

**HEADTEACHER'S REPORT TO THE GOVERNING BODY OF  
WEST HATCH HIGH SCHOOL  
FOR THEIR MEETING ON THURSDAY 17<sup>th</sup> MARCH 2017**

**1. Admissions**

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

	Full Time		Sixth Form Part Time		Spring 2017	Spring 2016
	Boys	Girls	Boys	Girls		
Year 7	97	91			188	187
Year 8	104	84			188	186
Year 9	81	102			183	188
Year 10	100	85			185	189
Year 11	103	84			187	182
<b>Sub TOTAL</b>	<b>485</b>	<b>446</b>			<b>931</b>	<b>932</b>
Year 12	62	91	0	0	153	120
Year 13	45	47	0	0	92	140
OTHER	3	0			3	5
Sub TOTAL	110	138	0	0	248	265
<b>TOTAL</b>	<b>595</b>	<b>584</b>	<b>0</b>	<b>0</b>	<b>1,179</b>	<b>1,197</b>

b) Comments on the above figures.

We have had 590 applications. Essex 292, Redbridge 277, other Local Authorities 21 (no late applications to date).

We are aware that numbers in the system are static, the bulge is two years away. Our work with the LA suggests that our increase planned for September 2018 is the full 60 based on their projections and the increased housing that has shot up locally.

Considerable work was carried out during the past year with visits and speeches made to pupils in Year 5 and 6 and the parents at Roding Primary, Buckhurst Hill Primary and Ray Lodge Primary.

In addition, links have now been made following primary school visits at Fairlop and Manford Way Primary. The feedback from pupils and parents was excellent.

c) Mid year applications remains high with 40 of which 21 joined made between September 2016 and February 2017. Our Admission Secretaries work hard to ensure if students leave we are quick to pursue those on the waiting list. Our numbers reflect the fact that due to poor behaviour a small number of pupils have been placed at the PRU or have had managed moves to other local schools which accounts for some of the fluctuations.

- d) The SLASC return includes a range of all the statistics which all have significance. I list some of these figures from previous years.

	<b>2017</b>	<b>2016</b>	<b>2015</b>	<b>2014</b>	<b>2013</b>	<b>2012</b>
Number of free school meals (claimed on day of count)	60 75 eligible	60 89 eligible	81 101 eligible	70 107 eligible	101 124 eligible	117 132 eligible
% of free school meals compulsory school age only 7-11	7.1%	6.3%	8%	10.38%	10.7%	8.5%
Number of whom English is an additional language	201	132	129	130	124	145
Number with statement of SEN	50	18	24	30	28	35
Number on SEN stages	34	95	166	109	111	243
Number of full time teachers	85	91	87	87	88	88
Support staff full time equivalent	53	56	55	53	59	
Number of part time teaching staff	26	25	21	21	19	28

- e) **Sixth Form Numbers**

Numbers to date currently stand at 183 externals and 136 internals totalling 319. The Sixth Form team have been proactive in their recruitment strategy as have Heads of Departments who have been taking a keen interest in recommending students to take their subject.

We are currently down on this time last year but are extending the deadline and are hopeful we will pick up more. Reduced numbers may be a result of us having reduced our curriculum offer.

We have a big drive now with staff in converting as many of our internal applicants as possible to places being take up in September.

## 2. **Staff Absence**

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

144 for teaching staff (including 4 long term)

145 for support staff (including 3 long term)

Since the start of Spring term

104 for teaching staff (including 4 long term)

56 for support staff (including 2 long term)

These figures compare with the same period last year

174 teaching staff  
148 support staff

and since the last Governors meeting (same time last year)

111 teaching staff  
31 support staff

We are very vigilant and monitor staff attendance closely. All staff who have been off have a return to work meeting with their Line Manager. I also meet with staff who have more than 3 separate days or periods of time off in any term or where their absence follows a particular pattern i.e. a regular Monday or Friday.

In the past we have involved HR where a member of staff absence is impacting on their capacity to do their job. Occupational Health referrals are made where we have ongoing concerns.

### **3. Pupil Attendance**

We currently have achieved 93.70% attendance across the school. This is against our target figure of 95%. Emails and texting continue to help our ability to chase the whereabouts of any pupils who fail to turn up to school on an individual lesson basis.

We continue to make our expectations very clear in relation to pupils attendance at every opportunity, especially when I meet parents attending Parents Evenings, but also at assemblies.

We are not only targeting our Persistent Absences with a significant number of penalty notices being served but also those currently within the 93-97% bracket to try and increase attendance still further for this key group.

We are involved in a Review of Attendance at Brentwood County High School and will be keen to explore the range of strategies they employ to see if any could be of benefit to our students too.

### **4. Staff and Staffing Matters**

We currently have six staff on maternity leave, one on adoption leave and another two who will be leaving soon to start their maternity leave also.

We have two members of staff leaving us at the end of summer; Mrs Jones a Head of House who has secured a Head of Year post at a school nearer home and Miss Scott a Geography teacher who has secured a post at a brand new school.

Much of this term and last was taken up with the Teaching and Learning (TLR) review and restructuring that is now well underway. Very sadly this was necessary as, in addition to significant sums having been saved, a further 430k was still needed

to be found. The process has been very difficult for those staff involved, many have served the school extremely well and we will be very sorry to see them leave.

In addition, a raft of other costs saving measure have been implemented including

We have reduced the number of Science technicians from 4.5 to 3.

We have not replaced 5 LSA's who have left.

We have reduced the staffing in Resources by 4 days.

We have reduced Counselling hours from 4 days to 3. We will have 2 days unpaid - (trainees).

Capitation at department level has been reduced by 10%.

We froze internal posts and have not replaced others when staff left.

We have increased the number of contact periods

We did not replace the Deputy Head post when Penny Johnson left.

We have discontinued a number of courses.

We have incrementally restructured TLR's when people left.

#### Plans to further reduce our deficit

1. Following a review of our curriculum provision we will move to an average group size in the Sixth Form of 12 / 14 and 23 for a split class. 15 at GCSE and 28 for a split class.
2. We will be reviewing/implementing a TLR restructure to ensure it represents current loadings and courses running.
3. There will be a reduction in fixed costs following a full review - estimated savings £2.5k.
4. There will be a rationalisation of Revision classes and numbers attending (12 pupils minimum per class).
5. PiXL Conferences – we will be reviewing attendance and operating on a proportionate to need basis.
6. We will be reducing the spend on Yr 11 and Yr 13 Leaver days. Still having BBQ and Assemblies but reduce the expenditure on Bouncy castle etc.
7. We will purchase artificial flowers for Open Evenings instead of fresh.
8. We will be introducing over time parental contributions towards Work Experience (Pupil Premium students will be funded).
9. There will be a reduction of Clerking at Governor meetings and refreshments.
10. The website and Parent Mail will be used as the only source of communication with parents unless absolutely essential.
11. There will be a removal of a number of subscriptions.
12. We plan to reduce out of school activities – one trip per department per year unless it is exam based – to reduce supply costs.
13. We are reducing the amount of groups in English, Maths and Science.  
Currently 9 at KS 4 and 8 groups at KS 3. We will be reducing groups to 8 at KS 3 and KS 4 for Maths and English and 7 in Science at KS 3 and 4.
14. We have the go ahead to increase our intake from 189 to 249 - generating additional income and greater numbers in the Sixth Form.  
We have rationalised our Curriculum at A level. We are not offering the following in September 2017 –

Computer Science	4 hours AS (5 at A2)
English Language	4 hours AS (5 at A2)
Travel and Tourism	4 hours AS (5 at A2)
Film Studies	4 hours AS (5 at A2)
BTEC Sport	8 hours AS (10 hours A2)

CACHE will be taught in combined groups and removed at KS 4.

15. We are reducing the number of students who will be attending Alternative Education Provision and running a bespoke course at West Hatch.
16. We are not having Planners in the future due to the effectiveness of Show my Homework.
17. We are not renewing our VIVO Rewards Licence and are generating a new in-house system in its place.

Our thanks to the small group of Governors from the Finance and Planning Committee who have been working very closely with us during the past six months. Their support and ideas have been invaluable.

It was with profound regret that the restructuring had to be implemented. With these measures in place we expect to be able to reduce our budget deficit to a point which is sustainable and then with increased pupil numbers begin to grow again.

Letters have been written on behalf of all the secondary schools by ASHE the Association of Secondary Heads in Essex to the DfE and a number of other important and influential agencies.

In addition, we have also written to our local MP. As Governors are hopefully aware the deep concern regarding school budgets is gaining momentum. The new funding formula is not the answer – there needs to be more money assigned to schools. Current figures confirm that in real terms all schools have experienced an 8% deficit which is predicted to rise to 12% by 2020 if the present regime continues.

## **5. Leadership Development**

A Leadership Audit has been completed by a number of staff as part of their PMR process. The feedback has been collated and staff have been met with and support has been offered in relation to the areas they identified for development.

Sian McVittie is heavily involved in leading the delivery of the WETSA Middle Leadership training to a number of staff at other schools. The course she runs will also be available for a number of our middle leaders too.

## **6. School to School Support**

Anthony Sinfield works very closely supporting Valentine's School in Redbridge and I do likewise with a school in Essex – Billericay.

Our Head of Resistant Materials is working with Epping St John's.

Sian McVittie is also working with Mark Hall in Harlow.

Our Psychology Department are supporting the Psychology Department in Billericay and soon the Head of Art at West Hatch is working with the Head of Art at that school too. They, in return, are assisting us with our delivery of Sociology.

A number of staff at West Hatch have development posts, a number of these are unpaid.

Staff are very keen to be involved as they afford them opportunities to work with different sets of people/teams developing their skill set and confidence which makes them highly attractive when they come to apply for jobs/or the next stage in their school career, for a number this helps their advancement at West Hatch.

Thirty three Headteachers in Essex have received HMI (Her Majesty's Inspectors) training in carrying out focused reviews in other institutions. We have been put into Triads and will work closely together conducting reviews in each other's schools. We are partnered this year with Brentwood County High and the Joyce Franklin School, formerly Newport Free Grammar School.

Last year we worked very closely with the Gilberd and Stewards Schools focusing on KS3 and the degree of stretch and challenge pupils were receiving. The very favourable written report on West Hatch was shared with Governors at a previous meeting.

This year we are working closely with the Modern Foreign Languages team at the Joyce Franklin School who will be conducting a review of our MFL department with the aim of helping them determine short, mid and long term targets for the future.

Simon Langton (Assistant Head) and I will be conducting a review of the Joyce Franklin school focusing on how effective they are in securing a strong Progress 8 score. Our investigation will involve us meeting and discussing with subject leaders and senior staff, students and observing a number of lessons. As with any work we conduct in other schools we gain much that we too can bring back to West Hatch, greatly enhancing our work as a consequence. We view it as a privilege to work with other schools in this way. Not only do very positive links result, but departmental support and follow up visits ensure we continue to develop as an outward facing school.

## **7. Teaching and Learning**

The second Quality Assurance day has taken place which focused on the areas that were concerns following our last day of observations. These were:

- intervening quickly to help those who fall behind
- the use of AFL to effectively check understanding
- closing the loop through marking and feedback
- challenge in lessons
- differentiation; and
- retention of knowledge

Dan has set up a new sharing good practice website which is updated every two weeks. By the beginning of February it had had 120 views since December.

## **8. Lead Practitioners**

We have three Lead Practitioners who are carrying out excellent work supporting individual teachers and departments. They delivered a series of excellent sessions for teaching staff with very good feedback received.

## **9. Student Council**

The Student Council is being reconstituted under the excellent leadership of Mr Bell, our Head of Drama. He is visiting Brentwood County High School where an excellent student parliament is flourishing.

## **10. Continuing Professional Development**

We had a great training day delivered by an external provider, Jim Smith, who gave lots of good practical strategies to really engage pupils in their learning. We are seeing much evidence as we observe colleagues.

I have seen all our new staff teach. We have many strong new recruits who are developing excellent relationships with their students and are delivering high quality learning experiences.

## **11. Pupil Premium Provision and Support**

Following on from our report commissioned by the National College a number of further strategies have been put in place.

All Pupil Premium students have been assigned a mentor who meets with them identifying specifically any barriers that are preventing them from achieving.

The full range of provision and support has now been mapped as part of our Making Pupil Premium Personal approach.

Senior staff are now meeting regularly with key Pupil Premium students who continue to be a concern in terms of their level of underperformance. Contact will again be made with their parents and key strategies and interventions will be put in place to support them in their final run up to their public exams.

## **12. School Expansion**

Plans are well underway for the planned expansion programme. We have had numerous companies visit the school as part of the tendering process.

The tender period finished on 6<sup>th</sup> February 2017.

Recommendation of the preferred contractor will take place on 17<sup>th</sup> February 2017.

Appointment will be made on 20<sup>th</sup> February 2017.

An initial meeting with Essex County Council will take place week commencing 20<sup>th</sup> February 2017.

Likewise an initial meeting with the school week commencing 27<sup>th</sup> February 2017.

The initial design period will take place from March to May with a full public consultation week commencing 15<sup>th</sup> May 2017.

We are delighted to finally have secured the funding to build the Sports Centre and a classroom block that will be attached to the existing English block. The number of pupils are in the system and will help our budget situation and feed over time into our Sixth Form.

### **13. Multi Academy Trusts**

Much work is underway, led by Justin, on researching into the benefits and potential disadvantages of West Hatch forming a MAT.

As always, in the past when we became a GM Grant Maintained school, pursued Foundation status and became our own Admissions authority, or when we were an early convertor in becoming an Academy, we have always been proactive in securing the best interests for the school.

Our thanks to Dan, Sheila and John who are part of the group exploring this as an option for the school. We will be having a presentation at the Full Governors meeting sharing our deliberations and findings to date. Research so far has involved Dan and Justin attending a conference, John and myself attending a session led by a Head in Essex who had set up a MAT, a visit by myself to a school in Essex who were in the final throws of setting up a MAT. Two meetings involving Justin and Dan in meeting CEO's of two very successful MATS – lots of related reading, preliminary exploratory meetings with another secondary school who is at the same stage as us and a meeting again involving the above school and their Vice Chair of Governors. A further meeting is taking place on Monday 27<sup>th</sup> February with Tim Coulson's deputy who is the regional commissioner responsible for the setting up and establishment of MATs in the South East.

We feel very strongly if this is an avenue that we are to take as a school then we would far rather it be on our terms and with schools we choose to work with rather than being forced to join a MAT some years down the line.

### **14. Update re Strategies in Place to Support Year 11 in the Final Lead up to their Public Exams**

Following the PPE's before Christmas there was a results day and a Parents Evening to follow that to ensure continuity of communication. So in the coming months:

#### **January/February**

Students and parents have responded to parents evening comments made by teachers by catching up/revising/responding to specific areas of concern with a plan.

- Students have been putting together a weekly revision plan with about 15 to 20 hours revision per week (a parent mail explained to parents how they could support their child with this recently). Form Tutors are supporting them.



- On the week of February 20<sup>th</sup> (straight after half term) students will be formally assessed in English, Maths and Science along with any other subject areas that departments choose to. Therefore, the revision timetable should focus on their core subjects and Science this time, particularly in the half term holiday where they should plan 40 hours revision.
- ALL students have been given their passwords for the PIXL maths APP. It is a really powerful revision tool which they need to use extensively. Analysis from the organisation that made it shows that there is a very strong correlation between level of use and student outcomes.
- Core exams make up 50% or 60% of the final grades so they are focussing on these three subjects trying to leap at least one grade forward from their grade in December. They have had really detailed feedback from each department following their pre public exams before Christmas and should be using this to plan what to revise.
- They know that revision hour should consist of 45 mins learning and 15 mins reciting it to A N Other or taking a mini test. After every 4 hours revision in a subject, they are encouraged to sit an online test or past paper under timed conditions at home to see if they are improving.
- Revision sessions which are offered by departments will either be compulsory or optional. If a student is told it is compulsory to attend then they must attend. If they fail to attend compulsory sessions on 5 occasions, they have been informed that they are not allowed to attend the “leavers” day. If that extends to 7 occasions then they are also prevented from going to the school Prom. This is an important message and incentive to students that they can’t “play now and play later”, they must work hard now to earn the right to play later.
- In school, we will also conduct various meetings, intervention and mentoring sessions based on need as we progress through the term.

### **MARCH/APRIL/MAY**

- After the second round of exams, students will be widening their revision outwards to all subjects using the same model of 20 hours revision during a term week and 40 hours in each week of the Easter holidays.
- Before the Easter holidays, year 11 students will be taken off timetable for the equivalent of 8 hours. They will spend two hours with each of their option subject teachers and will be going through preparations, skills and materials that departments will be providing to allow each student to maximise their opportunities when revising in the Easter Holidays.
- There will be revision sessions held by departments during the Easter holiday to support students. However, the emphasis this year is much more focussed on supporting students before they revise so that they can do this more effectively themselves.

- Either in school or during the Easter holidays, where it has impact, departments will be using “walking, talking, mock exams” to support students readiness for the real thing. These are slow deliberate walkthroughs of an exam paper so that a student knows exactly what to expect.
- As another incentive, we only award study leave to students who are working to their potential. If, at this stage, a student is still not working hard, we will deny them study leave and will they will work in a classroom provided for them until we feel they can revise without this structure.

### **15. Safeguarding**

All staff have clearance and there is no one working under a risk assessment. Dave Morgan has attended radicalisation and extremism training and has run assemblies for the whole school and training for the whole staff. We have purchased software that allows us to identify potential radical communication on line. We have an external company who has delivered a presentation to all Year groups and after school to all staff on Radicalisation.

Just before Christmas we had the father of a soldier recently beheaded by ISIS who spoke to the upper school in a very moving session. Students gained much from this.

### **16. Racist Incidents**

There has been 3 racist incident since the last Governing Body meeting. Where they occur we continue to treat these very seriously with those responsible being dealt with accordingly. We always involve parents.

### **17. Bullying Incidents**

There has been 4 bullying incidents since the last Governors meeting. As with the above any instances are dealt with very seriously. We work with both the bully and the bullied using Restorative Justice wherever we can. We constantly urge other pupils to be champions for anyone who may be being bullied, to bring it to our attention so that it can be dealt with. Our online recording of such incidents creates an alert at weekly fortnightly, monthly, 3 monthly and 6 monthly intervals so that key staff involved know to revisit those students who have been bullied to check all is well and that the bullying behaviour has stopped.

### **18. Behaviour Management Issues**

Our Behaviour System is serving us well. Student behaviour in class is monitored very closely with a range of consequences implemented where necessary.

Likewise, if a student is boisterous, on their phone or with headphones on, using inappropriate language, eating outside the designated areas or wearing their uniform incorrectly they will receive a referral slip.

If they accrue three they are sent for by their Head of House. This is having a positive impact on students taking increased responsibility for their behaviour around the school.

The Student Behaviour Panels continue to operate and have an impact – each House has one. Students have to sit before a panel of students and are called to account for their behaviour and the negative impact it is having on the learning of others.

Punctuality to class is good aided by early warning bells which give pupils 5 minutes to get off to class and clear the corridors.

The move to the longer lunchbreak – 30 to 40 minutes has largely settled down with designated ball play areas. Increased numbers of staff are now on duty in key areas of the school. They all wear high visibility jackets which students say they like.

### **19. Child Protection and Looked After Children**

We continue to have two students on the Looked After Register who are making good progress. They are carefully monitored and supported by Mrs Hall who is our Home School Liaison Officer. She is very proactive involving outside agencies wherever appropriate.

### **20. OFSTED Preparation**

Dan has now completed his OFSTED training and has carried out a number of inspections at other schools which are proving invaluable in helping us be fully prepared, covering all the bases.

Governors – those who lead on the various committees are asked to ensure you have to hand the packs recently prepared with the range of questions we anticipate might be asked.

We are aware that currently OFSTED are catching up on a number of primary inspections that were overdue. We are aware our visit is imminent given our three years were up last September.

Our key areas from our last OFSTED Inspection were as follows with a short summary of the impact of actions that have been taken.

#### Information on the Achievement and Progress of Learners

<b>Area</b>	<b>Action</b>
1. Moving teaching from Good to Outstanding.	Rigorous monitoring of teaching. Immediate re-observation if a member of staff presents a concern. Support programme in place for colleagues if rapid improvement is not evident.

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<b>Area</b>	<b>Action</b>
2. Ensuring all lessons have sufficient pace and challenge.	This has been a key area of focus. High expectations are set re levels of planning to ensure all learners are stretched and the pace is swift. Regular feedback challenges learners to improve their work and accelerate their progress.
3. Involve teaching assistants in the planning of work of students receiving their support so that they are very clear about what the students needs to do to improve.	Teaching Assistants have become subject champions working closely with one or two key departments. They have gained significant familiarity and understanding of schemes of learning so they are well placed to know what students need to do to improve.
4. Address the inconsistencies of progress in the Sixth Form by monitoring and tracking closely students progress so that interventions can be put in place more quickly to support students who are at risk of underperforming.	Much good work is underway here. Effective use of data leads to regular impact meetings with departments where key students are identified as underperforming. Highly focused diagnosis of areas of need are established, targeted intervention is put in place with rigorous testing to ensure skills and knowledge weakness and gaps are filled and addressed.
5. Ensure students are setting for themselves and each other, targets that are specific in relation to the knowledge and skills needed for the topic being taught. Staff need to monitor these.	Subject PLCs (Personal Learning Checklists) are used across subjects, so that following assessments very specific areas of need are highlighted and addressed. Regular assessments confirm the gaps have been addressed. Targets set relate very closely to these PLCs.
6. Create more opportunities for students to take the lead and initiative and make choices in their learning.	Considerable training has taken place led by external providers and our in house Lead Practitioner team. A whole range of strategies have been demonstrated to encourage students to take the lead and initiative leading to greater independence in their learning.
7. Ensure that Pupil Premium students are making the same rates of progress as their classmates in English and Maths.	A whole school approach "Making Pupil Premium Personal" has raised staffs' awareness re their needs. All planning gives high priority to the progress they are making. All disadvantaged pupils have a mentor who meets with them during the year identifying where support and intervention can be put in place to further support their progress.

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Current Areas of Focus as Detailed in our SEF

Area	Action							
1. Subject areas of concern Business, Media, Textiles, Core Science, English Lit.	All improved significantly due to much greater focus on individual pupils. Targeted intervention was put in place – departmental targets, greater rigour re testing and subsequent analysis of individual groups and class weaknesses addressed.							
2. Ongoing concern, MFL, Geography, ICT.		August 2016 A*-C	August 2016 Progress 3+ 4+	August 2016 P8		Nov 2016 A*-C	Nov 2016 Progress	Nov 2016 P8
	French	70%	48/15	-0.65		88%	67/20	-0.70
	Geography	42%	35/12	-0.79		87%	85/45	+0.04
	Computing	54%	54/15	-0.42		46%	32/4	-1.51
	Business	70%	62/24	-0.86		72%	75/18	-0.55
	Economics	87%	75/39	-0.57		92%	78/32	-0.49
Concerns still in Computing	A clear action plan in place and monitored regularly. Accuracy of predictions are being addressed with a number of departments linking with colleagues in other schools to cross moderate. Impact meetings are taking place with these departments and key marginal students are being identified with interventions put in place.							
3. SEND Progress – in particular those receiving SEND support.				P8 August 2016			P8 Nov 2016	
	SEN with statement or EHCP			-0.87 (5)			-0.92 (6)	
	SEN support			-0.43 (12)			-0.71 (7)	
	Lower ability boys			-0.85 (13)			+0.13 (33)	
	Middle attaining disadvantaged			-0.39 (27)			-1.35 (14)	
	A new SEND action plan is now in place. Individualised programmes in Year 10 have been created. A big focus has been given on quality teaching and specific interventions are put in place for those students withdrawn.							
	<b>Issue</b>	<b>Action</b>						
	Students have poor literacy skills and low reading ages which restricts their access across the curriculum.	<ul style="list-style-type: none"> <li>• Identification process.</li> <li>• Morning phonics programme.</li> <li>• New LSA role means they will be supporting reading at break and lunch.</li> <li>• Reading intervention (groups and 1:1).</li> <li>• Literacy coordinator takes a lead on developing literacy skills.</li> <li>• Reading journals for parents to be involved with. AC to take Lead</li> <li>• Small bottom set English class.</li> </ul>						

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Area	Action
	<p>Students' progress in maths is below the national average.</p> <ul style="list-style-type: none"> <li>• Small bottom set maths class.</li> <li>• Identification process.</li> <li>• Maths department to take a lead on intervention.</li> <li>• PLTS used for targeted intervention by SEN team.</li> <li>• SEN target on PMR (teaching standards cover this but make it clearer)</li> <li>• Maths RAP meeting after progress checks</li> <li>• SENCo to meet with teachers of underperforming SEN students, discuss pupil's progress and interventions in place in the classroom.</li> </ul>
	<p>Teachers are not made fully accountable for SEN students.</p> <ul style="list-style-type: none"> <li>• SEN data target to be applied to all teaching staffs PMR.</li> <li>• Teacher to identify SEN students below target and to put in place intervention.</li> <li>• Through SENCo monitoring teachers directed to attend specific SEN training to improve their practice and ensure quality first teaching.</li> <li>• SENCo will training teaching staff on affective deployment of LSA's within the classroom, making expectation explicit.</li> </ul> <p>A number of students are removed from subjects, because they have a negative effect on subjects/ teachers data.</p> <ul style="list-style-type: none"> <li>• No SEN pupil removed from subjects without SENCo's approval</li> <li>• When teachers request for a student to be removed from their subject SENCO to carry out observations of students.</li> <li>• SENCO to give advice to teacher or put in support to help student to remain in lesson.</li> <li>• Student are not allowed to be removed from subjects before a meeting with the SENCO/ AHT</li> </ul>
	<p>Interventions are not aimed at SEN students. SEN resources are often used for subject interventions not necessarily SEN students.</p> <ul style="list-style-type: none"> <li>• SEN students to be identified when below target. <i>How? Who? Which?</i></li> <li>• SEN team to put in place targeted intervention. <i>What? When? Tracking? How are you identifying issues?</i></li> </ul>
	<p>SEN students attendance is lower than whole school average.</p> <ul style="list-style-type: none"> <li>• Intervention Centre staff to contact SEN students whose attendance is below 95% brainstorm solutions.</li> <li>• Students below 95% will have a meeting with SENCo/Deputy SENCo to find out any issues/</li> <li>• SAW meetings</li> <li>• When attendance falls below 90% parents will need to meet with SENCO and attendance officer.</li> <li>• When attendance falls below 85% parents will need to meet with SENCO and attendance officer from this meeting we will find a bespoke solution which may be time in the intervention centre.</li> </ul>

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Area	Action	
	<p>Provision for students is not always suitable, students entered for exams that are not appropriate.</p> <p>Differentiated support for learning does not take place in every lesson (inconsistent) incl. homework.</p>	<ul style="list-style-type: none"> <li>• Early Careers Support, GT to be involved in SSP update after progress check 2.</li> <li>• SENCO/ Associate Head/ Key stage 4 coordinator meet to discuss students options.</li> <li>• SENCO to meet with parents of Year 8 and 9 students to discuss GCSE options following progress check 2.</li> <li>• SENCO to look for appropriate provision for students who are unable to cope with a wide curriculum.</li> <li>• Certain pupils who require additional support adapt current curriculum to best meet students needs.</li> <li>• Expectation placed on teachers to differentiate how they support and get the best out of the students within their class.</li> <li>• Regular training to be put in place for teachers, specific training run through schools CPD programme. Plus monthly optional seminars which focus on quality first teaching of key areas of SEN.</li> <li>• SENCO to update the schools teaching website, with focused good practice after each seminar.</li> <li>• SENCO to carry out observations of SEN students during lessons to see if resources/work/homework is of an appropriate level.</li> <li>• SENCO to carry out work scrutiny once a term.</li> </ul>
	Quality and use of LSAs.	<ul style="list-style-type: none"> <li>• LSAs to be provided with more training and focused CPD days.</li> <li>• Appointment of new LSA team will ensure staff have the appropriate skills and qualifications to support students needs.</li> <li>• Monitoring processes to be put in place that regular assess the quality of provision that is being provided.</li> <li>• Monitoring to include, regular feedback from, teachers, pupils and parents.</li> <li>• PMR to be used affectively to challenge under performance.</li> <li>• Regular learning walks and lesson observations by SEN team.</li> <li>• Work scrutiny once a term</li> </ul>
	Sen students often struggle with social situations which have a negative impact in class rooms, especially in group tasks.	<ul style="list-style-type: none"> <li>• Students to be identified as needing social skills, via pastoral team or outcomes on EHCP. Specific areas to be identified as part of the referral process.</li> <li>• Students to be given social skills sessions, to be lead by trained members of staff using recognised materials.</li> <li>• Outside agencies brought in to help students with social issues where appropriate.</li> <li>• LSAs and SEN team to be given training on how to integrate students with social skills in to mainstream lessons.</li> <li>• Where social interaction is related to an issue of the students complex needs, teachers will be provided with training through the monthly seminars.</li> <li>• Where individual students are identified as having specific issues in class, a bespoke programme of support will be put in place, which may involve teachers being provided with detailed information/resources on how to best deal with the situation or alternative classes investigated.</li> </ul>

**HEADTEACHER'S REPORT  
TO THE GOVERNING BODY  
MARCH 2017**

Area	Action			
	Expectations of SEN students are lower than 'mainstream' students. Students are then allowed to coast, not always pushed to their potential.	<ul style="list-style-type: none"> <li>• Ensure students targets are in line with their peers who enter the school with a similar starting point.</li> <li>• Keyworker to oversee progress and to inform teachers of students levels if falling below expectations.</li> <li>• SENCO to meet with student/ student parent if concerns are raised regarding attainment.</li> <li>• Assess, plan, do review using iceberg method to be carried out with classroom teacher and student if students are below target.</li> <li>• <b>Link expectations to intervention and tracking see red points above!</b></li> </ul>		
	Teachers lack of understanding of a students particular need, staff do not always read or show awareness of SEN documentation e.g ssp's, staff do not always read the bulletin.	<ul style="list-style-type: none"> <li>• SENCO to highlight one pupil in briefing to remind staff of how to meet their needs.</li> <li>• SSPS to be made more teacher friendly. One plan document provide details strengths and needs and specific strategies to use in lessons.</li> <li>• Each students plan to be provide to specific teachers pigeon wholes following SSP review.</li> <li>• SSPs to be placed on sims to make them more accessible for teachers.</li> <li>• Teachers to be reminded of teaching standards with regards to SEN students.</li> </ul>		
	Interventions and support by SEN team is currently focused on English and Maths.	<ul style="list-style-type: none"> <li>• SEN students to be identified if below target, SENCO to speak to departments/ teacher to find out what intervention they are putting in place.</li> <li>• Where interventions are not having impact, SENCO to meet with departments and put in place an action plan, to feed into SSP.</li> </ul>		
	Lack of parental involvement or support	<ul style="list-style-type: none"> <li>• Aspirations days for SEN students.</li> <li>• <b>Anything that involved parents above needs to be placed here.</b></li> <li>• <b>Look at CJ document on parental involvement.</b></li> </ul>		
	Wrong pupils on register	<ul style="list-style-type: none"> <li>• Complete 6 monthly reviews of SEN register to ensure the correct students are on the register.</li> <li>• Students who enter the school at any point to be reviewed after 6 weeks to ensure they are correctly identified and given correct support.</li> </ul>		
	4. Increase the percentage of students achieving A and A* grades at GCSE.	Year 11 A*/A	311 (18.8%)	
	The focus in latest round of observations has been on stretch and challenge. Our top students have a number of bespoke extra curricular opportunities i.e. robotics challenge/ STEM competitions via our Westminster University connection. We have an excellent Aspirations programme operating now across Years 7-13.			
5. Low ability boys progress.		P8 August 2016		P8 Nov 2016
	Lower ability boys	-0.85 (13)		+0.13 (33)
	Middle attaining disadvantaged	-0.39 (27)		-1.35 (14)
	RAP meetings (weekly) focus on pupils at all levels including key low ability boys – support is put in place in particular in Maths, English and Science at subject level or in the Intervention Centre. The curriculum has been adapted to make sure the Ebacc open offer ensures they are in line with national averages.			



**HEADTEACHER'S REPORT  
TO THE GOVERNING BODY  
MARCH 2017**

Area	Action									
	<p>Lower down the school we have set highly aspirational targets and created sophisticated spreadsheets to plot the distance they are from their targets so we intervene effectively.</p> <p>Big input for Years 7, 8 and 9 in how to be successful at KS4. Careers education and advice targeting key low ability boys to ensure they are making the right option choices.</p>									
6. Low priority attaining pupils are at least in line with national figures for exam entry.	<p>A number of pupils in this category hit both low ability and SEN triggers. Please see the range of strategies being put in place in particular the process for allowing some students to come out of a subject they may be struggling in.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">West Hatch</th> <th style="text-align: center;">National</th> </tr> </thead> <tbody> <tr> <td>Average number of GCSE &amp; equivalent entries per pupil with low prior attainment</td> <td style="text-align: center;">6.7</td> <td style="text-align: center;">7.6</td> </tr> <tr> <td>Average number of GCSE entries per pupil with low prior attainment</td> <td style="text-align: center;">6.6</td> <td style="text-align: center;">4.4</td> </tr> </tbody> </table>		West Hatch	National	Average number of GCSE & equivalent entries per pupil with low prior attainment	6.7	7.6	Average number of GCSE entries per pupil with low prior attainment	6.6	4.4
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7. Middle prior attaining disadvantaged pupils achieve in line with their peers nationally.	<p>A new approach has been adopted this year under the banner "Making Pupil Premium Personal". All students in this bracket have a mentor who meets with them identifying barriers to their learning together with opportunities the school can give them to enrich their school experience and increase their motivation.</p> <p>In particular the middle prior attaining disadvantaged pupils are paired up with strong staff/role models and carefully mentored to ensure they are on track. An early Progress Check 3 for Year 11 will enable us to measure progress. Subject staff are involved in responding to the outcomes of mentoring sessions in terms of very specific subject interventions that will fill their knowledge and skill gaps.</p>									
8. BTEC, ICT, Music, Science, GCSE Computing, Geography, MFL, Economics, Business and Drama need improvement	<p>These option subjects are being targeted just prior to Easter giving each option extended time to really set pupils up for their Easter revision. The same has occurred for the core subjects. Additional PPE (pre public exams) are being scheduled for straight after half term so that students can manage their time and their revision.</p>									
9. Literacy across school	<p>We have 2 new co-ordinators – literacy is a major focus for the school this year. A big thrust is on Year 7 and 8 encouraging strongly the less able to be interested in reading. Robust programmes are in place – Read, Write, Ink provision delivered by the SEN Team.</p>									

Area	Action
	<p>All departments now have a literacy lead. After half term more CPD training will be delivered. The co-ordinators are supporting departments and assisting with programmes of study that incorporate literacy.</p> <p>Key exam questions are being broken down. The Accelerated Reader Programme is demonstrating that good progress being made.</p> <p>The DEAR Drop Everything and Read programme is shortly to be reintroduced. Raising the profile of reading is key.</p>
10. Sixth Form	Much improved results in the summer 58% A*-A and 86% A*-C demonstrate success. The ALPS (2) at AS and (4) at A2 are being chased again this year with much intervention, support and monitoring in place.
11. English and Maths Resits Results	<p>34% of students who resat secured a C in maths 56% achieved a D More resits are being worked upon for the summer</p> <p>75% of students who resat in English secured A-C 37% achieve a B and 25% a D</p>

## 21. Monitoring and Review

- i. We have a clear cycle that all Heads of Department follow covering: teacher observations, homework and marking trawls, Pupil Progress data and Behaviour Management. Each teacher is graded and support put in place if it is needed.
- ii. All Heads of Department meet with myself and Simon Langton to review their exam performance.
- iii. Quality Assurance days run termly whereby over the year all staff will be observed teaching by SLT.
- iv. Heads of Department conduct regular pupil surveys to draw on their feedback.
- v. Weekly Learning Walks take place by SLT members across the school.
- vi. All Department Heads have fortnightly meetings with their Link SLT member and follow a clearly laid out agenda which ensures key monitoring points are in place and consistently reviewed.
- vii. A Pupil Premium Work Scrutiny has also been conducted.
- viii. We plan to introduce Department Reviews where we have concerns and attempt to ensure the appropriate support is in place. These will be proportionate to need.

## 22. Performance Management Update

Staff have to have had successful Performance Reviews to now progress up the main spine. As always, this has been the case for progression onto the threshold and Upper Pay Spine 2 and 3.

For this last round 90% of staff were successful progressing up the main spine and 62% out of those who applied were successful in securing progression up to threshold and Upper Pay Spine 2 and 3.

### **23. PiXL and PiXL 6**

Governors may be aware that we are members of the PiXL organisation that works with over 1,700 schools across the country.

Apart from key meetings that take place throughout the year which Dina Sterlini, Anthony Sinfield and I attend, there have also been a number of subject conferences that increasing numbers of our staff have and are able to take advantage of. These have proved very beneficial in most cases.

### **24. SEF School Evaluation Form**

This has been updated by Dan and will be available at the main meeting. This details our progress in relation to key areas we are working on, our strengths, together with areas in need of further development. .

### **25. Forthcoming Events**

Governors are warmly invited to a special evening directly following the Governors meeting on 23<sup>rd</sup> March. This is to hear students in Year 8 present their research findings, advocating for their chosen charities as part of the national 'First Give Project'. The students will have the opportunity to compete for £1,500 of grant money available to be spent on charities of their choice. A panel of judges and invited guests will hear the speeches and students will be marked on their knowledge, creativity and delivery. The charities adopted so far include Haven House, St Clare's Hospice, Barnardo's, Guide Dogs for the Blind, GOSH, McMillan, Cancer Research, Salvation Army, Reaching Out East and Animals SOS. It will mean a lot for the students and staff involved if Governors can attend.

Please can you let me know if this is possible.

In addition, we have the Dance Show coming up. Governors are invited to attend on Wednesday 29<sup>th</sup> March. We can reserve seats for you at the front. Debra/Susan will be in touch nearer the time to organise tickets.

### **26. Trips and Events**

Since the last Governing Body meeting staff have kindly organised the following:

- 3 November    Year 10 Drop Down Day (PSEC)  
                    Year 12 Sweeny Todd Drama Trip, Colchester
  
- 4 November    Year 10 and 11 RS Trip to Bloomsbury Baptist Church
  
- 14 November   Year 10 and 12 Art Trip to Tate Modern

16 November	Year 10 and 12 "Prevent" Talk
17 November	Year 9 Motivational Conference, Marriott Hotel
18 November	Year 7 Aspirations Day Year 9 Roadster Event
21 November	Year 13 Sociology Conference, Imperial College Year 11 English performance of 'A Christmas Carol' Year 10 Drama Trip – Blood Brothers
22 November	Year 12 Psychology Conference, Logan Hall, UCL
29 November	Year 10 French Drop Down Day
30 November	Year 12 Geography Field Trip Woodford Bridge and Bethnal Green
1 December	Great West Hatch Bake Off
2 December	Year 13 A2 Film – BFI Trip
7 December	Year 13 Psychology Trip, Bethlem Museum of the Mind
9 December	Year 12 Skills Trip
12 December	Year 7 Christmas Carol Service
14 December	Music Show
30 January	Year 12 Trip to Law Courts
2/3 February	Year 12 and 13 CACHE Trip Nursery World Show
6 February	Year 7-10 Pathway Trip, Westminster University
9 February	Year 11 Road Safety Event Year 10 Pathway Trip
12 February	Year 12 and 13 Science Trip to Switzerland
2 March	Year 8 and 9 Transition Day
6-8 March	Year 12 Geography Trip to Slapton, Devon
9 March	Year 8 and 9 Options Evening

## **27. Sports Update**

Year 7 and 8 netball teams are unbeaten in the District League (Year 8's continue to be unbeaten since last year).

Year 7 Netball Team are in the quarter finals of the Essex Cup

U14's Netball Team are in the semi finals of the Essex Cup

Sixth Form Netball Team are in the semi finals of the Essex Cup

U14 Rugby Team in semi finals of the Essex Cup

Year 8 Football team got beaten in the quarter finals of the Essex Cup

A special thank you to those Governors who have been on the working groups assisting with the recruitment of the new Head, investigating MATs (Multi Academy Trusts) and working closely with us to address the funding and budget issues we have faced. You have all been extremely generous with your time and very helpful,

Our thanks also to all those of you who have made visits recently and for those Governors who very willingly give of their time and sit on the Governors Disciplinary Panels which are very effective.

Also to those of you who work hard on a number of our subsidiary committees i.e. Admissions, Health & Safety, Finance & Premises and the Strategic Board.

Finally a special thank you to John who gives immense amounts of his time and is a great source of support to me and the wider team.

We have very much enjoyed working with you all and feel very privileged to have such a capable, dedicated and committed board of Governors.



Frances Howarth  
Headteacher