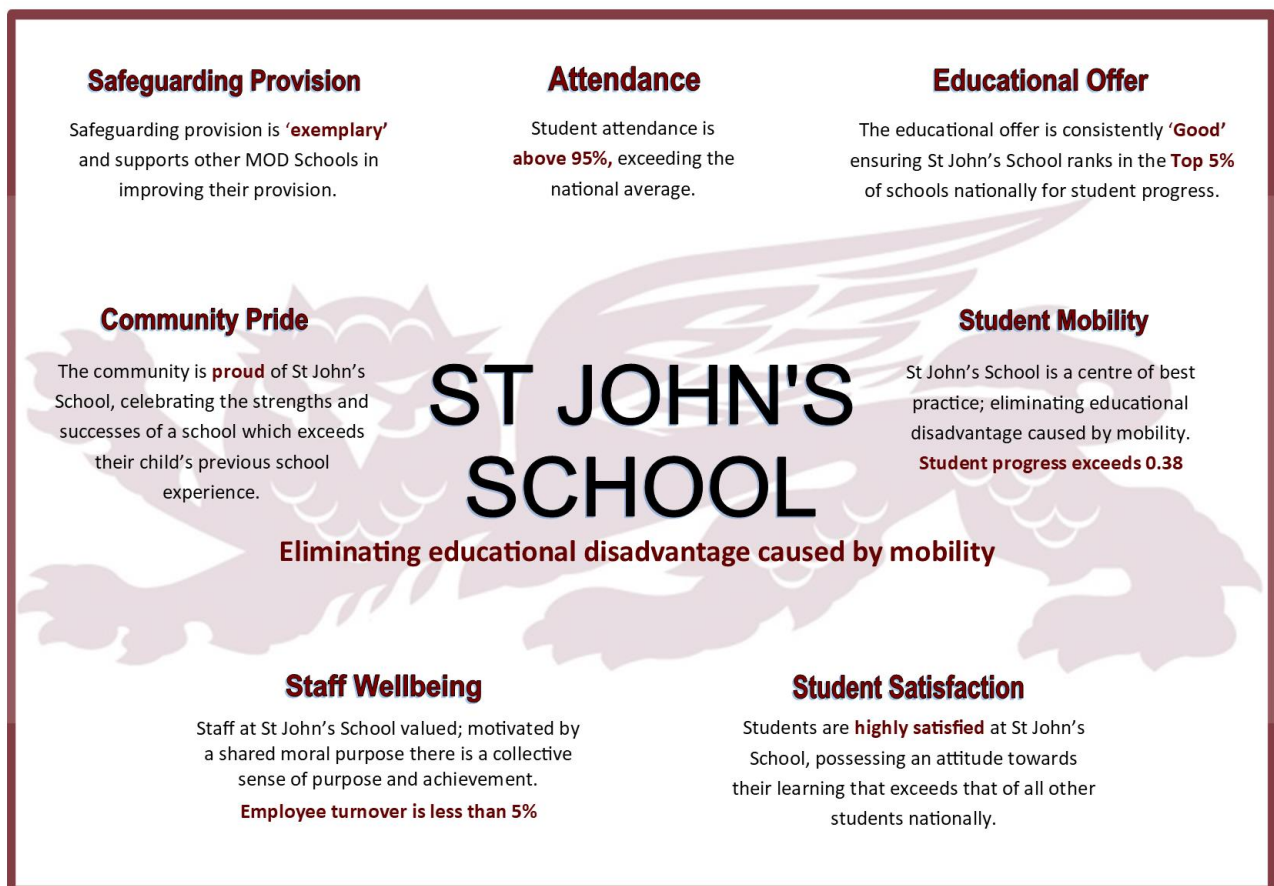


Introduction

It has been a very positive start to the new school year. There is a palpable feeling of excitement and enthusiasm for the year ahead. A feeling that is shared by students, parents and staff. Supported by a clear, well defined moral purpose we have committed to *eliminating educational disadvantage caused by mobility*. Determined in our purpose, we must maintain the strength in our convictions, avoid distraction and ensure that whatever we do must demonstrably impact upon the elimination of *educational disadvantage caused by mobility*.

I have pledged to staff, in sharing my strategic vision that I will protect them from distraction and ensure they are permitted to do the main thing well. For staff at our school, the main thing is what goes on in the classroom and their delivery of an educational offer that is consistently good, ensuring St John's School ranks in the top 5% of schools nationally for student progress.



Safeguarding Provision
Safeguarding provision is '**exemplary**' and supports other MOD Schools in improving their provision.

Attendance
Student attendance is **above 95%**, exceeding the national average.

Educational Offer
The educational offer is consistently '**Good**' ensuring St John's School ranks in the **Top 5%** of schools nationally for student progress.

Community Pride
The community is **proud** of St John's School, celebrating the strengths and successes of a school which exceeds their child's previous school experience.

ST JOHN'S SCHOOL
Eliminating educational disadvantage caused by mobility

Student Mobility
St John's School is a centre of best practice; eliminating educational disadvantage caused by mobility. **Student progress exceeds 0.38**

Staff Wellbeing
Staff at St John's School valued; motivated by a shared moral purpose there is a collective sense of purpose and achievement. **Employee turnover is less than 5%**

Student Satisfaction
Students are **highly satisfied** at St John's School, possessing an attitude towards their learning that exceeds that of all other students nationally.

Members of the SGC are to play a crucial role in the delivery of our shared moral purpose and the underpinning of school improvement priorities. Forming Sub Committees around each priority (plus a Finance Sub Committee) I look forward to you evaluating our progress and reporting back to myself and, through the Full SGC Committee, the progress we are to make and the continued improvements that will be needed. To facilitate your task, the school is open to you, we will provide the necessary training and ensure you have access to the people, information and evidence needed to make informed independent decisions that inform your conclusions and empower you to support and challenge the school in the delivery of our improvement priorities.

Safeguarding Provision

Safeguarding provision is **'exemplary'** and supports other MOD Schools in improving their provision.

Our Safeguarding Governor, Beth Morris, was unfortunately taken seriously ill over the summer holiday. Sadly, Beth is no longer able to continue serving the school and the SGC and through her husband has relinquished her role.

St John's School has been awarded the My Concern Flagship Award, in recognition for its approach to school safeguarding.

The safeguarding team has changed and is outlined below:



Safeguarding Team



If you have any concerns regarding your safety or anyone else's safety please report it to:

 <p>Alex Kerr Deputy Headteacher Designated Safeguarding Lead</p>		 <p>Steve Dixon Assistant Headteacher Deputy Designated Safeguarding Lead</p>		 <p>Colin Guyton Acting Headteacher</p>	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>In addition or instead of raising a concern in person Scan the QR Code to report a concern</p>  </div>
 <p>Katie Gardiner Head of Key Stage 3 Deputy Designated Safeguarding Lead</p>	 <p>Hayley Stonier Head of Key Stage 4 Deputy Designated Safeguarding Lead</p>	 <p>Kelly Bonar Head of Key Stage 5 Deputy Designated Safeguarding Lead</p>	 <p>Andrew Holden SENDCO Deputy Designated Safeguarding Lead</p>	 <p>Kate Parkinson Safeguarding Assistant Deputy Designated Safeguarding Lead</p>	

If you have a concern that affects your wellbeing and/or the wellbeing of others report it with confidence.
Anonymous reports can be made.

Staff have reported 372 concerns since 5th September 2022 to the DSL's through our Safeguarding Management System – My Concern. Of these:

- 23 were linked to student behaviour,
- 26 linked to lack of engagement with learning,
- 28 linked to Emotional Health
- 21 linked to attendance
- 11 linked to friendships

All concerns are closely monitored by our safeguarding team, with information shared as required with colleagues during a Friday Safeguarding whole school briefing

1 student is being supported through Early Help.

All staff have kept their skills and understanding current through reading DfE guidance documents including Keeping Children Safe in Education. Staff were also provided with in person training on the 1st September 2022.

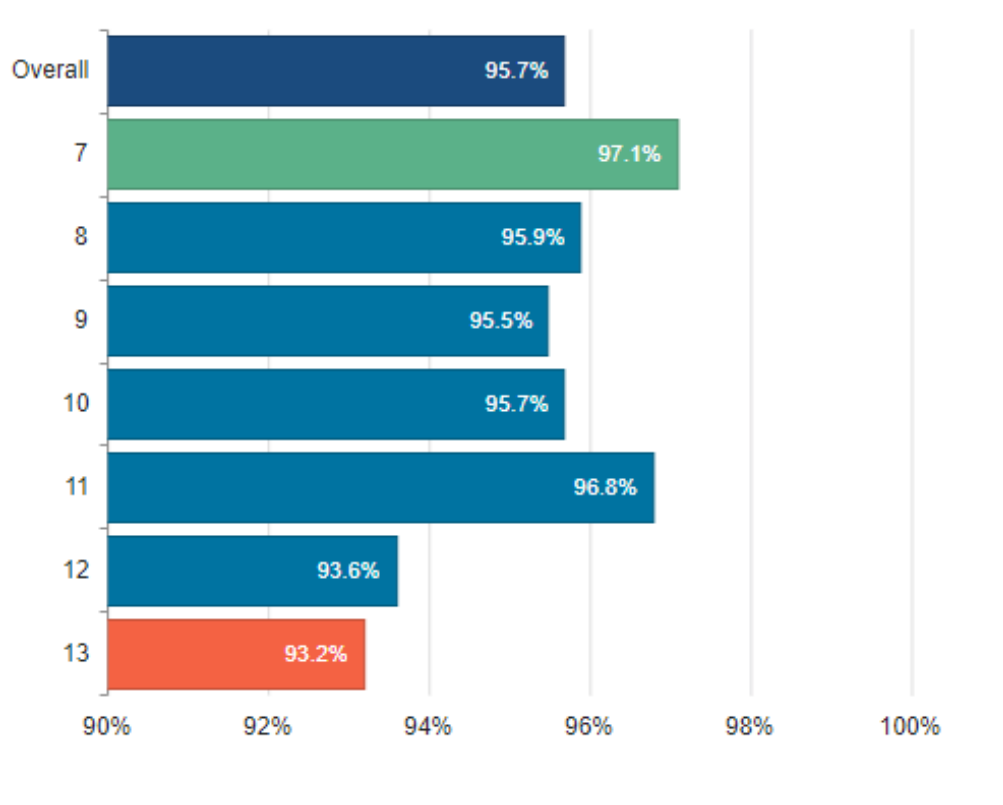
Safeguarding provision has transitioned well to the new team, ably supported by our new Safeguarding Assistant, Mrs Kate Parkinson. St John's continues to provide outreach, this term supporting Dhekelia Primary School and next, King Richard School.

Attendance

Student attendance is **above 95%**, exceeding the national average.

Overall percentage attendance stands at 95.7%, which is in line with our school improvement target. Year 12 and 13 present growing concern, with early interventions taking place following student illness and a safeguarding incident affecting multiple students.

Headline Figures 05/09/2022 – 27/09/2022



Educational Offer

The educational offer is consistently **'Good'** ensuring St John's School ranks in the **Top 5%** of schools nationally for student progress.

A set of Non-Negotiables have been established for all lessons. These include:

- Teacher meets and greets students at the door of the classroom as they arrive
- A 'Do It Now' task is prepared and provided to students without the need for teacher input. Students are in the habit of doing this with immediacy. The task always requires students to recall and apply previous learning.
- Learning objectives are shared and the success criteria explained
- Assessment for Learning is present throughout every lesson and supports differentiated support and challenge
- Students leave the lesson in an orderly fashion

These non-negotiables are being embedded within lessons along with a commitment to using Assessment for Learning as our vehicle for whole school improvement.

Since the beginning of September, the SLT have conducted more than 120 learning walks. These learning walk visits have confirmed that the non-negotiables are being applied with consistency. There are pockets where inconsistency remains, however, this is being actively addressed. Learning walks have shown that there is a staff training need around what constitutes good learning objectives and challenging success criteria. They have also shown that the pitch and level of challenge is an area of development, something we are looking to address through improving staff understanding of effective differentiation.

During the staff INSET days we supported staff in refamiliarizing themselves with different assessment for learning techniques. These included the use of mini-whiteboards, hinge questions and RAG cards for example. We have purchased 35 visualisers for staff and will roll these out in the coming weeks with the necessary training.

Staff development routinely takes place through effective lesson feedback provided by SLT and all other colleagues including middle leaders and teachers. This feedback is soon to be expanded to include the triangulation of what is seen in lesson with student work, voice and progress data. Where good practice is observed it is shared with colleagues through Wednesday's Teaching and Learning morning briefing. This comes in addition to Monday afternoons staff training and through Middle Leaders who are being upskilled to develop staff through their faculty meetings.



Student Mobility

St John's School is a centre of best practice; eliminating educational disadvantage caused by mobility.

Student progress exceeds 0.38

GCSE

Attainment 8				Progress 8			
2022	2021	2020	2019	2022	2021	2020	2019
48.1	59	55.04	54.26	+0.14	+1.32	+0.65	+0.23

Grade >4 Maths and English				Grade >5 Maths and English			
2022	2021	2020	2019	2022	2021	2020	2019
69%	96%	85%	88%	47%	66%	64%	62%

Progress and Attainment at GCSE was disappointing and falls short of my ambitions for the students of St John's School.

At GCSE, although progress was positive, it should be much better for St John's School considering student attitudes, class size and resources. Progress can be improved rapidly through a focus on student progress in English and Maths, in particular the tie up between the number of students achieving a Grade >4 in English and Maths. In total 18 students did not achieve a Grade 4 in either (or both) English or Maths.

The architecture to address this has been created and put in place and includes:

- A Core Group meeting fortnightly on a Thursday to review progress data and plan coherent interventions across the core subjects
- Appointment of Nichola Robertshaw as Student Progress Leader
- Question Level Analysis of mock examinations to identify areas that students must improve upon, this is at an individual and cohort level
- New Curriculum Leaders in post
- Whole school teaching and learning focus

There was significant disparity between predicted grades and actual grades achieved at GCSE. This highlights the lack of moderation and standardisation. A similar issue at King Richard School, the schools will work together to ensure sample moderation.

Areas of strength included: Art, Food Technology, Engineering, Music

Areas of development included: English, Maths, Science, History

All faculty leaders have presented to SLT an analysis of student outcomes and a clear action plan to support improvement. These are now being fed into faculty self-evaluation forms and improvement plans.

A-Level

A-Level Progress Score				A-Level Average Grade				BTEC Progress Score			
2022	2021	2020	2019	2022	2021	2020	2019	2022	2021	2020	2019
-0.39	0.64	0.27	-0.20	C	B	C+	D+	0.58	1.25	1.36	1.88

Progress and Attainment at A-Level was not good.

Students performed well in BTEC subjects, but not so in A-Levels.

Student profile at St John's School has been changing with the cohort's academic ability skewed towards being middle/low ability. This year we have been very firm in directing students towards a curriculum that they are best suited to, with the majority of students opting for vocational qualifications including NVQ and BTEC.

Expectations have been raised for students studying in the Sixth Form with:

- Students wearing professional business dress
- Students are no longer able to sign out of school during free periods
- Sixth Form study room is more purposeful with:
 - A timetabled programme of activities
 - Structured supervision
 - Mobile free zone

Key Stage 3

Students in Key Stage 3 have completed GL Progress Tests in English, Maths and Science. These have provided cohort trends and detailed analysis at a subject, class and individual student level. Students completed the tests in September and will sit the same test (adjusted for age) in June 2023. This will allow the school to standardise progress against national averages, accurately measuring student, staff and school performance. The tests have also highlighted trends around gaps in student knowledge. The data has revealed:

- Year 7 proficiency in English and Science is negatively skewed with lower than the national average scores of 94.9.
- Curriculum content areas for Year 7 which require significant intervention include:
 - Spelling
 - Reading
 - Retrieval
 - Working Scientifically
- Year 8 proficiency in English and Science is slightly skewed below than the national average scores of 97.
- Curriculum content areas for Year 78which require significant intervention include:
 - Authorial Technique
 - Retrieval
 - Chemistry
 - Working Scientifically
- Year 9 proficiency in all core subjects was below the National Average with scores of 105.
- Curriculum content areas for Year 9 which require intervention include:
 - Reading
 - Retrieval
 - Working Scientifically

Comparison of student performance by length of stay

Y8 Long stay Vs UK	English	Maths	Science
SAS - UK	93	98	98.13
SAS – Long stay (1 full year)	98.36	106.4	98.93
Overall Stanine - UK	4.2	5.2	4.8
Overall Stanine - Long stay (1 full year)	4.72	5.88	4.9
NPR - UK	37.27	49.73	46.07
NPR – Long stay (1 full year)	46.03	64.02	46.98
GCSE - UK	4.46	4.65	4.27
SAS - Long stay (1 full year)	4.9	5.61	4.33

Y9 Long stay Vs UK	English	Maths	Science
SAS - UK	96.67	101.56	97.8
SAS - Long stay (1 full year)	106.67	104.22	101.44
SAS - Long stay (2 full years)	116.31	115.85	114.58
Overall Stanine - UK	4.57	5.25	4.67
Overall Stanine - Long stay (1 full year)	6	5.56	5.11
Overall Stanine - Long stay (2 full yeas)	7	7.23	6.83
NPR - UK	43.47	53.69	4.93
NPR - Long stay (1 full year)	63.67	59.89	5.66
NPR - Long stay (2 full years)	78.92	82.38	7
GCSE - UK	4.75	4.99	4.22
SAS-Long stay (1 full year)	5.71	5.32	4.56
SAS-Long stay (2 full years)	6.43	6.81	5.78

Next Steps

KS4 and KS5

- Identify target groups at key thresholds
 - Grades 3/4
 - Grades 4/5
 - Grades 7/8
 - Negative Progress Scores
- Plan and deliver interventions
 - Mentoring of More Able
 - Withdrawal for 1-1 GCSE Retake Tuition in Maths
 - Withdrawal for 1-1 GCSE Y11 Tuition in Maths
 - Small group bespoke tuition after school for English and Maths
 - Golden Subject approach to identify students needing improvement in particular subject
 - Provision of Question Level Analysis for students and parents
 - Tailor the curriculum delivery to address gaps in student confidence and understanding
 - Ensure students are in appropriate classes for their tier of exam paper
 - Engage with parents for support

KS3

- Identify target groups for bespoke Learning Support interventions for example:
 - Reading Recovery and/or the spelling of high frequency words
- Whole school approach to below national average areas of the curriculum for example spelling and retrieval as a Do It Now Task.
- To make areas of the curriculum that are below the curriculum national average a focus of homework tasks
- Tailor the curriculum delivery to address gaps in student confidence and understanding
- In lesson differentiation to address gaps in understanding without prohibiting progress of others who have mastery of that curriculum aspect
- To share individual student reports with class teacher, to facilitate time to allow them to plan with this information. To quality assure teacher use of this information.
- To disseminate information to all teachers across a child's curriculum to plan and deliver key in class interventions
- To share with parents their child's Parent Report and support them with interventions at home.

Student Satisfaction

Students are **highly satisfied** at St John’s School, possessing an attitude towards their learning that exceeds that of all other students nationally.

Students in all years completed the Pupil Attitude to Self and School Survey (PASS) in the last week of September. This provides detailed analysis of a student’s feelings towards themselves and their school experiences. The assessment presents upon:

PASS Factor	1	2	3	4	5	6	7	8	9
	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands

It compares student attitudes to a national picture and will allow the school to gauge and evaluate student satisfaction against national benchmarks. At the time of writing an overview of the data was not available to include within this report.

Once we are in receipt of the information we will, as a school, be able to plan a further suite of interventions in areas revealed to require development. At the end of the last academic year we successfully did so around attendance, improving the attendance percentages by 8.7% over 10 weeks of 56 students whose attitude towards attendance was below the national average.

I will share with you the detail of PASS assessments in my next report. We will also conduct a further round of PASS testing in June to allow an insight into the satisfaction of our students and whether we have achieved our aim of ensuring students are highly satisfied at St John’s School, possessing an attitude towards their learning that exceeds that of all other students nationally.

Student Statistics

Year	Female	Male	Total
7	24	31	55
8	28	32	60
9	15	24	39
10	31	21	52
11	20	16	36
12	21	14	35
13	11	8	19
			303

We have on roll an equal number to this time last academic year. The number is significantly higher than expected, with forecasts having estimated 264 students. This has placed pressure upon Year 10 and the Sixth Form.

Staff Wellbeing

Staff at St John's School are valued; motivated by a shared moral purpose there is a collective sense of purpose and achievement. **Employee turnover is less than 5%**

At the end of the last academic year the school experienced a high staffing turnover of 25%, this included the departure of the entire Maths Department.

In September we were joined by:

Vacancy	Role	Vacancy	Role
Stephen Dixon	Assistant Headteacher	Lydia Allard	Teacher of Maths
Kim Fox	Head of Maths, Computing and Business	Louise McVey	Teacher of Design Technology
Helen Harper	Head of English and Drama	Nicola Anders	MIS Manager
Sam Papaioannou	Teacher of RE	Katie Parkinson	Safeguarding Assistant
Tracey Hewitt	Teacher of Science	Lisa Hollis	Food Tech LSA
Lucy Clarke	Teacher of Geography	Eleni Dionysi	Laboratory Technician
Jennifer O'Bryne	Teacher of Maths	Angharad Davis	Nurture Hub
Charlotte Padmore	Teacher of Science	/	LSA General

In July we appointed:

Vacancy	Role	Anticipated Start Date
Jane Byers	Teacher of Biology	September 2023
Ayesha Lamb	Teacher of History	September 2023
Chelsey Sofianos	Teacher of Psychology	September 2023

In October we are interviewing for:

Role	Anticipated Start Date
Teacher of Computing	September 2023
Teacher of Design Technology	September 2023
Teacher of Maths	September 2023

Internal Promotions:

Vacancy	Role	
Katie Gardiner	Head of Key Stage 3	Temporary until December 22
Hayley Stonier	Head of Key Stage 4	
Kelly Bonar	Head of Key Stage 5	
Nichola Robertshaw	Leader of Student Progress	

It is expected that these positions, along with the fixed term appointments, will be extended in November 2023 up to April 2023. They will then need to continue to roll in this fashion until the position of Headteacher is clarified.

School Leadership Vacancies

The role of Headteacher continues to be filled by Colin Guyton who is acting into the role from the substantive position of Assistant Headteacher. The position of Deputy Headteacher will be advertised in October 2023. It is expected that Colin Guyton will apply for this substantive role. Should he be successful, Steve Dixon will act into the role of Deputy Headteacher, allowing two further temporary promotions into the roles of Assistant Headteacher. It is hoped that clarity around the Headship will be provided by DCS in due course to allow school leadership stability and the appointment of colleagues into permanent positions.

Staff Wellbeing

The feeling amongst staff is one of improved positivity on the last academic year. There are improved avenues for staff to raise concerns regarding wellbeing including:

- Standing item in all meeting agendas
- Staff wellbeing committee
- Staff wellbeing representative who attends SLT weekly to raise concerns of staff
- Local Union Engagement

These avenues of engagement have resulted in productive dialogue around key issues such as:

- Performance Management
- Code of Conduct
- Policy
- Student group dynamics

Staff receive frequent developmental feedback and have united behind our shared moral purpose of eliminating educational disadvantage caused by mobility.

Community Pride

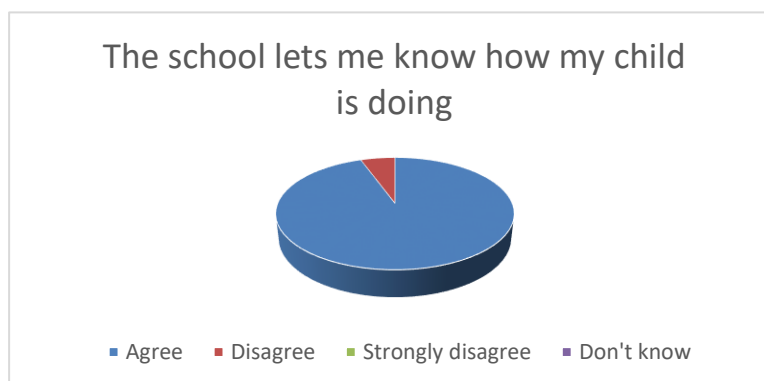
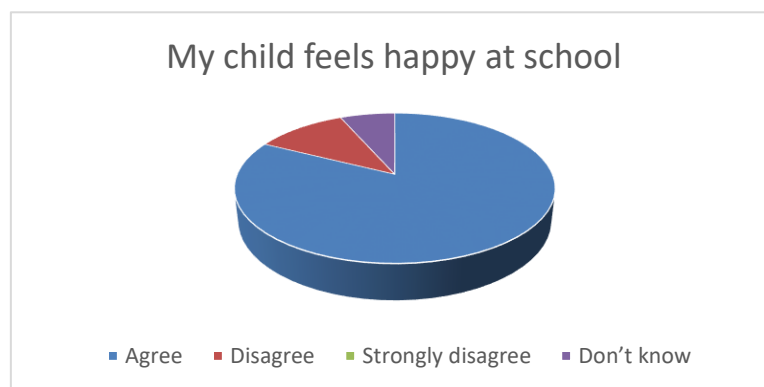
The community is **proud** of St John's School, celebrating the strengths and successes of a school which exceeds their child's previous school experience.

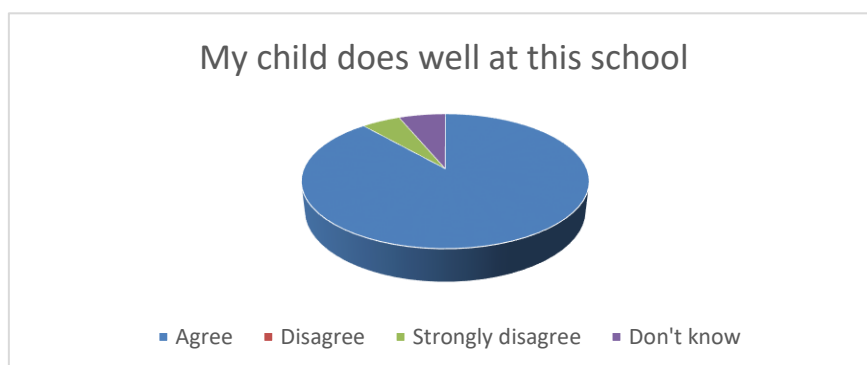
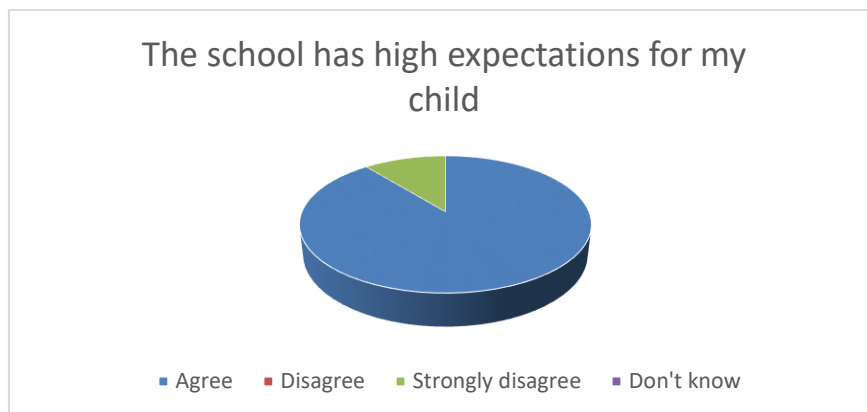
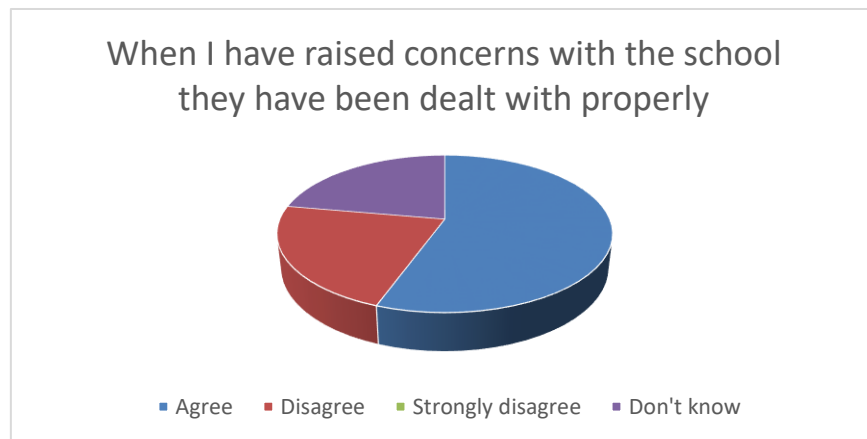
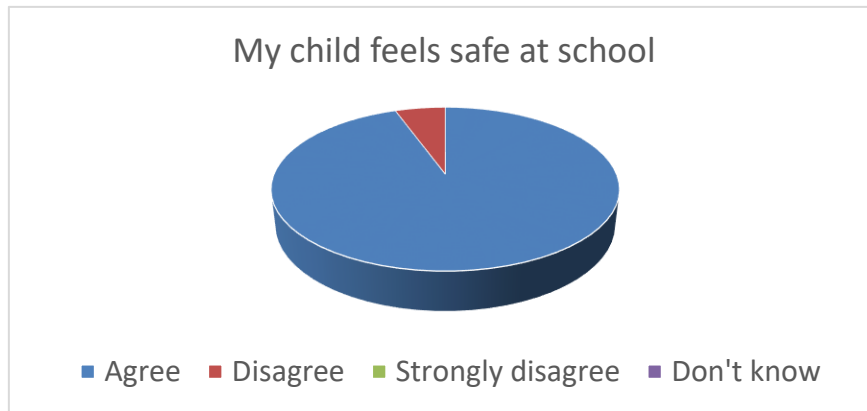
There is a palpable feeling of positivity in the community around the early green shoots of improved educational provision at St John's School. The school has opened itself up to community stakeholders and this has been well received with eleven separate opportunities for members of the community visit and engage directly with the school in September alone. These events have included an Induction Morning on the 30th August, the popular Meet the Teachers Afternoon on the 15th September, Year 11 and 13 Parent Afternoon on the 26 September and a series of parent information events later that same week. We also trialled a Facebook Live event, although this was only attended by three community members.

Communication has been improved and well received. We issue a Weekly Headteachers Newsletter, which SGC members are provided with. We have also improved our social media presence through Facebook, increasing our followers by 54 in September and engaged people a total of 9763 times, up 64%. The content of the school website has been updated. The Headteacher met 32 parents during the month of September through open mornings and separate appointments. Each medium of communication has allowed community stakeholders to learn of and celebrate in the strengths and successes of St John's School and feed the feeling of positivity which exists.

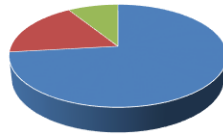
We are currently rolling out EPraise Apps to parents. These Apps will provide a one stop communication tool, where eventually parents can find out about their child's attendance, progress, timetable, extracurricular activities, reward points, homework and school letters including the weekly newsletter. Parents will eventually be able to communicate directly with teachers through the App or website.

During the Year 11 and 13 parents' afternoon we began to canvas parental opinion towards St John's School. We used Ofsted Parent View and their inspection questions. Responses to questions are graphed below:



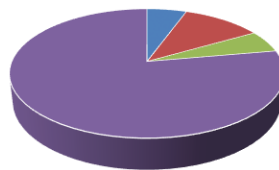


The school makes sure its pupils are well behaved



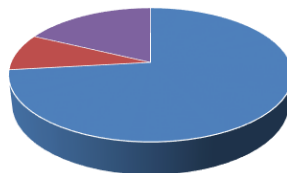
■ Agree ■ Disagree
■ Strongly disagree ■ Don't know

My child has been bullied and the school dealt with the bullying quickly and effectively



■ Agree ■ Disagree
■ Strongly disagree ■ not been bullied

I would recommend this school to another parent



■ Agree ■ Disagree ■ Strongly disagree ■ Don't know

Finance

The school has been allocated £3,074,526 for the financial year 2022/23 which is significantly lower than previous years. Our allocation of this is shown below:

CIV PAY	£2,140,097
SUPPLY	£38,258
LEC	£628,182
RESOURCES	£187,989
T+S	£60,000
CPD	TBC
IT	TBC
PROPERTY MANAGEMENT	£20,000

AP04 (April -July 22) shows we have spent £1,058,084 and are projected to come slightly over budget. We have highlighted the risk to DCS which is a result of high staff turnover and T&S costs.

Diary Dates

Thursday 13 th October 2022	Parent Forum (SJS)
Thursday 20 th October 2022	Year Parent Afternoon 1430 – 1700
Saturday 30 th October 2022	Geography UK Residential – Juniper Hall
Monday 7 th November 2022	Year 8 Parent Afternoon 1430 – 1700
Wednesday 16 th November 2022	Year 9 Parent Afternoon 1430 – 1700
Friday 25 th November 2022	D of E Training Expedition Happy Valley
Tuesday 29 th November 2022	Year 10 and 12 Parent Afternoon 1430 – 1700
Wednesday 7 th December 2022	SGC Meeting
Tuesday 13 th December 2022	Café Noel