

**HEADTEACHER'S REPORT TO THE GOVERNING BODY OF
WEST HATCH HIGH SCHOOL
FOR THEIR MEETING ON THURSDAY 24TH NOVEMBER 2016**

1. Admissions

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

	Boys	Girls	Autumn 2016	Summer 2016	Autumn 2015
Year 7	96	92	188	188	184
Year 8	105	84	189	186	188
Year 9	83	101	184	187	189
Year 10	103	87	190	190	184
Year 11	103	84	187	182	186
Sub TOTAL	490	448	938	933	931
Year 12	65	91	156	117	129
Year 13	45	48	93	138	140
OTHER	3	-	3	-	5
Sub TOTAL	113	139	252	255	274
TOTAL	603	587	1,190	1,188	1,205

c) Comments on the above figures.

Compared to this time last year we are fifteen students down despite having stronger numbers join us in the Sixth Form (156 versus 129). The drop is accounted for by a smaller Year 12 in 2015 moving into Year 13 with a number having secured Apprenticeships or not having secured the C entry qualification for Year 13. Compared to three years ago numbers are still down as a result of the three new Sixth Forms that have opened locally.

A*, A and B grades have risen from 53% in 2015 to 58% in 2016. The A*-C headline figure also increased by 5% from 81% to 86%. Our ALPS rating also rose significantly from a 5 at AS to a 2 and from a 5 at A2 to a 4.

A2

2014	2015	2016
7	5	4

AS

2014	2015	2016
5	5	2

These are rewards for much hard work that the Sixth Form team and wider staff have carried out over this past year.

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Regular meetings have taken place with Heads of Departments where results needed to improve. Impact meetings with individual students and their parents have identified very clearly where students needed to concentrate their efforts. Rigorous testing and tracking have led to focused interventions being put in place which ensured skill and knowledge gaps were addressed. All students have had regular 1:1 meetings with the Deputy Head of Sixth Form who has been ensuring they are well organised, are attending well, have the right approach to their study and are making good progress.

Much hard work has gone into increasing the numbers of our own students who progress into the Sixth Form.

Last year 88 internal students joined, this year we had 99. This is a result of Year 10 and Year 12 Taster Days. Lots of 1:1 conversations regarding progression at West Hatch with the team post 16 and subject teachers, Heads of Department have promoting their courses and related career paths, university courses and employment opportunities available.

Destination data for the last three years is as follows:

	2016	2015	2014
Sixth Form	118	115	108
College	57	65	71
Apprenticeship	6	7	4
Employment	0	0	0
Other	2	1	0
Unknown	0	0	1
Moved Abroad	0	0	1
NEET	0	0	0
Total	183	188	185

In addition, we have run a rigorous marketing campaign advertising on eight tube stations along the Central Line. Sixth Form adverts have appeared in a range of local newspapers. Staff have actively recruited in a number of local schools (Davenant, St John's, Leytonstone and Epping Forest College).

Much work has been undertaken by the Sixth Form team. Our thanks to Vicky Schaefer in particular and Anjala Sharma, Karen Moore, Robyn Turtle, Andriani Georgiou and George Green for all their efforts with the following:

Continuing improvement in Sixth Form Teaching and Learning

- All subject leads attended PIXL6 KS5 training – HODs feedback plans/implementation to SLT
- Post 16 Teaching and Learning Group has been established resulting in the sharing of best practice
- An external training provider 'Elevate' has run 2 sessions to Y12 regarding study skills and revision encouraging a learning mind set and fostering independence

- Contact is being made with ALPS 1 schools to set up links with Spanish/Media and Philosophy and Ethics
- Successful IMPACT and RAP meetings focusing on individual students underperformance and interventions needed
- A Sixth Form 'Linear Learning Library' to support new Y12 specifications has been established.

We have the Honours and Specialist Pathways Programme now in place

Philosophy and Social Sciences (Led by Mrs Bowman)
Physical Sciences and Engineering (Led by Mr Peters)
Journalism and Media (Led by Ms Hume)
Medicine and Pharmacy (TBC)
Law and Justice (Led by Miss Viridi)
Accountancy and Finance (Led by Mr Russell)

We also have the following guest speakers booked:

Judith Ellis - 4th November 3.30pm - Medicine, Nursing & Health Care
Hew Dundas - 17th November 4pm - Law and Accountancy
Andrew Cross - 21st November 4.30pm - Advertising, Marketing & Associated sectors
Edward Dyson - 12th December 3.30pm - Medicine & Surgery
Julian Rutherford - 14th December 3.30pm - Finance
John Phillips - Wednesday 3rd May 2017 4pm - Medicine
Sue Whitley - Date to be confirmed – Publishing

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

They will have access to a lead member of staff at West Hatch for each pathway who 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 departments 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.

The Honours Programme

The programme, in conjunction with Oxford University is now in place and 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 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.

Much work has taken place to improve the offer available to our Sixth Form students.

Improvement in Pastoral Support

- Establishment of Student 6th Form Student Leadership Team
- Greater frequency of assemblies – motivational with outside speakers
- Introduction of ILP (Independent Learning Programme)
- Greater range of interventions: 1 to 1 support, tutor mentoring, grades C1 into B3 IMPACT mentoring and enforced extra-study
- Introduction of the A Level Mind Set Programme for delivery via tutors.
- **Pupil Premium Burnt Mill Feedback “*the pastoral care of pupil premium students is a real strength of the school, particularly at KS5. Indeed, KS5 is a model of exemplary practice.*”**

In addition the Sixth Form have an excellent Higher Education Programme.

- Cambridge University student residential events
- Cambridge Law taster day
- Cambridge students coming into school as part of outreach work to encourage state school applicants
- Oxbridge stretch day with Oxbridge academics working on subject based sessions with students
- Oxford University one day shadowing
- Corpus Christi college Cambridge and Citigroup Bank joint activity on Economics and work in the financial sector
- Sutton Trust summer schools
- Students attended the PiXL 6 conference in London on applying to selective universities
- Alumni speaker at Year 12 assembly about applying to university
- Year 12 University Information Evening for students and parents
- Providing provision and support for Higher Apprenticeships e.g. visits to an Employability fair in London as well as one to one support for applicants.

Wider Preparation for Beyond the Sixth Form

Students are exposed to a whole range of opportunities that will enable them to paint a very attractive picture of their achievements when they fill in their UCAS form or create their CV.

Students have access to the Global Young Leaders Conference in Washington DC or Beijing. They can opt to shadow a surgeon in India with Gap Medics if they are considering medicine. They can join the Camps International programme for a month trekking in a remote corner of the world completing a community based project. They can complete the EPQ Extended Professional Qualification conducting an extensive piece of research that they can talk about at interview or describe on application forms that will demonstrate their passion for their opted subject, career path or university course. They are actively encouraged and supported in securing work placements/internships again to demonstrate their commitment to their chosen career path or course.

There are also many leadership opportunities especially via our new House system for them to take the initiative. They will be leading House events, organising sport, competitions, charity fund raising, music, drama and dance activities and performances. They will be peer mentors, positive role models and will be called upon to give advice and guidance to younger students at key times in the year. Sixth Formers will have the chance to become Prefects and then apply for the coveted Head Boy and Girl and House Captain positions. They also will have the chance to compete in competitions at local and national level – all further enhancing their CV and UCAS applications.

A key element of Sixth Form life is Community Service where students select an area they would like to contribute to and give something back. Many choose to work alongside staff in the class room, taking on coaching sessions or umpiring. Others work 1:1 or with small groups helping to build up their confidence with their reading or Maths.

2. Further SLASC Return Information

Overall attendance for last year 7-11 was 94.33%. Overall attendance so far this year is 94.57% (Years 7-11) with 93.54% at Sixth Form. We continue to issue penalty notices where attendance is poor. Daily texting keeps attendance high on the agenda. We continue to work very closely with Persistent Absentees (PAs) and their families.

3. Staff and Staffing Matters

Newly appointed staff have settled in well. Sadly our Head of MFL failed to turn up at the start of term which caused considerable difficulty for the department. Also an English teacher was unable to continue with her contract due to personal circumstances. One of our new teachers is receiving support and guidance as we have had concerns about the quality of her teaching.

We have a number of staff either pregnant or returning from maternity leave. Two Assistant Heads; Laurie Mackintosh has had twins and Vicky Schaefer is soon to leave us in November to start her maternity leave. Sara Trickey (ex staff Governor) has had a baby girl and Rachael Minister has left to have her baby at half term. We have two other known pregnancies currently on the staff. We have three outstanding DBS applications for colleagues who joined us in October which are currently awaiting checks with the police. Risk assessments have been completed pending clearance.

4. Staff Absences

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

84.5 for teaching staff

245 for support staff (included 4 members of staff on long term sick leave)

Since the start of the autumn term

53 for teaching staff

81 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

58 for teaching staff (included 1 member of staff on long term sick)

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

And since the last Governing Body on 9th June 2015

95 for teaching staff (including 1 member of staff on long term sick leave)

173 for support staff (including 3 members of staff on long term sick leave)

5. Leadership Development

We continue to work closely with a number of other schools and have opted to be involved again this year with the Triad HMI Programme with other Essex Heads

Thirty six Heads were involved the last year working in threes reviewing practice in each other's schools with their own respective leadership teams.

Our focus was on KS3 and the degree of stretch and challenge that students receive. We had a very favourable report which commended much of the work underway and also a number of areas to work on further which have been built into our School Improvement Plan. We valued greatly the professional development it gave our staff in terms of the HMI training involved and the experiences resulting from their involvement.

We are committed to being involved this current year and are identifying our area of focus for the Review process. This will be closely linked to an area for development from our SEF.

In addition I work very closely with Billericay and King Solomon's Schools as a PiXL Associate and Anthony does the same with Valentines School in Ilford. These roles impact greatly on West Hatch as, in addition to sharing our practice that works, we too can bring back to West Hatch those strategies that are having impact at these schools.

Two members of staff have joined the School Leadership Team since September to cover for Vicky and Laurie's maternity leave. Both Dina Sterlini (Head of History) and Rob Tester (Head of House) have settled very well to their new roles.

A number of development posts have been filled – notably the Deputy Heads of House (no cost involved) with acting Head of IT, Head of House roles now in place again to cover Maternity leave. New members of staff have joined the Behaviour Support Team who help staff with strategies who may be experiencing problems with classroom management (again with no cost to the school).

Staff also have access to Middle Leader and Senior Leader training where appropriate.

Our most recent CPD training day focused upon Teaching and Learning with a very useful and engaging session led by Jim Smith. Staff were inspired with much discussion and trialling of practices presented.

6. Progress Data

Progress Check 1 has just taken place. Key issues for us are being analysed and will be presented by Simon at the meeting.

7. Buildings, Maintenance and Lettings

We are pleased to welcome back Terry Ford, our in-house decorator, following his recent ill health and operations.

Over the summer the following were completed:

Bike shed taken down. This will create more car parking spaces.

Geography office remodelled.

Drama office benching installed.

New portable goals for PE installed with moveable wheels – down on fields.

T1 and T6 – new doors installed.

8 manhole covers reset with new concrete.

New flooring installed in snack shack.

New flooring fitted in SE, S12, S13, S18, C11 and C12. Floor re-channelled and screeded where necessary.

House display boards re-painted.

Remodelling of front office.

External clean of footpaths and roads.

All boilers serviced.

Gas checks complete and safety checks to Science labs, kitchens and Food Technology.

All PAT testing complete.
Minor repairs to knee high fencing.
Repairs carried out to drama and main boilers.
Fire and intruder alarms tested.

8. School Meals, Service and Litter

The provision which consists of the Cafeteria in the Sixth Form, the Snack Shack and the Dining Room proves still to be very popular with students

The ruling that no students can leave the dining or Snack Shack areas with food is serving us well with very low levels of litter around the site generally.

The move from a split to a full lunchtime together with an increase from 30-45 minutes had led to an increase in the number of staff on duty at any one time. The playground which has now been split into a Year 7, Year 8 and 9 and a Year 10 and 11 area is busy. In the main, the new provision is settling down and the vast majority of students are adapting to the new arrangements well.

9. SEN and Inclusion

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

Our Intervention centre (IC) is now a thriving support base for pupils and delivers short, medium and long term interventions based on diagnosis from subject teaching staff. Testing always then takes place to ensure the intervention put in place has been successful.

We have employed a number of graduate Learning Support Assistants (LSA) and a KS2/3 transition teacher to develop student's literacy skills and bridge the gap between primary and secondary school to support those students below expected levels to catch up.

LSA's are attached to departments to ensure students and staff get continuity. 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, Jamie Howell, has begun his National Award for SEN Coordination.

Student Support Plans – these are the new form of Individual Education Plans (IEP's). These are a hybrid of pupil outcomes, student, parent and teacher views and ways to support pupils. They are contributed to by all stakeholders, all teachers can access these via the gateway, review and used them in their planning of lessons. These are in place in line with the latest Code of practice to give both students and parents input.

There are a wide range of interventions to support student's needs. We have recently introduced a phonics programme called Read Write Ink, and this is delivered before school and is aimed at students with a reading age below 9.5.

We have social clubs at both break and lunch time in the IC, and aim to develop a wider school reading programme which LSA's will be heavily involved in. We continue to have Key workers for our EHC plan and statemented students, where they meet with students on a weekly bases to set goals and pre-empt any issues that may arise.

10. Behaviour Management

The new behaviour management system is now in its second year. Students and staff have a very clear understanding as to how it works and the support and consequences that are triggered as a result.

The detention system for C3's for defaulting on homework is running well. In addition, a range of reports ensure daily support and mentoring are in place for those who are struggling.

Our relationships with local schools are leading to managed moves working well with students, where appropriate, being given a second chance to make their secondary schooling work for them. Very rarely do these fail. We, likewise, have taken a number from other schools which have also been successful.

C1-3 detentions are also given if students are late to class in the morning or to lessons generally. The impact has been that students understand where the lines are drawn and the vast majority remain on the right side of these.

Those internally secluded also carry out litter picks daily as a way of paying back something to West Hatch.

Our full time Counselling Service is extremely effective in helping students develop a range of strategies to deal with their behaviour as are the Pastoral Support Programmes and time out in the Intervention Centre.

As a result our exclusion figures are low compared to national figures and repeat exclusions have been reduced.

SLT Disciplinary Panels continue to call students to account. These, together with Governor Disciplinary boards, have, over time, significantly contributed to improved behaviour and students taking greater personal responsibility for themselves.

11. Safeguarding

All staff had Child Protection training again at the start of term. This has built upon extremism, radicalisation and female genital mutilation training that they all received last year. Assemblies and talks continue on 'Keeping Safe Online'. Dan and Anthony have recently attended the Designated Child Protection Officer Training. Dan has completed the OFSTED training for Inspecting Safeguarding and is currently, in the light of this, reviewing our Single Central Record to ensure it remains fully compliant.

12. Bullying Incidents

Since the last Governing Body meeting in June 2016 we have had 5 incidents of bullying. We take bullying very seriously and talk to students regularly about them championing anyone who may be being bullied. We have a box at Student Services where they can identify any pupil they are concerned about – this includes them involved in potential bullying. We operate Restorative Justice meetings with anyone who overtime has been involved in bullying so the bully has a very clear understanding of the upset and hurt they have caused. This has proved to be particularly effective.

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.

13. Racist Incidents

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

Year 8	1
Year 9	1

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 in June is 10 and the number of girls is 2.

Breakdown of ethnicity:

8	White British
2	Black Caribbean

15. Pupil Premium Breakdown Spending

The school receives £935 per pupil. 22% of our students are Pupil Premium.

For the Current Academic Year - Monies Received

2016/2017

Overview of the School	
Total number of pupils on roll (Spring Census 2016)	1197
Total number of Pupil Premium pupils (Spring Census 2016)	225
Amount of funding received per Ever 6 pupil	£935
Total amount of funding expected April 16 to March 17	£210,375
Total amount of funding expected Sep 16 to March 17 (7/12's)	£122,719
Total amount of funding expected Apr 17 to Aug 17 (5/12's) (indicative figure subject to change)	£87,656

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 models 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. In addition, A Level students provide subject mentoring.

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.

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 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 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.

Other interventions include:

- 1:1 tuition in English and Maths.
- Targeted intervention specified by the students subject teacher following diagnosis of need, delivered in the Learning Support Unit. Students are assessed prior to the intervention and following it to determine progress and how effective it has been.
- Students are targeted and nurtured by PE, Drama, Dance and Music departments.
- Mentoring by Heads of House and Form Tutors.
- A significant number of Year 8 students are involved in the BLAP (Boys Learning and Performance) Project with very positive outcomes for Pupil Premium students

who develop close working relationships each with a strong male role model in school.

- Subject mentoring in Maths and English by A Level students.
- Alternative educational provision put in place to best meet their needs in Years 10 and 11.
- Pupil Premium students are targeted as part of our Aspiration Group and attend a motivation conference and a World of Work Conference in Year 11.
- Year 10 students have additional provision. The programme lasts for the two year duration of KS4. They undertake a first aid course and have a three day course at Lambourne End, an outdoor activity venue which focuses on confidence building and team work.
- Year 9 and Year 10 Pupil Premium students attend a one day conference at the Marriot Hotel, Waltham Abbey. They meet employers and local business people from a range of industries. It is a very motivational day and helps greatly with their transition to employment.
- The European Computer Driving Licence is targeted at Pupil Premium students in Year 11. This is an intensive IT course which gives them an additional GCSE if they are successful.

In addition, staff receive a clear whole school pupil provision map detailing the students for intervention. In order to provide a visual document of our Pupil Premium students, two booklets are circulated, one by House and one by Year group.

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 assess the level of progress that our Pupil Premium students are making.

Pupil Premium expected progress	Actual/July 2016
Year 11 English	83% - actual 2016
Year 11 Maths	61% - actual 2016

We also closely monitor the progress of Pupil Premium students across Years 7 to 10. Outcomes of which are broadly in line with national average.

2016 Results

	English A*-C%	Maths A*-C%	P8	A8	Threshold
Pupil Premium	76%	57%	- 0.02	4.45	54.7

During 2015/2016, in order to personalise fourteen students education, alternative provision was organised.

All have progressed onto College courses or have joined an apprenticeship programme.

Construction and electrics was a popular choice, as many of the students had already secured their Level 1 Electrical Qualification. Two of the students progressed onto a Sports course; one of which has enrolled on a Coaching course with Tottenham Hotspurs. Another student is attending Harlow College and will be completing A-Level following a strong set of GCSE results. With regards to the two students who have secured an apprenticeship, one is with an electrical company and the other is with a local garage.

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. These figures compare Pupil Premium students with all other pupils in the school.

2016 actual progress	English	Maths
Pupil Premium - school	83%	61%
Pupil Premium - national	58%	49%

Therefore at West Hatch, Pupil Premium students rate of progress is above the national average for both English and Maths.

The focus this year is making Pupil Premium personal. We are endeavouring to ensure all our Pupil Premium students have a mentor who meets with them regularly to track their progress and identify any barriers to learning that they may have. As part of this process support will be identified and put in place to maximise their potential during the year. This is working well with many staff involved. All staff identify Pupil Premium pupils on their class content sheets/seating plan and highlight especially those higher achieving Pupil Premium pupils.

16. 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 new Lead Practitioners who are tasked with working with the Science, Maths and English departments spreading excellent practice ensuring that all members of each 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 Textiles, Business, Media, History, Technology, Economics, French at GCSE and Economics, PE, Media, Psychology, Film Studies,

Business 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. This is in addition to ensuring all new members of staff are seen. Where staff did not achieve the required standard they are given the chance to be re-observed shortly after. A detailed support plan is put in place where needed.
- We have had professional inputs by two national speakers which has boosted staff practice and confidence.
- In addition, we have a Behaviour Support team who observe colleagues and give help re strategies if behaviour is an issue.

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.
- In addition, 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 who has worked with us on this. This data will form our baseline against which judgements will be 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 has ensured 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. At AS we have four departments scoring a 2; Art and Design, BTEC Business, Business Studies and Economics and four departments on a 3; Art, Computing, English Language and the Extended Project, one department scoring a 1; Chemistry and two departments scoring a 2; Biology and English Literature and Language.
- At A2 we have one department on a 2; CACHE; History, PE, English Literature and Language on a 3 and Performing Arts, Physics, Psychology and RS on a 4.

- Greater emphasis has now been given to our Impact meetings with Heads of Department. These 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 monitored very closely by a personal mentor to ensure they are being addressed with the necessary progress seen.
 - We also have a new Head of Psychology who has already had an impact moving AS from a 6 to a 5 and at A2 from 7 to a 4.
 - We have appointed a new Head of Business and Economics. Results have also improved with Business scoring 70% A-C at GCSE from 53% and BTEC Business moving up from an ALPS 5 to 2 at AS and Economics a 5 to 4 at AS also.
 - 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 although AS went from a 5 to a 3 and at A2 from a 3 to a 6. Key areas of focus for the year include Business Studies and Economics at A2, Geography across both GCSE and A Level (the current Head of Department has been very unwell), Maths at A2 along with Computer Science, Spanish and Biology. At AS Spanish, Philosophy and Ethics, Physics.
- 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.
- Much greater emphasis is now being given to the quality of feedback and targets set by staff – with time built in for students to respond in their books/files. This continues to be a high profile area of monitoring for us this year to ensure those new practices become firmly embedded.
 - 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. This is now a key focus in our marking walks and work scrutinies.
 - Department marking policies have been reviewed 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.
- 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 had a focus on work scrutiny feeding back to staff the evidence that indicates the above is being addressed.
- We have had a Peer Observation Programme which 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 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.
- As part of the departmental QA Quality Assurance process that SLT are involved in, these key areas are looked for when staff are observed – good progress is being made.
- Our recent session with Jim Smith has given staff a range of effective strategies to employ to this end.

17. Child Protection and Looked After Children

We currently have 2 pupils on the Looked After Register.

Mrs Hall directly oversees these students as they are some of our most vulnerable and need a lot of care and support.

Packages are created which involve Counselling, amended timetables, key staff for students to go to if they are struggling and support programmes where appropriate i.e. Anger Management.

18. 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.

A whole raft of intervention measures are in place to try and address any underperformance identified. The strategy adopted across the school is diagnosis of issue/weakness (be it skills or knowledge). This can arise from a forensic analysis of data or regular in class assessments. Very focused intervention will be put in place that will be followed up by retesting to ensure any gaps have been filled.

19. Open Evening

Numbers attending our Open Evening were very high. There was a great buzz about the school with much very positive feedback received about our pupils and the evening itself.

Again, 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:

- Our guide was very helpful
- Pupils enjoyed our facilities; dance studio, swimming pool, drama studio, Science labs and experiments, ICT facilities, music
- Great school

- I loved it
- Very good students and everyone is so kind
- I liked the variety of subjects to choose from
- West Hatch is a great school – I love it and want to come
- A very impressive school
- It's the best school I have visited
- I really like this school, it's amazing
- The school is the best
- I think WH is great with lots of opportunities and clubs

20. Update regarding Progress Being Made re our School Development Plan

Dan Leonard will feed this back to the Strategic Board meeting in November. The plan is reviewed each half term by SLT and is the focus of Governor visits to ensure that we are keeping to timescales identified maximising impact throughout the year.

21. 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.

In addition, every week Learning Walks take place organised by Dan. These involve himself and other relevant staff depending on the focus.

Good practice seen is recognised and shared, with key elements publicised at our full staff weekly Briefing meeting.

In addition, all new members of staff have been seen teaching by myself and their Heads of Department. Each term we have a Quality Assurance Day when staff are observed teaching. Any staff who are a cause for concern have an individual support plan put in place.

Marking walks and work trawls occur regularly.

From all these processes best practice is highlighted together with areas for improvement. These inform department and whole school training to ensure we close the loop where practice is weak or insecure.

22. Improvement in Teaching

Thanks to the work of our Teaching and Learning Team we now have an explicit framework indicating the keep expectation that need to be in place for each lesson.

To increase pace and make sure all pupils come into class and settle quickly all staff are expected to have a 'Do Now' activity that engages them straight away and gets the lesson off to a good start.

The Teaching and Learning Team, work with colleagues in a very supportive way, modelling lessons, joint planning, mentoring and coaching. This, together with the input from Jim Smith, has led to staff developing their skill base and growing in confidence in terms of their delivery.

In addition, as part of all staffs Performance Management, they are expected to elicit feedback from their students in terms of Keep, Grow, Change. What practices should they grow and do more of based directly on feedback from pupils.

The aim is to give students a voice in their learning. Staff ask pupils what are they doing that is working/having an impact on their learning.

What do they do/sometimes do that they would like more of and what do they do that does not help their learning and they should change.

Finally students are asked that if the teacher needs to change something/an aspect of their teaching – is there another teacher that does that thing well? This then identifies a teacher that staff can liaise with where appropriate.

This has led to staff changing their teaching in the light of students feedback.

When lessons are observed, books are examined and pupils are spoken to about their work and the typicality of the lesson. Pupil progress is also looked for in their books/ files and commented upon in the feedback given to staff.

23. Governor Visits

Our thanks to Governors for all your visits last academic year. Link staff will be in touch to arrange visits for this term and next.

Suggested questions and evidence sources will be generated for discussion following specific areas of focus.

24. Governor Training

Thanks to Steph, our Link Training Governor. Please do liaise with her if there are specific courses you would like to attend. We are planning some Governor training events that will be run by colleagues. Please feed into this process any ideas that you might have.

25. Holding Leaders to Account

- School performance data is integral to any discussion that is had at committee level. Regular Progress and health check data is presented and discussed.
- At full Governors meetings an Assistant Headteacher regularly takes Governors through exam results and whole school performance data, highlighting in particular the progress of different groups of pupils across the school. In addition, he meets outside the Governor formal meetings with the Link Governor for Achievement to brief him of the data so he is fully conversant with it and as such feels confident in challenging the Senior Team during Strategic Board meetings and the Full Governor meetings.

In addition this is done 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 the OFSTED inspection criteria at Good or Outstanding level 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.

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

We are in year 3 of the House system which is serving us well. Not only does it successfully break down the school into six smaller units, it has engendered a greater sense of belonging and loyalty. Students have got to know each other across Year groups with older ones helping out at key transition points e.g. option choices, work experience preparation, Year 7 settling in.

Many look out for each other during the school day. Help is at hand at form time if younger pupils are struggling with homework or friendship issues.

In addition, the House Competition calendar is a means of recognising talent across a wide spectrum. It also adds fun to pupils school experiences and we hope enables them to look back on their time at West Hatch with lots of happy memories.

28. Support for Parents

Over this year we have continued to increase the support we have been able to give to parents so that they can be as involved as much as possible in their sons and daughters learning.

All parents have been invited to attend bespoke evenings for each year group together with additional material being sent home at key points during the year.

29. Support of Staff

CPD time is made available for departments to continue embedding the new GCSE and A Level/BTEC courses as they come online. In addition, we have a KS5 sharing good practice forum which is aimed at spreading strategies that are clearly having an impact. We send teachers on the Improving and Outstanding Teacher Programme and all Heads of Department attend PiXL related conferences and courses.

Three members of staff; Nicola Jones, Sian McVittie and Jason Fevrier are now all Teaching and Learning Consultants for NELTA (Beal Consortium) and are able to not only support our staff but colleagues in other schools too.

30. PE Successes

The PE department yet again have had a very successful year. We are indebted to them and recognise all the time they put in to running the extra curricular programmes, before, during and after school.

West Hatch came overall second in the District Athletics Championships out of all the schools in West Essex and Harlow. We had 3 groups who won overall with many students achieving gold medals.

Successes over the last 2 years include:

The Sixth Form football team are winners of the Essex Cup

Year 7 netball team are District Champions

The Sixth Form netball team got through to the semi finals of the Essex Cup

U14's Netball Team won Essex Cup (plate) Trophy

Year 7's Netball are District Champions for 3 years running.

Current Year 7's are West Essex and Harlow Netball District Champions.

Emma Richards, Nikita Roberts and Olivia Roberts all achieving District qualification times in Swimming, Emma and Olivia have achieved National qualification times for their stroke.

2015 District Champions for Athletics

In football:

2015 1st x 1 won Essex League Champions and were runners up in Essex Cup

2016 1st x 1 made Essex Cup final and won

2015 2nd x1 runners up in Essex League Cup final (div 2)

2013 - U16 won Basketball Essex Cup and reached the Quarter Finals of the Nationals.

2015 - Year 10 Football Boys District Champions

Year 7-9 mixed swimming team came second in local swimming gala at Davenant

Rugby:

The current Year 7s won the District Competition this year and played 44 matches and only lost 7 all year.

8, 9 & 10/11 combined all came district runners up this year

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

Year 8 & 9 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.

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

The under 13 girls Rugby won the Essex Festival winning all 3 matches and scoring over 20 tries in doing so.

31. Hatching Out

Our 20th edition is in the final throws of production. Our e-Newletters have received excellent feedback, showcasing so many of our talented students and staff.

32. Upper School Achievement Award

Our thanks to Dame Joan McVittie who presented our Awards to many of our students. Thanks to John for his attendance and vote of thanks.

33. Trips, Visits and Wider Opportunities

Already the term has got off to a busy start with a music morning for Year 7

A day celebrating International Peace with a range of activities throughout the day

Air Cadets assemblies

A full day covering many aspects of driving including a practical lesson for Year 13 students

A dance show completely organised by Year 11s (80 were involved)

A full day of revision planning for all Year 11s involving input from 18 staff on various techniques and strategies

A Year 8 Road Safety event

After half term we have a Year 12 Sweeney Todd theatre trip

A Year 10 Drop Down Day – on keeping safe

A Year 9 Drop Down Day on health and wellbeing with sessions covering healthy relationships, sexual health, online safety, substance awareness, alcohol awareness, gang and knife crime

A prevent extremism and radicalisation talk

A Year 9 Motivation Conference run by Y.E.S. at the Marriott Hotel

Year 13 will be attending a Sociology Conference at South Kensington

Year 12 and 13 a Psychology Conference at UCL

Geography students have an A Level field trip

Year 13 a Media BFI trip

A further Psychology trip to the Bethlem Museum of the Mind is planned as is a Product Design trip

Year 13 also have a Geography visit to UCL

We finish off the term with a Christmas Concert and carol service at St Paul's Church

34. Staff Successes

Five members of staff rode over 4 days from West Hatch in Somerset to our school in Chigwell to raise funds for the Borneo Camps International trip.

They recently enjoyed an evening white water rafting. A number of staff have been invited to speak at conferences spreading the school's good practice.

We were recently one of four nominees out of 111 schools for School of the Year following the whole of Year 8s involvement in the First Give Charity Event. This involved us attending an Award Ceremony at City Hall which was a wonderful experience.

35. Forthcoming Events

Governors are invited to the Christmas Concert on Wednesday 14th December. Debra/Sue will send out details.

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. Our thanks to those Governors who have been attending early morning meetings focusing on ways forward to address our deficit budget.

A special thank you to John who has done much behind the scenes work in connection with our Admission work in particular the plans to pursue the new Sports Centre and additional class rooms to meet our expansion plans. 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