the school site.

9. SEN and Inclusion

There is an SEN (Special Educational Needs) Information Report on our website detailing our school provision.

Our Learning Support Centre (LSC) is now a thriving support base for pupils and delivers short, medium and long term interventions based on diagnosis from teaching staff. Testing always then takes place to ensure the intervention has been successful.

We have employed a number of graduate Learning Support Assistants (LSA) and a KS2/3 transition teacher to assist the SENCO (Special Educational Needs Co-ordinator) in supporting those students below level 4 to catch up.

The MITA (Maximising Impact of Teaching Assistants) project has now been rolled out across the school. CPD Continuing Professional Development is built into LSA (Learning Support Assistants) contracts/peer observation, PPA planning time is spent in departments in planning for pupils with SEN. LSA's attend department meetings. Our SENCO, Chloe Moon, delivered a webinar on the CPD day in October which all departments watched and discussed on effective use of LSA's in the classroom.

Student Support Plans – these are the new form of individual Information Plans (IEP's). These are a hybrid of pupil outcomes, parent and teacher views and ways to support pupils. They are contributed to by all stakeholders, taken to lessons by pupils, reviewed and used in planning by teachers. These have been set up and the SENCO is awaiting parental contributions when they will then become available to staff and be used daily in students lessons.

It is with sadness that I inform you Chloe Moon is leaving us at Christmas – she will be joining Braeside Independent School as a Deputy Head to work with staff developing the quality of teaching and learning. A former pupil, Chloe has had a number of roles in school as a Geography and RS teacher, Head of RS and more recently our SENCO (Special Education Needs Co-ordinator). She has been a member of SLT and a most valuable colleague who has always gone the extra mile for pupils, staff, parents and the wider school. We will miss her greatly and wish her good luck in her new role.

10. Behaviour Management

Following a rigorous review conducted by Miss McVittie, a new system has been very successfully implemented by all staff since September. Feedback from staff, students and parents all indicate that it is having a positive impact in reducing low level behaviour in class.

Colleagues now have the facility to check students outside the class room who may be using inappropriate language, be wearing their uniform badly, dropping litter or being boisterous. The system consists of a warning followed by a C1 (10 minute detention), C2 (20 minute detention), C3 (1 hour detention) if a student continues to disrupt the lesson. If students are late repeatedly for class they are also issued with an hours detention. Staff have been very supportive of the system. They supervise these detentions in addition to homework detentions that operate if a student forgets or fails to do their homework.

Feedback from staff and pupils confirm that punctuality has improved with a significant reduction in the numbers of logs issued and C1-3 detentions.

This system is in addition to a range of other strategies employed to encourage pupils to take greater responsibility for their own behaviour - Anger Management, 1:1 mentoring, counselling, Smart Thinking courses, positive reporting, Pastoral Support Programmes, internal and external seclusion and time out in the Learning Support Centre. A range of Head of House, Deputy Head of House and SLT reports also operate.

Our exclusion figures are low compared to national figures and repeat exclusions have been reduced.

Our pupil panels, SLT and Governor Disciplinary boards have contributed significantly to improved behaviour with few students having to return before the Governors for a second time.

11. Safeguarding

Thanks to Laurie McVittie who has delivered training to all staff on Child Protection, safeguarding, extremism, radicalisation and female genital mutilation. In addition she ran a session for Governors in mid September. She has also, along with Sara Trickey, taken assemblies on similar themes to students focusing on run 'Keeping Safe Online'. We are pursuing the possibility of offering parents the chance to hear Sara Trickey in terms of good practice they can adopt to keep their children safe online also.

Our thanks to John Haley who continues to visit regularly and review all our safeguarding practices to ensure we are compliant. This, together with the independent review of all our practices, places us in a strong position in relation to this very important area.

12. Bullying Incidents

Since the last Governing Body meeting in June we have had 1 incident of bullying. At West Hatch we take bullying very seriously and always act swiftly where an incident is reported or observed. Our Behaviour Watch system creates a series of alerts to ensure that the relevant member of staff is reminded to monitor the victim, checking up there has been no repeat occurrences.

We use Restorative Justice as a key part in any bullying incident so that the bully has a very clear understanding of the upset they have caused. This has proved to be particularly effective.

13. Racist Incidents

Since the last Governing Body the number of racist incidents is 2. This breaks down as follows:

Year 7	0
Year 8	1

Year 9	0
Year 10	1
Year 11	0

Again, we continue to treat any racist incident as very serious with individuals being dealt with accordingly.

14. Exclusions

The number of boys excluded since the last Governing Body meeting on 11th June is 6 and the number of girls is 2.

Breakdown of ethnicity:

4	White British
2	White and Black Caribbean
1	Black Caribbean
1	Other Black Background

15. Pupil Premium Breakdown Spending

The school receives £935 per pupil. We have a total of £205,850 per year to ensure these students are making the very best progress possible. 17% of our students are Pupil Premium.

2015/2016

Overview of the School	
Total number of pupils on roll	1200
Total number of Pupil Premium pupils	202 inc LAC/Adopted 199 (Years 7 – 11only)
Amount of funding received per Ever 6 pupil	£935
<i>Of which : Adopted</i>	1
<i>Amount of funding received per CLA pupil</i>	£1900
<i>Of which: Children Looked After (CLA)</i>	3

**HEADTEACHER'S REPORT
TO THE GOVERNING BODY
NOVEMBER 2015**

<i>Of which: service family pupils</i>	1
<i>Amount of funding received per Service Family pupil</i>	£300
Total amount of funding received	£191,765

Aims

The main focus of the school's Pupil Premium approach is to improve outcomes for our most vulnerable pupils in order to ensure that they can achieve their aspirations and progress to the next stage of their education.

Our pupil premium work focuses on English and mathematics student intervention in order to boost achievement. Such intervention operates from year 7 to year 11 especially where a particular learning need has been identified.

In addition, we also focus on different curriculum provision including alternative provision for those pupils who are unable to access the full school curriculum within school for a range of reasons. The focus is again on trying to secure the best possible outcomes to enable further study post 16.

Focus of Spending, 2015/2016

In order to raise achievement in English and mathematics, the school has invested in extra staffing within both of these departments. The direct result of this has been to reduce class sizes across all year groups so that pupils receive more support from teaching staff within lesson times.

Supplementary staffing has also been added to these departments who sit above the curriculum and remove small groups of pupils for extra support. The school's regular progress check tracking systems ensure that Pupil Premium pupils are specifically identified for this support.

Senior Leadership positions have been reconfigured at key stage 3 and 4 with the purpose of early identification of pupils who are underachieving. Intervention is subsequently put in place to address any concerns and support the pupil in narrowing the gap between their current attainment and their expected levels of progress.

Intervention posts have been created within Key stage 3, 4 and 5 in English with the purpose of early identification of pupils who are underachieving. Intervention is subsequently put in place to address any concerns and support the pupil in narrowing the gap between their current attainment and their expected levels of progress.

CPD has been delivered to develop the skills of the co-ordinators in analysing data and targeting personalised intervention.

Key staff meet weekly to identify underperformance via our RAP meetings.

At Key Stage 3, some pupils who are identified as underachieving receive personalised tuition in our learning support unit. HTLA's (Higher Level Teaching Assistants) are employed within the LSU to manage the area and lead the intervention. Pupils receive an initial two weeks of support followed by further support if improvements are not noted.

A very small number of students are placed on alternative education programmes. This enables these students to learn valuable skills and qualifications outside of the school environment. The school identifies pupils who would benefit from this type of support which gives certain pupils access to further education and provision beyond 16.

Pupils with poor attendance or punctuality receive specific support from the school's Attendance and Welfare Officer and Heads of House. Closing the gap in attendance is a specific target for our Attendance Officer and a range of strategies are put in place to address issues, for example a PA form group for those pupils failing to attend regularly.

For those pupils who need extra support, specifically where behaviour is impacting upon their learning, the school employs a Behaviour Support and Learning Mentor. Weekly sessions are provided for pupils.

The school also employs a counsellor. Pupils are able to self-refer as well as being recommended by staff or parents. Pupils can receive one off sessions or longer programmes of support. The school has invested in a rewards' programme to promote achievement. Pupils receive points for every on target or above target they receive at each Progress Check. These points can be 'cashed in' for rewards from an extensive list.

Impact of spending 2015/2016 – years 11 to 7 progress

We closely monitor the progress of our pupil premium students. Following every progress check, details of any underperformance is provided to key staff for intervention.

For every year group we benchmark English and maths progress against the most recent national average for pupil premium progress.

2014 English national pupil premium progress 58% for year 11 pupils
2014 Maths national pupil premium progress 48% for year 11 pupils

Key stage 4 Pupil Premium progress	Numbers	February 2015	April 2015	June 15	Aug 15
Year 11 English	39	68%	70%		53%
Year 11 Maths	39	70%	81%		66%
Year 10 English	41	82%	-	87%	
Year 10 Maths	41	77%	-	77%	

**HEADTEACHER'S REPORT
TO THE GOVERNING BODY
NOVEMBER 2015**

Progress is above national progress at Key Stage 4 in Maths. Progress relates to pupils making three levels of progress by the end of Year 11 and 5% below in English.

Key stage 3 Pupil Premium progress	numbers	February 2015	June 2015
Year 9 English	46	51% expected progress *	46% expected progress *
Year 9 Maths	46	68% expected progress *	90% expected progress *
Year 8 English	47	30% expected progress **	40% expected progress **
Year 8 Maths	47	56% expected progress **	65% expected progress **
Year 7 English	38		50% expected progress ***
Year 7 Maths	38		68% expected progress ***

* 6 sub levels from KS2

** 4 sub levels from KS2

***2 sub levels from KS2

The pupil premium 5 A*-C including English and Maths is 46% from PC4

2013/14 spending

Cost of Maths intervention	£82,991	41.0%
Cost of English intervention	£60,896	30.1%
Cost of pastoral support	£44,524	22.0%
Cost of management support	<u>£14,097</u>	7.0%
Total	£202,509	

Impact of spending 2013/2014 - 2015 GCSE results summary

5 good passes at grade C or above including English and maths:-

	2011		2012		2013		2014		2015	
	Cohort	School	Cohort	School	Cohort	School	Cohort	School	Cohort	School
All Pupils	189	55%	183	68%	186	70%	183	70% (best entry) 59% (first entry)	188	59%
PP	26	35%	31	45%	32	47%	33	51%	39	31%

The school is making improvements in its provision for pupil premium students. The gap is narrowing between whole school figures and pupil premium figures.

2015

	English A*-C%	Maths A*-C%
All Pupils	71%	75%
Pupil Premium	54%	56%

This table shows the variation between A*-C in English and maths. We aim to close this gap as far as possible.

It is also important to look at the progress that students are making. This is different to attainment (above) as it examines the student's starting position and calculates if expected progress has been made or not.

	English expected progress	Maths expected progress
All pupils - school	65%	73%
Pupil Premium - school	53% ??	66%
Pupil Premium - national	58%	48%

Therefore, English pupils are progressing at a rate 10% higher than national averages.

Maths pupils are progressing at a rate that is 16% higher than national average.

The Link Governor is also able to examine the "provision map" for Pupil Premium students and track pupils progress and the impact the interventions and support are having.

The money we receive is skewed in favour of those who are not making or exceeding expected progress.

What is its impact and how is it measured and reported?

Every Progress Check Pupil Premium students across Years 7-11 are reported upon – this data is reported on at Governor meetings and discussed with the Link Governor for Pupil Premium and Achievement.

Update on our OFSTED Priorities Following our Inspection

Our key areas of focus have been:

- a) Increasing the number of lessons that secure the outstanding grading.

- We have been successful in appointing three new Lead Practitioners who are tasked with working with the Science, Maths and English departments spreading excellent practice ensuring that all members of each department are delivering consistently good and outstanding lessons.
- We have also been working closely with those departments whose results have not been as strong over time. This is continuing with some staffing movement resulting as a consequence. Significant improvements have been in History, Technology, Economics, French at GCSE and Economics, PE and History at A Level.
- All staff have been working with colleagues on a Peer Observation Programme which has enabled staff to observe outside of their department in a very supportive environment. They have also been observed by their paired partner and much professional discussion and development has resulted.
- Every term we have a Quality Assurance day with members of the School Leadership Team quality assuring teaching across the school. The latest one in November 2015 had a Local Authority Officer (and OFSTED Inspector) join us not to assess staff but to joint observe with members of the Senior Team to validate/question their judgements. The feedback was very reassuring with the same grades awarded by both SLT and the Inspector.

This is in addition to ensuring all new members of staff are observed by myself. Where staff did not achieve the required standards they are given the chance to be re-observed shortly after. Given 28 new staff who have joined West Hatch since the last Inspection we are currently on 81% Good or Outstanding. We have identified a number of staff who, with support, will be able to move their current grade to a 2 or 1.

b) Learning Support Assistants need to be more fully involved in planning for the SEN students they are supporting.

- LSA's have now been allocated to subject departments and are developing their subject expertise. They are also allocated "key students" that they meet with regularly. They, following each progress check, each identify key targets with their allocated students to be working on and communicate these to their class teacher. There is considerable liaison taking place between them and their allocated students teachers and focused time has been created for this to happen.
- As already mentioned, the school is involved in the "MITA" Project Maximising the Impact of Teaching Assistants run by Essex LA. An audit has taken place focusing on how teachers are using LSAs in class and how they operate. We have an LA Officer working with us on this. This data forms our baseline against which judgements are made regarding Teaching Assistants effectiveness. Each LSA member now has CPD time with their allocated department to enable focused planning to take place. The project ensures a more formal approach is adopted that will impact upon the levels of progress students will make.

c) Progress needs to be more consistent between subjects in the Sixth Form.

- Significant work has taken place with departments where results were weaker which has led to very pleasing improvements in their ALPS ratings. 5 is an average grade nationally.
- At AS we have five departments scoring a 2; Biology, Chemistry, English Literature and Language, Philosophy and Ethics and PE, and four departments on a 3; Art, Computing, English Language and Extended Project.
- At A2 we have one department on a 1; Chemistry and four departments on a 2; CACHE, IT, Sport and Travel & Tourism and six departments on a 3; Computing, English Literature and Language, Extended Project, PE and Physics.
- Greater emphasis has now been given to our Impact meetings which require, in addition to work at department level, key marginal students having a dialogue with their subject teacher about key priorities and areas of focus they must address with clear deadlines indicated. These students are then being monitored very closely by a personal mentor to ensure they are being addressed with the necessary progress seen.
- We have, over the past 18 months, experienced difficulty in Psychology and Sociology in securing continuity of staffing.

We have appointed an experienced Head of Department and subject examiner who is now leading the department.

- We have also appointed a new Head of Business and Economics.
- For a number of departments, visits to other schools where excellent practice is in place have occurred e.g. Psychology and Law. Both colleagues found these to be invaluable resulting in ideas and resources that they have been able to bring back with them to implement here at West Hatch.
- ICT have struggled with a long term sickness problem where the member of staff who was absent having key responsibility for KS5 IT. The member of staff is now much better and this again is having a positive impact on KS5 delivery. Key areas of focus for the year include Psychology, Sociology, Media Studies, Law, ICT and Applied Business.

d) Teachers do not consistently monitor the targets that students set themselves and each other. As a result they are often not specific enough to the topic being taught.

- All staff have had input from a Teaching and Learning consultant, Robert Powell, focusing on marking and feedback with very clear ideas generated regarding what is needed in this key area. He also worked with individual departments.

- All departments have reviewed their Marking and Feedback Policies and were given CPD time to do this. They specifically identified how students were going to respond to feedback given and create time in lessons for this to happen. This is now a key focus in our marking walks and work scrutinies.
 - Department marking policies have been reviewed by Dan Leonard to check for consistency across the school.
 - Heads of Departments are charged with monitoring their department for consistent practice in this area and report back to SLT at their fortnightly meetings.
 - As a result of this, teachers are modelling quality targets that students are making their own.
 - Following Progress Checks students generate with support from their teachers targets that will focus on their knowledge and skill gaps for a period of 5-6 weeks. These are entered on department RAG (Red, Amber, Green students) and reviewed regularly.
- e) There are not enough opportunities for students to take the lead and make choices in their learning.
- The Teaching and Learning Team have during the past 18 months been working actively with staff, modelling good practice to this end.
 - They have also focused on work scrutiny feeding back to staff the evidence that indicates the above is being addressed.
 - Our Lead Practitioners support staff in reviewing their teaching building on best practice where appropriate.
 - Our Peer Observation Programme enables staff to look at the above and how teachers in other departments are involving students more in the learning process.
 - In addition all staff have now been trained by an OFSTED Inspector on what is looked for in good/outstanding lessons. This, by its very nature, causes colleagues to reflect on their own practice and in particular what opportunities they are giving students to lead and direct their own learning.
 - As part of the departmental QA Quality Assurance process that SLT are involved in, these key areas are looked for when staff are observed.

16. Child Protection and Looked After Children

We currently have 5 pupils on the Looked After Register and 3 on the Child Protection Register. Looked After Children are some of our most vulnerable and need a lot of care and support.

Packages are created which involve Counselling, mentoring by Barbara Trister, amended timetables, key staff for students to go to if they are struggling and programmes such as Anger Management.

17. Update re Year 11, 12 and 13 School Progress

Please see the attached report from Simon Langton who will be presenting and exploring this at the meeting.

18. Update regarding Progress Being Made in our School Development Plan

Dan Leonard gave an update re this at our Strategic Board meeting.

19. Monitoring and Review

SLT (School Leadership Team) meet fortnightly with their link departments and follow closely a centrally agreed agenda to ensure consistency regarding areas covered and addressed. These meetings focus on Heads of Department monitoring of the work of their team, marking, homework, pupil progress etc. In addition, Simon and I have met with all Heads of Department for their exam results review. Where performances were strong in the summer we have identified specific practices and strategies that have now been drawn together in a document to be used by SLT and departments in implementing these. Where department performances were not as strong key areas for development with time scales have been identified, visits to high performing departments in other schools are being arranged so that wider support can be given and close support and monitoring is now in place.

In addition departments are being linked where best practice can be shared and support given to less experienced colleagues.

20. Improvement in Teaching

Staff are to be commended on the progress they have made since our last OFSTED. Much of this has been down to the work of our Teaching and Learning team who have worked with colleagues in a very supportive way, modelling lessons, joint planning, mentoring and coaching. Staff have developed their skill based and grown in confidence.

We had a Quality Assurance Day where 45 members of staff were observed by a member of SLT and their Head of Department. We not only gave feedback on the quality of teaching but also on their marking and the feedback given to students. We talked to pupils about their lesson and it's typicality and finally took into account the progress pupils make with that teacher. A grade will no longer be awarded solely for the quality of teaching in line with OFSTED changes – but a collective grade will be for all the above.

21. Open Evening

Numbers attending our Year 6 Open Evening were we felt our highest yet. We estimated from the numbers of documents/prospecti distributed that we had over 1,000 attending which bodes well again for applications.

We asked for written feedback at the end of the night. There were lots of subject specific comments – those that were more generic are below.

An impressive school with even more impressive pupils'
Very impressed: fantastic library and pool
I left WH 29 years ago and it's still wonderful
Such an amazing school and front of school team were really helpful
There are loads of different opportunities which is amazing
Very well done
Excellent Presentation! Great tour guide
Great Tour; Great School
Fantastic and very informative
Basketball was so sick [good]
Science was amazing
Loved the tour; amazing guides
I really liked the school
An impressive school
BEST SCHOOL EVER
I love this school
Spectacular school
I loved the dancing
Really good tour guides
Great tour, very impressive
Gobsmacked; it's amazing
Fun and exciting
Nice and big
Cool
Good swimming pool and sports
AWSOME
Very good our tour guides were great
I really loved being here
Lovely school, Great tour, thank you
All the sports WHHS play/do!
Really enjoyed the tour, thanks
Fantastic School
I really liked the swimming pool

Our thanks to David Morgan, one of our Assistant Headteachers, who organised the evening.

22. Governor Visits

Our thanks to all those Governors who, as Link Governors across a whole range of areas of school life have visited the school. Visits are being organised and focus upon the key areas highlighted in the OFSTED new inspection framework. These visits feed into the work of the Governors Strategic Board with good evidence being collected that will inform discussion re the degree of progress we are making in relation to whole school priorities.

23. Governor Training

The following areas have been discussed and explained at a number of Governor meetings:

- Moving from Good to Outstanding
- Establishing a vision and strategic aims for the school
- New performance indicators 'Best 8'
- Extremism and Radicalisation
- Safeguarding and child protection
- New curriculum expectations 2015-2016
- Life with levels

24. Holding Leaders to Account

The Governors individually and collectively call leaders at the school to account via:

- the Headteacher's Performance Review and targets set
- her report three times a year to Governors
- through progress and exam reports at every Full Governors meeting
- Link Governors each covering key areas for development for the school who visit regularly collecting evidence to judge rates of progress being made towards school targets. They use OFSTED inspection criteria at Good or Outstanding against which to judge the quality of provision and our effectiveness.
- regular fortnightly meetings with the Chair of Governors and the Head.
- Governor visits whereby they talk with pupils and staff and see the school in operation.
- discussion regarding outcomes of stakeholder surveys.

25. Performance Management Update

New targets are being negotiated based upon our whole school targets, OFSTED and whole school priorities.

26. Improving Staff Performance

We continue to work very closely with all new staff and any colleagues who achieve a 3 "requires improvement" in their teaching. This involves them working closely with their Head of Department who assists them with their planning and models lessons. If this does not improve a more formalised programme is started with one of our SLT members. In the vast majority of cases improvement results, where this is not the case, a process of formal capability is embarked upon.

27. House System

The House system is bedding down very well. Sports Day was particularly successful with all the Houses competing against each other.

A number of leadership roles have been awarded in each House ranging from House Head Boy and Girl, Sports Leaders, Senior Prefects, Peer Mentors and Charity Ambassadors.

A range of competitions have already taken place and with a full range of others scheduled throughout the year. Since September 2014 these have included:

Gillwell - Inter house points competition.
Science: Health & Safety Poster
This is Me project for all Year 7 pupils
PE: Cross Country
MFL: European Day of Languages
Catering: Great West Hatch Bake Off Whole School
Inter House Christmas Decoration Competition
Art: 'Pop Stars' Art Competition
Christmas Jumper Competition - Whole School
Design an App whole school competition
Close Up Quiz
Valentines Fancy Dress - Whole School competition
PE: Girls Swimming/Boys Football
Ethos Statement Posters - Whole school competition
Maths: Maths Quiz
RE: Design & build a place of worship
Girls/Boys Rounders

Plans are in progress for a Strictly Come Dancing Competition for the staff. Pupils will be able to see the final.

The Parents Voice are very supportive of the House system and the opportunities it gives students over time.

28. Sporting Successes

Netball:

Year 7 Netball team - District Champions and quarter finals of the Essex Cup Competition
Year 8 Netball team district champions
U19 Netball Team- Semi Finalists in the Essex Cup
Essex County Netball:
Emily Stow (Year 7)

Swimming:

2nd in District Gala (Year 7-11)

Football:

Sixth Form Football:
Won Essex College League (1st X1)
Finalists of U19 Essex Cup and semi-final of League Cup (1st X1)
Finished 4th in the League and runners up in the League Cup (2nd X1)
Year 9 Boys Football - District Championships and Semi Finalists in the Essex Cup

Basketball:

All Years District Champions

Cross Country:

Junior Girls 1st in District Competition

Rugby:

Years 7, 8, 9, 11 - Runners up in district competition

Year 8/9 - Semi Finalists in the Essex Cup

The following have been selected for the Essex county rugby squads:

Ishmail Wood (Year 8)

Finn Berlin Cusack (Year 8)

Tommy Tremayne (Year 9)

William Fitch (Year 9)

Alex Dean (Year 12)

Chad Harris (Year 12)

Athletics:

Winners of the District Cup

Tours:

Skiing trip to Jay Peak, VT and New York City (75 children and 9 staff)

Portugal athletics tour (25 children and 3 staff)

29. Student Successes

Following in the footsteps of Charlotte and Jonathan and Sonny Murarrem from the Loveable Rogues, finalists on Britain's Got Talent and John Wilding on the X Factor, Ryan Green got through national rounds to appear on The Voice and more recently Michael McNeesh got through to the semi finals of Britain's Got Talent. He was a member of a very successful dance group called Boy Band. He was a superb dancer whilst at West Hatch. Staff are to be commended for the way they are able to spot individual student talent and support and nurture it over time.

Eliese Lazarus is World Champion for her age group in Squash.

Bradley Lee is a National Motor Cross Champion.

Sebastian Weller, James Scollen and Jacob Watts are National Karate Champions.

Jivan Walia is both a National and International Silver Champion in Taekwondo.

Larni Shulton, International gymnast.

Michael Matias continues to combine his school work with a number of London theatre roles. His latest was the lead role in the musical Bugsy Malone at the Lyric Hammersmith. He was Simba in The Lion King, Fletcher in The Bodyguard and has performed in Joseph and the Technicolour Dream Coat and Oliver.

Charlotte appeared in the musical "She Loves Me" at the Landor Theatre from February 4 - March 7. She had a named part and appears to be fulfilling her long held dream of being in a West End production.

30. Hatching Out

We are very pleased to have had 4 Hatching out editions this year that feature in the Guardian and Gazette newspaper showcasing our students many and diverse talents and successes. We are currently preparing our 16th edition.

Our thanks to Caroline Haines who does a tremendous job drawing all this together.

31. New E-Newsletter

This has been a new venture for us this year which has gone down particularly well – giving students and staff the chance to contribute via audio and video clips further enhancing the profile of the school.

32. Upper School Awards Evening

We will be holding our Upper School Awards Evening on 7th January 2016 and will be recognising outstanding effort and success by our students.

A host of certificates and trophies will be presented. The evening enables us to recognise not only our students hard work but also their many and varied contributions across the board to school life. Governors are warmly invited to attend.

33. Extended Project

Every year our Sixth Form students have the opportunity to embark on the Extended Project Qualification which is equivalent to an AS Level. The qualification gives our students the freedom to choose a project/topic linked to subjects they are studying or an area of personal interest and expand on it.

It places them in a very strong position when they come to apply for work or a course at university as they can demonstrate their passion for a particular area of study.

Reece Davey redesigned a teacher's house with his work directly linking to his intention to study architecture at university. Pupils recorded a 100% pass rate in the summer. The reason why we value it so much is that it teaches them research skills that are so useful when they leave and take up places at university.

The scheme has been extended to students in KS3 who have responded very well. They presented their work in a very successful Creative Showcase organised by Naseem Alahi. 14 students gave presentations of their research. Our judges had some very difficult decisions to make as the work produced was outstanding.

34. Wider Successes

The following pupils have successfully passed their Level 2 Food Safety in Catering examination:

Laila Ahmed
Mitchell Barrett

Jade Beaman
Zack Kashket
Kirpalta Kaur
Lauren Lees
Ela Reeves
Cameron Skerritt
Olivia Wheatly

As part of their Performing Arts AS Level course students have to plan and execute an event. This term we have had 2 highly successful evenings.

Billy Milham, Freya Anderton, Georgia Walker and Lucy Fellowes organised a 'Day of Dance' for 60 year 9 students. They booked in four outside practitioners who led a range of workshops throughout the day. The students ran their own session at the beginning of the day treating the Year 9s to a demanding physical warm up.

Other events included performances of 'Bouncers' by John Godber presented by 4 members of the Phoenix Theatre Company. The performance was followed by a half hour Q/A session. Students gained much from working alongside the actors. We are looking forward to a 'Live Lounge' event to be held in the near future.

35. Trips, Visits and Wider Opportunities

Thanks to the time and effort put in by staff who have organised a wide range of enrichment events for our students this year.

These have included the following:

Students visited Emmanuel College Cambridge for a Raising Aspiration Day re their future university destinations.

We celebrated success in the Annual Worshipful Company of Educators Public Speaking Competition at Gresham College in the City of London. Nilofer Sait won second place with Ropa Gutu coming in the top six. They were both a credit to the school.

Suhail Hussain organised the UKMT Maths Challenge competitions.

Students in music have performed and taken part in the Loughton Music Festival, in the Rotary Youth Makes Music Competition and in the Rotary annual May Bank Holiday Fayre and have receive much praise as a result.

The Sixth Form team staged a very successful "Be a Sixth Former for a Day" for Year 10 which has increased interest from among our own body of students. A Gifted and Talented evening has also taken place for all those internal and external applicants in the Sixth Form who are considering Oxbridge, Russell Group or universities abroad. The package of support that we offer was explained including a high priority given to work experience placements.

We have had a number of very successful trips and visits that have taken place recently.

An ICT trip to Paris

A Travel & Tourism visit to London Zoo

A Year 12 students visit to Cambridge University

A Speak Out Challenge for Year 10 drama students

CACHE students visited Nursery World Show, Tate Modern, South Bank Christmas Markets, Eaton Manor Recruitment Fair, Museum of Childhood

Year 10 and 12 trip to the Fashion Textiles Museum in Bermondsey

Whole school Fashion Show

Business Enterprise Day

Year 10/12 trip to the V&A Museum

Year 8 Design Technology Day

A boys afternoon of Dance

Year 9 Day of Dance organised by Year 12 students

Year 12 Street Dance workshops with Michael Downing

Year 10 World of Work Conference to the Marriott Hotel

Athletics trip to Portugal

Year 10 activities at Lambourne End

Year 7 Essex University visit

Year 12 Media Studies trip to Harry Potter World

Year 10 Geography trip to the Olympic Park

Year 12 Geography field trip to Cumbria

Year 9 Geography trip to Walton-on-the-Naze

Performing Arts trip to New York

Camps International World Challenge to Kenya and Tanzania

In addition students have been very successful in the Rotary Young Chefs competition with Melissa Toplis and George Green representing the school at the Area Final with George coming third overall. He has won the prize of a day working alongside professional chefs in a restaurant in Gants Hill.

We held a very successful Year 9 Options Evening where parents and students could hear all about the courses on offer to them in September followed by a Year 9 Transition Day.

Year 10 have had a Physics Enrichment day at the University of Cambridge. The Year 12 BTEC group have also been for a Science day to Cambridge.

We have had speakers for the Sixth Form on applying to university.

A number of Year 9 have had a "motivation conference" at the Marriott Hotel which they found very helpful.

In addition exam students had the opportunity to see a production of 'Othello' at the Globe Theatre.

Year 13 Performing Art students put on a performance of the musical 'The Match Girls'.

An Economics trip to the Vue Cinema in Stratford has also taken place.

In addition, some subject exam groups have been to study conferences.

Year 6 pupils who have been allocated a place had an Information Evening with their parents on Thursday 14th May and an Induction Day on 26th June where they found out lots more about the school and began to meet new friends in the process. An excellent addition has been an extra Induction Day for all those students who were the only ones coming from their primary school. This has been very well received by their parents.

Careers Festival – many Year 9-13 students had the chance to visit a Careers Festival for all local schools held at Epping Forest College recently.

36. Staff Successes

Staff tested their fitness at the Olympic Velodrome and have had a number of successes at football and cricket throughout the year.

Well done to Lizzie Edwards and Niamh Lowry who took part in the Hackney Half Marathon to raise money for the Camp International trip to Kenya in the summer. Each of the 34 students had to raise £3,780 while the teachers have to raise funds for additional expenses.

Fundraising has included bag packing at Sainsbury's in South Woodford, washing cars, selling cakes and entering fun runs, bike rides and half marathons. The students spent a month trekking and working on a community based project.

37. Public Speaking

In addition students took part in the annual local parliamentary debating competition across our immediate family of schools and performed very well. Over 20 students also took part in the Jack Petchey 'Speak Out' competition, many doing extremely well.

38. Forthcoming Events

Governors are invited to the Christmas Concert on Thursday 10th December and our Upper School Awards Evening on Thursday 7th January 2016 at 7pm.

Our thanks to Governors for all your wonderful support and for all your work as Link Governors. Staff and the Senior Team appreciate the time you gave for these visits and we all enjoy working closely with you.

A special thank you to John who has done much behind the scene work in connection with our Admission work in particular the plans to pursue the new Sports Centre. His efforts are much appreciated.

I include again the paragraph of our most recent OFSTED Inspection that describes the governance of the school as it is testament to all your great efforts.

OFSTED 2013 Report

The governance of the school:

Governors have an in-depth understanding of the school's performance, the quality of teaching, performance management systems and the link to teachers' pay.

They use their knowledge of data and their skills well to hold the senior leadership to account and ask challenging questions on all aspects of the school's work, such as closing the attainment gap between those students eligible for the pupil premium funding and those who are not, the progress of more-able students and the effectiveness of early entry to GCSE examinations. They have strong financial and budgetary understanding. Funding for those students eligible for pupil premium, and those Year 7 students who did not achieve the expected Level 4 in reading and mathematics at the end of Key Stage 2, is carefully monitored and governors regularly track its impact on attainment and progress. They are aware that this is an on-going task and have appointed a member of staff to lead in this area of the school's work. Governors are fully involved in discussions and decisions about strategic and school development.



Frances Howarth
Headteacher