

## 2022/2023: Shenley Brook End School SEF

Shenley Brook End School opened in 1997 with 114 Y8 students and has grown to 1800 students aged 11-19. This is beyond the originally envisioned size of the school due to its significant oversubscription; 6th Form growth and the significant support of the LA in expanding the school. The school was graded Ofsted Outstanding in 2006 and 2009 and Ofsted Good in 2015 and 2018. The school's cross-phase partnership work with other schools is strong and an application to create a local MAT was successfully completed by the Governing Body, forming the 5 Dimensions Trust with the Hazeley Academy in 2018. **The Trust expanded further in 2023 with Priory Rise Primary school joining the trust and formalising our long-term cross phase partnership with one of our local primary schools.**

### Overall Effectiveness – GOOD

*"The leadership team has maintained the good quality of education in the school since the last inspection."* **OFSTED 2018**

Teaching and Learning is of a consistently high standard across the school. Metacognition, Oracy and the Magenta principles have been observed across the vast majority of lessons. Strategies for reading have started to be addressed through the words for all program, increased use of strategies such as the Frayer Model and the Lexonik Intervention have shown improvement in students reading skills.

### Quality of Education – GOOD

*"Pupils' attainment and progress at the end of key stage 4 in recent years have been strong, with overall progress in 2017 well above the national average."* **OFSTED 2018**

*"The impact of the focus that the school puts on the wider development of their young people is incredibly impressive."* **Whole Education Network**

Currently our KS4 and KS5 are mostly in line with the national average according to the IDSR 2022. Our main areas of weakness are in the Open Element and English for disadvantaged learners. Performance in Computer Science at KS5, Humanities at KS4, Languages at KS4 perform significantly above national averages.

### Behaviour and Attitude – GOOD

*"There is a genuine care by the staff for the children."* **OFSTED 2018**

The quality of our pastoral provision has continued to improve through increased investment in our pastoral team. Our inclusion team is working increasingly closely with our Support for Learning team to meet the needs of students that have significant SEND needs. Student satisfaction with 'Behaviour around the school' has improved by 7%.

### Personal Development – GOOD

*"You and your staff effectively promote the school's core values through a framework of 'Attitudes, Skills and Knowledge'"* **OFSTED 2018**

ASK and TENSILE remain an important tool for students in reporting and self-evaluation across all subjects. The attitudes with ASK remain relevant but we have started to place a greater emphasis on ensuring minimum expectations are met through our BADGER rewards system. Our CEIAG achieved 100% of the GATSBY benchmarks – student satisfaction with 'Information on my next steps' has improved by 5%.

### Leadership and Management – GOOD

*"You promote a model of leadership throughout the school which is underpinned by your philosophy of a 'school of leaders'"* **OFSTED 2018**

A Local Governing Body has been created which liaises with both the Trust Board, the Headteacher and Senior Team. Governor knowledge, delegation by SLT and organization of decision making are all rated as good on Kirkland Rowell 2022.

### Sixth Form – GOOD

*"Outcomes in the sixth form remain very positive, with strong improvements made in performances at A level in a range of subjects in the last year. Leaders have set high levels of expectation, to which students have responded very well."* **OFSTED 2018**

Subject intervention for under-performing students has continued to improve. There is a clear and structured program in place that supports these students to set targets for improvement. Students are surveyed twice per year – in the first survey, the percentage answer for "Strongly agree" and "Agree" that "The teaching is challenging and demanding" increased from 89% in 2021 to 91% in 2022.

**To become consistently outstanding in all areas we are focusing on:**

- **Curriculum** – Through improving our schemes of work we will accurately identify through SOW: meaningful homework tasks, MK2050 opportunities, Connected Learning Projects, CEIAG and Ambition Projects.
- **Teaching and Learning** – All teaching staff will engage in Embedding Formative Assessment CPD program from the SSAT. This is approximately 12 hours of CPD for each member of staff across the year. To prioritise reading and vocabulary acquisition through CPD led by our Director of Reading.
- **Leadership** – A new structure of leadership at SBE. Inclusive of a Raising Standards Leader to focus on the progress of all KS3 and KS4 students and a Head of School to take on the day to day running of the school in partnership with the CExO.
- **Personal Development** – To engage all students and parents from Y7 to Y11 in strategies for revision.
- **Behaviour, Parents and Community** – To build on our ethos of *Belong Believe Become* to build a strong community of parents, teachers, students and staff. Increased use of whole school routines and a commitment to increased Leadership Group Presence around the school during all times of the day to improve student conduct and staff wellbeing.

## The 5 Dimensions Trust - Flight Deck

The Flight Deck illustrates the 5 Dimensions Trusts interpretation of Inspiring (outstanding) against the 5 Dimensions and indicates in red how these are cross referenced to the OFSTED inspection framework.

<b>Inspiring</b>	There are clearly inspirational approaches to offering a whole education. These have a significant impact in adding exceptional value to young people’s experience and outcomes in both conventional and other measures. The school models innovative and effective practice and is well placed to influence wider school and system transformation.
<b>Impacting</b>	There is a clear impact across the school which enriches the educational experience of its young people. This is demonstrated through approaches which add value in both conventional and other measures and will be of interest to the wider network.
<b>Emerging</b>	There is clear evidence of initial impact demonstrated by examples which are beginning to add value to the quality of the whole education experience across the school.
<b>Aspiring</b>	There is a clear intent to providing a whole education which is demonstrated by examples which are in the early stages of practice and implementation but yet to have a demonstrable impact across the school.

The second column references the evidence used to come to this conclusion. The final column shows the schools evaluation of where they are currently. This document is updated annually on the school website, termly with Governors and a live version is used by the school’s executive.

## Reflective Development Evaluations

		Score (1 - 4)	Shenley staff
<b>Holistic</b>			
<b>H1.0 - Happy students</b> Surveys/ discussions with students from all sub groups are consistently positive and students from different backgrounds mix well together. <b>Behaviour and Attitudes</b>	Student surveys. <i>Focus group feedback.</i> Stratified sample for PASS.	2	SOT
<b>H1.1 Bullying</b> Bullying is rare, and when it does occur, it is dealt with well. <b>Behaviour and Attitudes</b>	<i>Student surveys. Focus group feedback.</i>	2	ANA/ SSO
<b>H1.2 Student Voice</b> Students feel that their voice is valued and respected. <b>Behaviour and Attitudes</b>	Student surveys. <i>Focus group feedback.</i> Annual externally validated report.	2	SOT
<b>H1.3 - Fixed Term Exclusions</b> below 4.6% which shows that incidents of high level poor behaviour are rare students with multiple FTE's have clear support in place <b>Behaviour and Attitudes</b>	Exclusion data. Action plans for those with multiple exclusions.	2	ANA/ SSO
<b>H1.4 - Isolations</b> (sessions in and off site) <b>0.2 days per student</b> on role which shows that medium levels of poor behaviour are low. All isolations are logged centrally. Restorative conversations take place to ensure incidents are not repeated. <b>Behaviour and Attitudes</b>	Isolation data and logs. <i>Interviews with students about restorative conversations.</i>	2	ANA/ SSO
<b>H1.5 - Low Level Poor Behaviour</b> Feedback from staff /student and parental surveys along with lesson observations/ detentions/ learning walks and OFSTED show that students are consistently engaged in learning <b>Behaviour and Attitudes</b>	Staff/ student and parental surveys. Lesson observations. Detention data. Learning walks. Feedback from visitors. Examples of successful engagement with external agencies.	2	ANA/ SSO
<b>H1.6 Engagement of Hard to Reach</b> Outcomes for disadvantaged and hard to reach are significantly above those of similar students nationally in terms of exams/ attendance/ participation/ behaviour and destinations. <b>All</b>	Lists of hard to reach students and reasons for them being on that list. Wave 1 and Wave 2 flightdeck. Attendance. Exclusions/ isolation and detention data. Destinations. Examples of successful engagement with external agencies. Exam outcomes.	1	AGR/ ANA /SSO
<b>H 2.0- Attendance</b> 96%+ with very few year groups or sub groups being below 95% thus showing a love of school and learning by students. Broken weeks are rare. <b>Behaviour and Attitudes</b>	Attendance data.	2	ANA
<b>H 2.1- Persistent Absence</b> Below 10% (12%/13.9%/ 15%) showing that the school effectively supports and inspires hard to reach students <b>Behaviour and Attitudes</b>	Attendance data.	2	ANA/ JHE
<b>H 2.2- Punctuality</b> Less than 1 % overall with (1.5%/2% /2.5% ) no sub group above 1.5% showing students personal organisation and motivation to get to school. <b>Behaviour and Attitudes</b>	Punctuality data.	2	ANA

<b>H 3 –Safeguarding–</b> All statutory areas relating the safety of students and the staff are completed to at the highest standards. <b>Leadership and Management</b>	<i>Annual externally validated report including Prevent/ Equal rights</i>	1	JHE
<b>H 4.0- Holistic Curriculum</b> Developing in a coherent, sequential way valuable attitudes and skills as well as knowledge eg ASK/ SMSC/ Mental Health/ Well-being/ Careers/ Effective form time/ PSHE lessons/ Drop Down Days/ Student Voice. <b>Q of Ed –Intent/ Personal Development</b>	Annual externally validated report.	2	CWR
<b>H 4.1 - Volunteering and role modelling</b> 50% of students undertake at least 10 hours of volunteering per year (from all sub groups) and they and the local community overtly benefit by increasing connections, health, skills, careers and fulfilment. <b>Personal Development</b>	Participation data. Focus group feedback.	2	KWH
<b>H 4.2- Participation in Extra Curricular and House Activities</b> 80% take part in a block of at least 12 hours of extracurricular each year. 80% represent their House/ 15% represent their school/ which benefits their connections, health, skills, careers and fulfilment. 80% of students complete DofE at KS4. There is consistency across subgroups <b>Personal Development</b>	Participation data. Focus group feedback.	2	EPE
<b>H 4.3 - Excellence in Sport and Arts -</b> League tables and results show the schools to be the top in the city and winning at a regional level in many areas <b>Personal Development</b>	Annual league tables	2	SDE
<b>H 4.4 Quality Marks/ Awards</b> Each school gains one valuable national award per year that validate the quality of work	Achievement of awards	1	CHO
<b>H 5- Great destinations low NEETS</b> 98% of students leave us to a destination that they are happy and excited with. 95% retention Y12-13 <b>Personal Development</b>	Destination data	1	AHA/ CWR
<b>Academic</b>			
<b>A1.0 Progress and Attainment KS5</b> Consistently significantly above national across almost all subjects, key measures and subgroups. While also being aware of context of each cohort. <b>Q of Ed – Impact</b>	Exam outcomes and PR data	2	DGR
<b>A1.1 Progress and Attainment KS4</b> Consistently significantly above national across almost all subjects, key measures and sub groups. While also being aware of context of each cohort. <b>Q of Ed — Impact</b>	Exam outcomes and PR data	2	GMC
<b>A1.2 Progress and Attainment at KS3</b> Consistently significantly above national across almost all subjects, key measures and sub groups. While also being aware of context of each cohort. <b>Q of Ed — Impact</b>	PR data extrapolated back from KS4 using internal systems	2	GMC
<b>A2.0 Magenta, Oracy, Metacognition - Engaged, challenging, purposeful lessons</b> 90%+ of lessons show that students are highly engaged in purposeful learning. <b>Q of Ed — Implementation</b>	Lesson observations and CPD feedback.	2	ZPE

<p><b>A2.3 Teacher Knowledge</b> – Staff have good subject knowledge. Effective additional support is in place for those teaching outside of specialism. <b>Q of Ed – Implementation</b></p>	<p>Lesson observations. Records and plans for CPD. Performance Management analysis.</p>	<p>1</p>	<p>ZPE</p>
<p><b>A2.4 Feedback</b> Effective feedback has a tangible impact on progress. All students act on feedback to make tangible progress, employing effective techniques such as exemplar work, mark schemes and diagnostic tools.</p> <p>75%+ lessons show that the Shenley way is evident across departments and that checking of understanding through formative assessment is effective <b>Q of Ed – Implementation</b></p>	<p>Anonymised lesson observations and work scrutinise.</p> <p>TLC feedback. Peer Observation Action Plans</p>	<p>2</p>	<p>ZPE/ GMC</p>
<p><b>A2.5 Learning for the Future</b> Students are highly effective learners beyond the classroom, learning independently and collaboratively. Online learning opportunities are purposeful, engaging and prepares students for their future. Students have highly developed online learning skills.</p>	<p>Student and parent surveys. Focus group feedback.</p>	<p>1</p>	<p>JFO/ CWR</p>
<p><b>A3.0 Curriculum</b> The curriculum has clear intent, is well implemented in a layered/ sequential way and has impact. <b>Q of Ed – Intent</b></p>	<p><i>Annual externally validated report.</i></p>	<p>2</p>	<p>CWR</p>
<p><b>A3.1 Schemes of work</b> Resources and materials are of high quality, sequenced wisely, created collaboratively, shared effectively, used consistently. They are reviewed annually linking to changes in cohort along with local and national priorities. They include CIAG/ vocabulary/ Assessments/ Feedback/ Homework / Differentiation/ Magenta/ Oracy/ Metacognition <b>Q of Ed – intent / Personal Development Health and Wellbeing</b></p>	<p><i>Annual peer review leading to an action plan and review after six months.</i></p>	<p>2</p>	<p>GMC/ ZPE /CWR</p>
<p><b>A3.2 Assessment</b> Valid, reliable, purposeful assessment which efficiently leads to rapid and sustained progress closing any gaps <b>Q of Ed – Implementation</b></p>	<p><i>Peer reviews of assessment material and marked work.</i> Correlation between forecast and actual grades.</p>	<p>2</p>	<p>GMC</p>
<p><b>A3.3 Homework</b> Purposeful, regular homework is consistently set, completed enthusiastically and feedback on. This has a tangible impact on progress and longer term transferable skills</p>	<p><i>Termly homework tracker.</i> Staff, student and parent surveys.</p>	<p>3</p>	<p>CWR</p>
<p><b>A3.4 Effective Timetable</b> 80%+ continuity of teacher over the key stage/ 90% Specialist teachers/ 90% of students gain first choice/ Limited split classes <b>Q of Ed – Intent</b></p>	<p><i>Annual externally validated report.</i></p>	<p>2</p>	<p>MEA</p>
<p><b>Staff</b></p>	<p></p>	<p></p>	<p></p>
<p><b>S1- Vision/ Values/ Roles</b> - Staff share the vision and values of the Trust and have clarity in their roles both at school and Trust level <b>Leadership and Management</b></p>	<p>Staff surveys. Exit interviews. Feedback from visitors.</p>	<p>2</p>	<p>CHO/ GMC</p>
<p><b>S2- Staff find their work fulfilling</b> – Staff surveys/ feedback shows that they are happy/ respected/ engaged/ empowered/ free from bullying and harassment. <b>Leadership and Management</b></p>	<p>Staff surveys. Exit interviews. Feedback from visitors. Feedback in grievances/ whistleblowing.</p>	<p>2</p>	<p>CJO / GMC</p>

<b>S3- Support Services</b> Effective and efficient customer focussed support structures lead by highly motivated staff who are always focussed on the mission and values of the partnership/ school	Staff surveys and interviews.	2	NTK/ GMC
<b>S4.0- CPD</b> All staff can articulate the CPD (in its widest sense) on offer and the overall effectiveness of their support (performance management) to them from and through the Trust and express high levels of satisfaction with its relevance, quality and impact. The LTC is held in high esteem. <b>Leadership and Management</b>	Staff surveys and focus group feedback, CPD and LTC evaluations. Performance Management	2	ZPE
<b>S4.1 Professional Pathways and Succession Planning</b> All staff have 5 year flight paths (which may be horizontal) and succession plans are in place for all key staff. Staff can articulate and do access the support they require.	Staff surveys and focus group feedback. Performance management.	2	ZPE
<b>S5.0 - Retention</b> Turn over between 10-15% - Exit interviews predominantly tell a story of moving on for promotion or personal reasons	Exit interviews.	1	CJO
<b>S5.1 Recruitment</b> We have a waiting list of 2 staff wanting to come and work for the Trust in maths/ English/ Sci/ Hums- All adverts attract a field of at least 3 to interview	Termly HR report	2	CJO
<b>S6 Staff Absence</b> 4% staff absence 2 % long term absence.	Termly HR report	2	CJO
<b>S7 Health and Safety</b> – Safety mark Gold. Accidents are rare and when they do occur they are dealt with well.	Termly health and safety report. Safety Mark Award	2	GCU
<b>S8 Financial Health</b> – Projections for 3 year balanced budget. Under 80% of budget spent on staffing.	Termly finance report	2	JWR/ GMC
<b>Parent Partners</b>			
<b>P1 Parental surveys</b> 5% above national in all of the key measures.	Parental survey	2	CHO
<b>P2.0 Attendance at Parents Evenings</b> 85%+ with no sub group below 75%. Parents consistently describe the evenings as very useful and can articulate how they will have impact.	Attendance figures and feedback from parents.	1	GMC
<b>P2.1 Attendance at information evenings</b> 60% attendance with no sub group below 45%. Parents consistently describe the evenings as very useful and can articulate how they will have impact.	Attendance figures and feedback from parents.	2	GMC
<b>P2.2 Attendance at celebration evenings/ performances</b> 40% attendance with no sub group below 25%. Parents consistently describe the events as enjoyable and inspiring.	Attendance figures and feedback from parents.	2	GMC
<b>P3 Empowered Parents</b> 90% of parents have the skills to effectively support their child on their journey through school. Where this is not in place additional support is given	Parental survey and feedback from parents	2	SOT

<b>P4.0 Applications for Y7 and waiting lists</b> To have 100% of our places filled from first choice and be the first choice school for 90% of the students in our partner primary schools	Application data	2	ANA
<b>P4.1 Students Numbers at KS5</b> – 360 students at Hazeley 400 students at SBE. Retention figures are above national average.	Student numbers	1	DGR
<b>Wider Community</b>			
<b>W1 Students taking part in community sport/ arts/</b> 50% of students take part on a weekly basis	Autumn, Spring and Summer attendance reports on student participation	2	EPE
<b>W2 Students taking part in community volunteering and/ or work experience</b> 25% of students take part in at least 20 hours per year at KS3. 80% of Y10, 12 and 13 students to take part our planned programmes.	Autumn, Spring and Summer attendance reports on student participation	2	EPE
<b>W3.0 Use of facilities outside of school time-</b> Facilities are booked at 95%+ with over 70% being with key partners that link with the Trust	Termly finance report	2	NTK
<b>W3.1 Income Generation</b> 2% of income generated from bookings- 1% from Grants	Termly finance report	2	NTK
<b>W3.2 Quality of Governance-</b> Excellent levels achieved on self and external reviews. <b>Leadership and Management</b>	Annual externally validated report.	2	CHO
<b>W3.3 Purposeful Partnerships</b> – The purpose and impact of each partnership can be clearly articulated and show efficiency and impact, <b>Leadership and Management</b>	Termly Principals report to LGB	2	CHO