

**HEADTEACHER'S REPORT TO THE GOVERNING BODY OF
WEST HATCH HIGH SCHOOL
FOR THEIR MEETING ON THURSDAY 9TH JUNE 2016**

1. Admissions

- a) The SLASC (School Census) return for May was:

	Boys	Girls	Summer 2016	Summer 2015
Year 7	104	84	188	188
Year 8	84	102	186	190
Year 9	102	85	187	187
Year 10	104	86	190	187
Year 11	91	91	182	187
Sub TOTAL	485	448	933	939
Year 12	60	57	117	162
Year 13	67	71	138	128
OTHER	n.a.*	n.a.*	-	18
Sub TOTAL	127	128	255	308
TOTAL	612	576	1,188	1,247

* All students now in National Curriculum Year (not broken down by age any longer).

- b) The anticipated size of the new intake in Year 7 is 189. This year we operated our new admissions criteria incorporating a new Priority Admission Area. We anticipated some challenge in relation to the changes but have not had any which was pleasing. The change did have some impact upon the numbers applying as some families realised their reduced chances of admission. We anticipate as increased numbers creep through the system at primary level that more will apply from Essex, re-adjusting our spread from the two Local Authorities over time.

Siblings (including statements)	53
Staff child	1
Special circumstances	1
Within PAA distanced reached	2.44
Distance reached outside PAA	1.708
Statements (outside of PAA)	1
Statements in total	3 inc 1 sibling
Appeals – May 2016	4
Looked after Children	0
Previously LAC	0

c) Sixth Form Applications

We have received a total of 425 Sixth Form applications for September. Sixth Form recruitment continues to be a high priority for us. Significant efforts have been made to continue to improve our exam results as a good marketing strategy. The introduction of our Specialist Pathways and Honours Programme form an attractive package alongside the many leadership, work placement and enrichment activities that we hope give our students the 'edge' when they come to apply for Apprenticeships, employment and university places.

For a third year running we are organising for all Year 10 students to 'Be a Sixth Former for the Day' whereby they will be able to sample both A Level and vocational courses, find out about the above programmes and opportunities and start to visualise themselves as Sixth Formers at West Hatch. Many students respond very positively to this experience and enjoy the increase in privileges that go with it, if only for the day.

A promotional film featuring the Sixth Form will also be provided and available on our Sixth Form website.

An evening for external and internal Year 11 applicants will be run that will highlight the support and opportunities available for those who want to apply for the top universities and also those interested in L3 and L4 apprenticeships schemes. This is an increasing area of interest for our students with increased numbers of high profile companies now offering these.

We are currently reviewing on Social Media/Twitter communications in terms of how we will manage this platform in targeting potential recruits to the Sixth Form.

This year the Head Boy and Girl had an increased profile across the school. They ran assemblies and a series of consultations with students. In the recent Head Boy and Girl elections the whole school voted following applicants presenting their manifestos to all the assemblies across the week.

All Heads of Departments are aware of the vital role they play in targeting and encouraging the students in their subjects to apply.

We have organised a whole range of e-messages to now go out to all those who have applied to the Sixth Form informing and updating them on the successes and achievements of our current students and wishing them good luck in their exams. These e-messages give them a flavour of the opportunities that are available to them when they join the Sixth Form.

d) Latest figures from SLASC (May 2016)

	2016	2015	2014	2013	2012
Number of free school meals (claimed on day of count)	58 87 eligible	70 100 eligible	70 109 eligible	101 124 eligible	117 132 eligible
% of free school meals compulsory school age only 7-11	7.93%	10.65%	11.58%	13.13%	14.0%
Number of whom English is an additional language	115	128	127	131	145
Number with statement of SEN	19	24	29	35	35
Number on SEN stages	73	75	129	206	243
Number of full time teachers	71	74	69	74	71
Number of part time teachers	30	23	20	19	28
Full time equivalent	85.6	86.6	86.6	82	86
Number of non-teaching staff posts	83	82	85	89	94

3. Pupil Attendance

We continue to place high importance on high attendance. It is currently 94.91%. Our whole school target for 2015-2016 is 95%.

We continue to make our attendance expectations known with penalty notices served on families for non attendance by Essex and Redbridge Local Education Authorities.

A full breakdown of all the strategies deployed to try and encourage full attendance will be referred to under the OFSTED preparation agenda item.

4. Staff and Staffing Matters

Recruitment is going well. We have two staff leaving in English, Katy Smith and Nicola Kober, both in pursuit of more money to help with the application for mortgages. A temporary Canadian teacher is also returning back home. Our two new members of the department are Jennifer Armond and Fiona Delaney.

Naseem Alahi of the Maths Department is leaving to take up a Subject Leader role at Braeside. Two temporary members of staff in Science, Bethan Green and Farzeeya Hosany. We have had a PE vacancy as Ray Flowers, Second in Department, left at Easter to be Head of Department at St Marks.

An internal candidate, Aaron D'Silva was successful. We have appointed Matthew Carver to take his place in the department.

Our Food and Textiles South African teacher is leaving us after 6 months to take up a position in Sweden. Our second in MFL, Kathy Green, is retiring and our part time Head of MFL, Aimee Rodway, is remaining with us but relinquishing her Head of Department role to spend more time with her family. We have appointed a second in the department Yuna Tudic and are currently recruiting for a new Head of MFL.

Our Head of Performing Arts, Sue Pavelkova, is retiring in the summer after being with us for nine years. Sue has contributed much to the quality of Drama and Performing Arts presentations, she has been a great advocate of the Jack Petchey Speak Out Competitions and was instrumental in a number of Shakespeare productions at the Kenneth Moore Theatre in Ilford.

Livia Johnson in MFL will soon be taking maternity leave as she is adopting a second child. Laurie Mackintosh (AHT) is pregnant expecting twins, Vicky Schaefer (AHT) is also pregnant, as is Rachael Minister, Head of House and Co-ordinator of Dance and Sara Trickey, Head of ICT. We wish all these staff a healthy pregnancy. Their maternities will enable us to open up their roles offering development opportunities to staff aspiring for these positions.

5. Leadership Development

We are drawing together a programme for up to ten staff who are aspiring for Middle and Senior Leadership roles. This will initially involve the completion of a needs analysis and bespoke programmes and experiences that will prepare colleagues for posts at all levels. Due to two staff being pregnant on the SLT team this will immediately create two vacancies that these staff can apply for.

6. Progress Data

At the time of writing my report the following reflects our data to date.

HEADTEACHER'S REPORT TO THE GOVERNING BODY JUNE 2016

<u>Self-assessed score card</u> <u>11th May 2016</u>	West Hatch 2015 actual	National 2015 (Raise/JCQ)	Latest predictions May 2016	Target	High/Sig+ ¹	No C3s
KS4 Progress and attainment						
Progress 8	-0.15	N/A	+12	+0.25	X	+0.08
Attainment grade	C	N/A	C	C	X	C
Attainment 8	5.02	N/A	4.96	5.1	X	4.91
Value added	986.53	1000	1000.31	1001	X	
% A*C EM only	61%	N/A	69%	70%	X	
% A*CEM Pupil premium	39%	N/A	58%		X	
% English Baccalaureate	27%	24%	34%		X	
% English Baccalaureate of entries	63%	N/A	75%		X	
Capped APS (best 8) GCSE and equivalents	319.6	308.6	313		X	
% A*-A	21%	21%	16%		X	
% A*-C	69%	69%	82%		X	
English year 11						
A*-A	10%	15%	18%		X	
A*-C	71%	62%	85%	72%	X	81%
3+ levels of progress	64%	69%	89%	75%	X	
4+ levels of progress	22%	38%	53%	35%	X	
3+ & 4+ levels progress low (=L3) KS2 ability	64%/7%	62%/24%	89/61%	75/35	X	
3+ & 4+ levels progress middle (=L4) KS2 ability	68%/26%	70%/28%	96/58%	75/35	X	
3+ & 4+ levels progress high (>L4) KS2 ability	56%/22%	77%/38%	93/42%	75/35	X	
3+ levels progress Pupil Premium	56%/19%	57%	90% (+1%)	75%	X	
3+ levels progress Statement/EHCP	29%	29%	67%			
3+ levels progress LAC	67%	38%	-			
3+ levels progress SEN Support	45%	54%	80%			
Maths year 11						
A*-A	24%	15%	21%		X	
A*-C	75%	62%	71%	75%	X	55%
3+ progress	73%	66%	70%	75%	X	
4+ progress	36%	30%	36%	35%	X	
3+/4+ levels progress: low (=L3) KS2 ability	56%/17%	44%/19%	68/42%	75/35	X	
3+/4+ levels progress: middle (=L4) KS2 ability	68%/26%	68%/23%	76/21%	75/35	X	
3+/4+ levels progress: high (>L4) KS2 ability	82%/53%	79%/48%	82/59%	75/35	X	
3+ levels progress Pupil Premium	64%/25%	49%	77% (+7%)	75%	X	
3+ levels progress Statement/EHCP	57%	21%	50%			
3+ levels progress LAC	33%	30%	-			
3+ levels progress SEN Support	45%	42%	67%			
KS5 Progress						
Year 12 ALPs AS	5	2015 6, 2014 5	5	5	X	
Year 13 ALPs A2	5	2015 6, 2014 7	2	4	X	
KS5 attainment (all 2015, England comparisons)						
Yr 12 A-B	35% (27%)	40.7%	46%	40%	X	
Yr 12 A-C	62% (55%)	62%	83%	75%	X	
Yr 12 A-E	94% (90%)	89.3%	98%	99%	X	
Yr 13 A-B	53% (50%)	52.7%	57%	55%	X	
Yr 13 A-C	81% (70%)	77%	88%	80%	X	
Yr 13 A-E	100% (99%)	98%	100%	99%	X	

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High/Sig+	Above National	At National	Below National	Low/Sig-
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As Governors can see a number of areas are predicted to be significantly positive (significantly above the national average).

% A*-C at GCSE – in general

A*-C in English and

4+ levels of progress

Year 13 ALPS score is being predicted a 2 with a Level 4 being the target

Year 12 A-C across all subjects and

Year 12 A-E likewise Year 13 A-E percentages

An area where we are predicted to come in below average is the percentage A* and A that we are predicting at GCSE.

As a school we recognise that this needs further work despite students having access to A*-A worked examples across all subjects.

To this end we commissioned a major review of KS3 with six external professionals involved – see below.

Staff have been outstanding in terms of the amount of intervention, extra classes and support they have been giving to our students in Year 11-13. Intervention has been highly targeted with extensive revision sessions run after school during the Easter half term holidays.

Staff have also run sessions at lunchtimes and much 1:1 mentoring and coaching has been taking place. The Parents Voice where parents have exam age pupils were unanimous in their thanks and praise for staff in terms of the wonderful help and intervention staff had given in the lead up to the exam session.

Key Stage 3 Stretch and Challenge Review

Much work has been underway in relation to more stretch and challenge for our more able pupils within the curriculum both inside and beyond the classroom.

The Review was conducted by three Headteachers and two Deputy Heads following training given by a HMI on the rigours of the process.

Years 7, 8, 9 and 10 lessons were observed.

20 pupils were interviewed - the most able in each Year group. All their work was collected and subjected to a work scrutiny.

Interviews took place with Raising Standards Leaders (Assistant Heads) at KS3, KS4 and KS5.

Our Gifted & Talented and Transition Leaders were also interviewed as were our Subject Leaders of non-core areas (Heads of PE and Drama).

There were interviews with Subject Leads for EBacc subjects – Heads of History, RS and Second in Science. Finally, Heads of English, Maths and Key Stage leads in English and Maths were also interviewed.

There was much to commend the school in terms of its approach at KS3.

Expectations were judged to be high and there was clear evidence that pupils are challenged.

Pupils are well prepared for GCSE.

Questioning was seen as a real strength of teaching.

They observed a real commitment by teachers to use technical language and subject specific terminology.

They observed that staff used a wide variety of teaching styles.

The quality of displays in communal areas was seen as a strength.

They commended us on the rigour of our self evaluation.

They cited quality CPD as a strength and students attitudes to learning which they described as positive.

They commented on the calm and orderly atmosphere around school.

They recognised the wealth of opportunities available for pupils beyond the curriculum and commented that students clearly felt challenged.

Areas for improvement included increasing further the variety of teaching strategies with increased sharing of excellent practice, deeper questioning, a loosening of reins for students to take more control of their learning in the classroom.

Greater consistency is needed in teacher marking and feedback – there needs to be greater emphasis given to the quality of pupil responses to the feedback given by their teachers.

As a school we need to seek further opportunities for external standardisation and moderation of assessment to ensure accuracy of the standard at the highest levels.

The quality of display in some teaching spaces to create a more positive learning environment needs to be addressed

7. Staff Absence

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

81 for teaching staff

125 for support staff

This compares with

89 for teaching staff

109 for support staff

for the same period last year.

Since the start of term

25 for teaching staff

59 for support staff

As compared with the same period last year

65 teaching staff

71 support staff

8. Exclusion

The number of boys excluded since the last Governing Body meeting on 19th March 2016 is 7 and the number of girls is 4. This compares with 14 boys and 1 girl this time last year.

Breakdown Ethnicity:

White British	3
White & Black Caribbean	2
White Asian	1
White Eastern European	1
Other Black African	1
Other Ethnic Group	1
Refused	2

9. Racist Incidents

The number of racist incidents since the last Governing Body meeting is 11.

We continue to treat these very seriously with those responsible being dealt with accordingly. We always involve parents.

10. Bullying Incidents

The number of bullying incidents since the last Governing Body meeting is 3.

Any bullying or racist incidents immediately receives a two day external exclusion such is the importance we attach to pupils being respectful and tolerant of each other.

We always work with students involved using Restorative Justice wherever we can. We constantly urge other pupils to be champions for anyone who may be bullied to stand up for them and to bring it to our attention so that it can be dealt with. We have an anonymous students post box at reception if pupils do not want to come forward themselves.

11. Buildings/Maintenance and Lettings

Well done to Lisa who has been successful in securing a grant to the value of £77,582 to increase site security. Governors are keen for this to be as unobtrusive as possible to try and preserve the open welcoming aspect to the school.

Our decorating team continue to upgrade the internal décor and have just finished upgrading the Pavilion changing rooms. Work is soon to begin on covering the desks in Science and flooring in a number of labs.

12. School Meals

A review of duty points has led to much tighter monitoring of students leaving the Snack Shack and main dining area without food. This has led to a significant reduction in the amount of litter students have been dropping.

13. New School Day

Following a review of the current split lunchtime a major review was carried out involving students, staff and parents. Overall staff and students wanted a longer lunch break.

Parents, staff and pupils wanted a form/registration/assembly time at the start of the day. In an attempt to accommodate this we will start with a 20 minute form/registration/assembly time at the start of the day. This will be followed by 4 one hour lessons interspersed with a 20 minutes break and a 45 minutes lunch break. The final lesson of the day, again for an hour, will mean school finishing at 3.10pm as oppose to 3.05pm currently.

We are currently identifying actions that will need to be in place to ensure all students will be able to access the food service in 45 minutes. Additional barriers are being purchased and erected to make sure that queuing is orderly and safe given the increased number of students who will be using the service in a shorter space of time.

14. SEN and Inclusion

Currently we have 19 pupils who are statemented and 59 SEN (Special Educational Needs) support. We have created an SEN matrix that we will use to assess students who are K on the SEN register to ensure we are giving all the support required.

LSA's will be in departments in which the HOD will set the timetable. This is to ensure consistent support for the weakest students in specific subjects, there will be a pool of LSA's which the SENCO will deploy.

The Learning Support Centre is to be rebranded. We have not fully decided, but possibly the Intervention Centre.

The Nurture Group will be changing to a Booster Group. This is to ensure students who are struggling are supported alongside their mainstream lessons.

RWI - Read Write Ink – is to start after half term with 10 students chosen from Years 7 and 8 based on reading ages. This will be continued next year for the weakest Year 7s (current Year 6) every morning at 8:20am.

15. Behaviour Management Issues

Our new Behaviour System which involves the issuing of a C1, C2 or C3 tariff has had a significant impact on pupil behaviour expectations. Pupils ultimately understand that if they misbehave in lessons they pay the consequence. Poor behaviour triggers either a 10 minute, 20 minute or 1 hour detention. Likewise, non completion of homework also triggers an hour detention. All staff supervise a whole school detention once per term with a member of SLT being present each evening.

16. Child Protection and Looked After Children

Currently we have 3 students on the Looked After Register and 1 on the Child Protection Register. Two of these pupils are making excellent progress. We are currently supporting the foster family and social care to seek a more appropriate setting for the other looked after pupil. They have been assessed and are currently on the waiting list for a specialist setting for their needs.

We have robust systems in place for making sure pupils are safe. As a result we have had more referrals than ever this year and no issues are missed as they are now always passed on to the designated lead or deputy. Student also now have more ways to self and peer refer.

17. Safeguarding

We are fully compliant and pleased to report that John Haley, our Link Governor who oversees our procedures and practice, monitors our register and practice regularly. This, together with an external review carried out by the LA, confirms our practice is fully compliant.

18. Radicalisation and Extremism

Laurie Mackintosh, our Safeguarding Lead, organised for the whole school an hours talk for each Year group on this sensitive and important topic. Staff also had training after school.

The day was well delivered with staff and students increasing their understanding of a number of the key areas presented.

19. Drugs Education

The Parents Voice paid for an experienced trainer to work with Year 10, 11 and 12 students running sessions highlighting some of the dangers and ways in which students can keep themselves safe.

The trainer also delivered an evening session for parents that they found very helpful.

20. Pupil Premium

Simon Langton, who is our Pupil Premium Lead, has been visiting other schools examining best practice. He has attended a course with John Haley (Link Governor Pupil Premium) and has been drawing on a range of research.

We commissioned a full review of our provision by a National College Leader in Education. She is also a serving Headteacher in Harlow. She spoke to many staff including Simon and confirmed that we are well on our way to meeting the needs of our most vulnerable pupils.

Simon is currently drawing all the above together and will be presenting an Action Plan to John and SLT after half term which will be worked on progressively from that point throughout the year.

21. Update on OFSTED Priorities Following an Inspection 2013

- a) Increasing the number of lessons that secure the outstanding grading. This is now up to 16% with 88% good or outstanding recorded.

This can be attributed to:

- Lead Practitioners in a number of areas working with staff on a regular basis.
 - Our Peer Observation Scheme which staff have found to be beneficial in them gaining confidence and developing new teaching skills, being able to try them out in a supportive environment.
 - Our Support Programme for colleagues not consistently achieving a grade 2 has been effective with a number improving and some staff movement resulting as a consequence.
 - Regular monitoring via Heads of Departments and Quality Assurance Days with members of SLT quality assuring teaching across the school ensure that new members of staff can be picked up quickly if support is needed.
- b) Learning Support Assistants need to be more fully involved in planning for the SEN students they are supporting.
- As a result of us being involved in the MITA Project (Maximising the Impact of Teaching Assistants) run by the Local Authority – LSAs are now predominantly subject based – a number are taking further qualifications to increase their confidence and competence in their primary subject area.
 - Sessions have been run for staff in terms of how to make the most effective use of LSA's.
 - LSA's are also allocated 'key students' that they meet with regularly. Following each Progress Check they identify key targets with their allocated students to be working on and communicate these to their subject teacher.

- LSAs now have CPD time with their allocated department to enable focused planning to take place.
- 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.
 - Greater emphasis has now been given to our Impact meetings which require, in addition to work at department level, key marginal students having the 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. The RSL, Raising Standard Leaders and myself have also met with key marginal students where there have been significant concerns.
 - For a number of departments, visits to other schools where excellent practice is in place have occurred e.g. Media Studies, Psychology and Law. 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.
 - All Heads of Departments have attended PiXL subject specific conferences entitled 'Up for the Challenge' which have been very informative.
- 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 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.
 - These have been reviewed to check for consistency across the school.
 - Marking and target setting scrutinies by SLT in addition to regular monitoring undertaken by Heads of Departments have taken place.
 - 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.
 - All staff had to exhibit their best practice in terms of marking and target setting for colleagues to see at a whole school training session and received feedback on its quality which led to the sharing of much good practice. This showing of good target setting has continued at Leadership Forum meetings.
- e) There are not enough opportunities for students to take the lead and make choices in their learning.

- This has improved significantly in a number of areas e.g. Science and Maths.
- The Lead Practitioners have 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 Peer Observation Programme has enabled 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 trained Inspector on what is looked for in good/outstanding lessons. This, by its very nature, causes colleagues to reflect on their own practice and as part of this what opportunities they are giving students to lead and direct their own learning. Those staff new to the school in September will undergo similar training.
- As part of the departmental QA Quality Assurance process that SLT are involved in, these key areas are looked for when staff are observed.

22. Progress Update Regarding the School Development Plan

Our key areas of focus this next half term are:

Sixth Form

- Continuing to reduce in house variations across KS5 subjects.
- Developing independent learning at KS5.
- Raising aspirations at KS5.

Teaching and Learning

- Continuing to improve the impact of other adults in the classroom or pupil progress.
- Ensuring consistently high quality teaching and learning across the school.
- Raising the achievement of higher ability pupils through high quality classroom delivery.
- Developing further literacy and numeracy across the curriculum.
- Ensuring greater consistency in high quality marking and feedback.
- Ensuring new exam specifications and the KS3 curriculum are well prepared for.

Personal Development and Wellbeing

- Further reducing low level disruption in lessons.
- Increasing tolerance of individual differences.
- Address concerns over student use of social media.
- Greater focus on positive behaviours.
- Increase enrichment opportunities and participants from students.
- Ensuring pupils are aware of what makes them healthy and learn to maintain a healthy lifestyle.

Outcomes

- To develop the new Progress 8 method of assessing the outcomes for all groups of pupils.

- To focus on the development of an independent learning culture for all but with a bias to A*-B students in order to raise aspirations/outcomes. Year 7 to Sixth Form in terms of retention and university destinations.
- Continue to focus on the progress made by Pupil Premium students and Looked After Children in order to further close the gap with whole school outcomes.
- Develop the West Hatch response to the 1-9 new GCSE grading process so that its implication is as effective as possible.

Strengths and Weaknesses Regarding the School

Please note that these were issued at the last Governing Body meeting with areas in Amber the areas of focus for us this year. Any still in need of attention will feature in our new Development Plan for September 2016. An update will be given at the Autumn Governors meeting regarding progress made.

23. The Work of the Governing Body

The Governors meet as a full body three times a year. In addition a number of smaller committees meet on a regular basis e.g. Finance and Premises, Admissions, Staffing and Salaries and the Governors Strategic Board.

All Governors are linked with a senior member of staff and visit the school regularly to focus on key areas for development that the school is committed to.

A number of Governors sit on a Pupil Disciplinary Panel which meet and call individual students to account where their behaviour is disrupting the learning of others.

1. Governors have also been working with planners, architects and developers drawing up plans for the development of the site, notably a new Sports Hall and Science block.
2. They have overseen extensive refurbishment and will now be involved in the planning of new site security measures for the school.
3. They have met to determine a whole raft of cuts and cost saving measures in the light of the budget constraints we face as a school.
4. Following Governor visits they have worked closely with the school reviewing key areas of our practice e.g.:
 - Safeguarding procedures and provision
 - Assessment, ensuring it is fit for purpose
 - Quality of teaching
 - Pupil behaviour and safety
 - Use of data, examination outcomes and test results
 - Use of the Pupil Premium and other resources to overcome barriers to learning.

- Ensuring solvency and probity and that the financial resources made available to the school are managed effectively.
- Performance Management to improve performance, teaching, leadership and management.
- Engagement with stakeholders.
- The teaching of tolerance, respect, culture, lifestyles and the school's preparation of our young people positively for life in modern Britain.

We are very fortunate to have such committed and supportive Governors. We very much enjoy working with them and recognise the significant and valuable contribution that they make to the work of the school.

24. Governor Visits

We have been very pleased with the number of visits that have been made by Governors this year. The evidence generated has fed into our School Improvement planning and review process.

We will continue to draw on the Outstanding and Good criteria contained within the OFSTED framework against which we collectively judge the work of the school.

25. Update re Year 11, 12 and 13 Wider School Progress

A very forensic approach has taken place in targeting the right intervention where students have been underperforming.

Following regular assessments students in Maths have been regrouped, some into very small clusters to have focused support. In other subjects staff have put on a series of extra classes where skills deficits or a lack of specific knowledge have been identified. Students are then retested to ensure their understanding and learning are secure.

We have been holding regular RAP meetings for KS3, KS4 and KS5 whereby 5-6 students at a time are discussed in detail and personalised packages of support are tailored to meet their needs.

In addition these discussions, support and interventions have also been used for those students who should be performing at the top end securing A and A* grades.

26. Performance Management

Since September 2012 all staff have used the 'New Teaching Standards' against which to review their practice. This has helped the generation of targets which are matched to areas of need.

Success in meeting these standards feature increasingly in pay progression awards for new teachers and in the early stages of their professional careers.

Staff can apply to pass through the threshold and to the Upper Pay Spine two years later to progress to Upper Pay Spine 2 and 2 years thereafter to Upper Pay Spine 3.

This is not a natural progression and I have to be very secure that there is sufficient evidence to demonstrate that staff have met the expectations in terms of performance commensurate with these levels and that their contribution to the work of the school has been substantial and sustained.

They have had to have a good track record in relation to pupil progress, exam results, good or outstanding scores for their classroom observations and good practice in terms of feedback and marking of students work.

The following reflect those who have been successful in achieving these higher pay scales over the past 3 years.

2013/2014	2014/2015	2015/2016
64% successful 9 staff	100% successful 14 staff	78% successful 7 staff
36% unsuccessful 5 staff	Of the 5 that were unsuccessful in 2013/2014 only 1 reapplied and was successful	22% unsuccessful 2 staff

27. School Events/Successes

We are very pleased to report that our under 19s Sixth Form Football Team are now County Champions out of the whole of Essex following them being runners up last year.

Year 7 Netball Team are West Essex District Champions and got through to the quarter finals of the Essex Cup. Students came second in the District for swimming. 80 pupils went on a ski trip to Europe over Easter.

The current Year 7s won the Rugby District Competition this year and played 44 matches and only lost 7 all year. A pretty impressive stat considering some of the teams they played also.

Years 8, 9 & 10/11 Rugby combined all came District runners up this year.

This year's u16 Rugby side lost in the semi final of the Essex Plate to William De Ferrers School.

Year 8 & 9 Rugby teams both lost in the quarter finals of the Essex cup this year, last year's Year 8 lost in the semi final, so did last Year's year 9 side.

Rugby tour this year had 50 boys attend the residential to North Wales playing 4 games of rugby and scoring some fantastic tries up there.

Dylan West, Brandon Smith, Ishmail Wood, Finn Cusack, Will Fitch and Tommy Tremayne, Alex Dean (u18 & u20 - u20 being a serious achievement) have all represented the County this year for their respective age groups

We have a school trip to Iceland this summer and students are busy fund raising for a trip to Borneo next year where they will trek for two weeks and then help out on a community based project for a week before having some time to relax.

Whole school hustings took place for our new Head Boy and Girl which involved them applying, having interviews and presenting to the whole school in assembly. Our new Head Girl is Georgia Roth and Head Boy is Billy Harris.

Yet another pupil got through to Britain's Got Talent and the producers of The Voice came and auditioned ten pupils.

Over 30 students were trained in the art of public speaking – 5 pupils made it through to our in-House final with the two pupils who won competing at Gresham College. One of the boys came second out of 15 students in the regional finals of the Jack Petchey Speak Out Challenge following 450 entering the competition initially.

Our thanks to all those staff who very generously give of their time.

28. Parent Voice Activities

The Parent Voice continue to be a very useful group to whom we can go to for feedback when we are reviewing key initiatives and developments we have been working on.

We also consult with them prior to introducing new practices to ensure we are aware of the parents perspective. We meet every five weeks and parents can suggest any items they wish to have included on the agenda.

Recently they have fed into our review of the school day and are drawing up a code regarding Parental Behaviour in working productively with the school and our proposed arrangements for the remodelling of our banding system at KS3.

We are indebted to them for their interest and the wonderful support both they and the Governors show the school.

We are extremely fortunate to have such a strong Governing Body who always have the very best interests of our students and the school at heart.

My thanks for all the time Governors invest in the school and a special thank you to John who is playing a very active role in helping steer our new Admissions and School Buildings Development programmes. It is much appreciated.

We hope you all have an enjoyable summer.



Frances Howarth
Headteacher