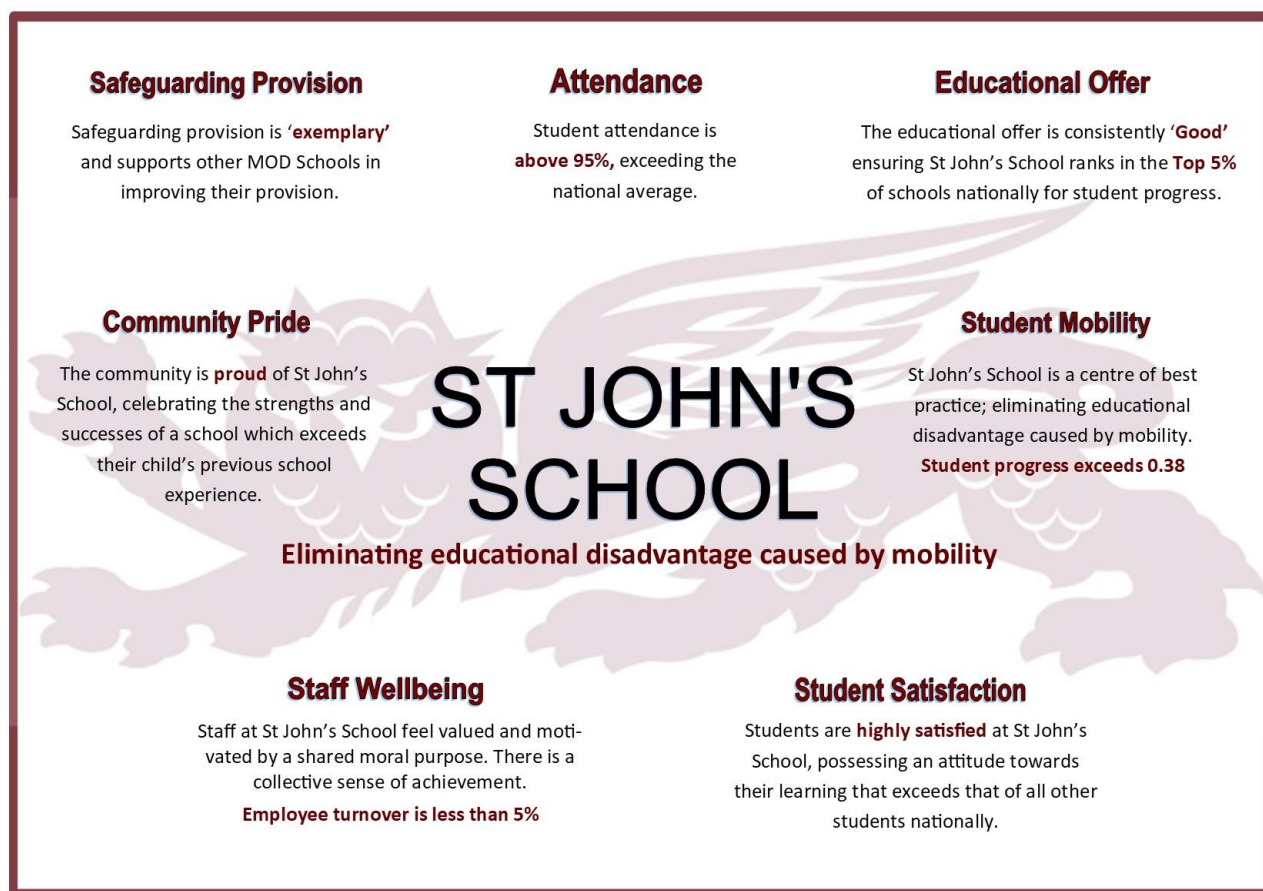


## Introduction

Progress (as outlined in this report) continues to be made towards our shared moral purpose of *eliminating educational disadvantage caused by mobility* and each underpinning priority. In some quarters, such as attendance, community pride, student satisfaction and staff wellbeing, progress has been significant. The progress made comes against the backdrop of continued difficulties surrounding the recruitment and onboarding of new staff and internal vacancies for which we have not been granted permission to recruit into.



In November, St John's School participated in a peer review, led by the leadership team from King Richard School. The report from this peer review accompanies the SGC mailshot along with a short report from each SGC subcommittee.

I am grateful to each and every stakeholder for their continued support in realising our shared moral purpose and in delivering each underpinning priority. This gratitude extends to members of the SGC, who have been a visible and welcomed presence in our school.

In preparation ahead of our upcoming full School Governors meeting on Wednesday 8<sup>th</sup> February 2023 at 1000hrs, members are encouraged to read each subcommittee report, as well as the recent report from the peer review and prepare any questions they may have in order to formulate future lines of enquiry and agreed actions to inform continued whole school improvement.

## Safeguarding Provision

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

The safeguarding team has changed following the departure of Alex Kerr and is outlined below:



## Safeguarding Team



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

 <p><b>Kate Parkinson</b> Safeguarding Lead Designated Safeguarding Lead</p>	 <p><b>Steve Dixon</b> Assistant Headteacher Deputy Designated Safeguarding Lead</p>	 <p><b>Colin Guyton</b> Acting Headteacher</p>	
 <p><b>Katie Gardiner</b> Head of Key Stage 3 Deputy Designated Safeguarding Lead</p>	 <p><b>Hayley Stonier</b> Head of Key Stage 4 Deputy Designated Safeguarding Lead</p>	 <p><b>Kelly Bonar</b> Head of Key Stage 5 Deputy Designated Safeguarding Lead</p>	 <p><b>Andrew Holden</b> SENDCO Deputy Designated Safeguarding Lead</p>



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SCHOOL

In addition or instead of raising a concern in person Scan the QR Code to report a concern



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

Kate Parkinson has taken on the role of Designated Safeguarding Lead and reports directly to the Headteacher and the Senior Leadership Team.

Staff have reported 529 concerns since 5<sup>th</sup> September 2022 to the DSL's through our Safeguarding Management System – My Concern. Of these:

- 73 were linked to student behaviour,
- 54 linked to lack of engagement with learning,
- 81 linked to Emotional Health
- 79 linked to attendance
- 61 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.

6 students are being supported through Early Help.

0 students are registered as being Child in Need or on a Child Protection Plan.

## Attendance

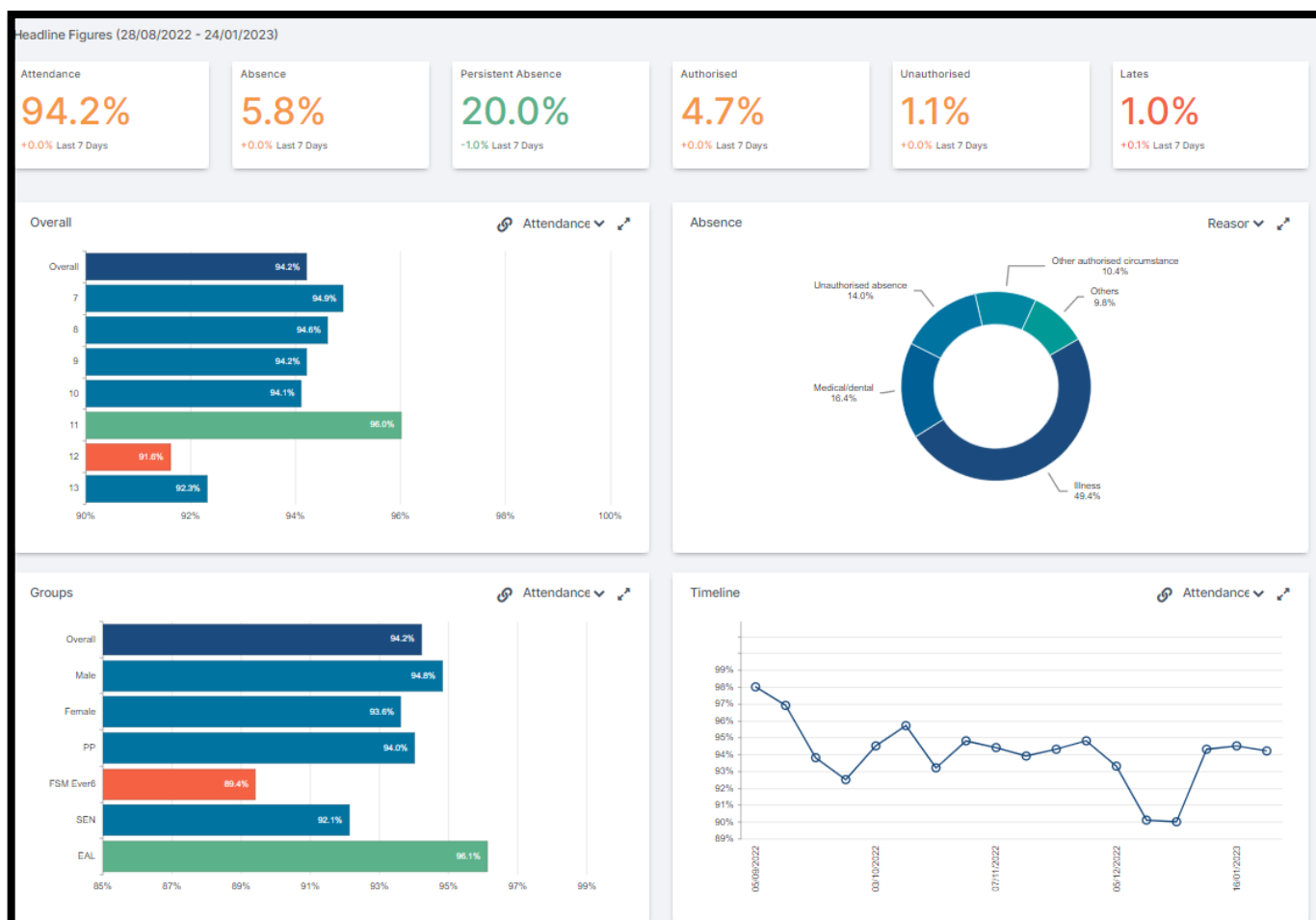
Student attendance is **above 95%**, exceeding the national average.

Overall percentage attendance stood at 94.6% at the end of Term 1, 3% higher than the same point last year and 6% higher than the national attendance for secondary schools in England ([Gov.UK](https://www.gov.uk)).

Attendance declined significantly in the first week of the new term (-0.5%) owing to late return of families from the Christmas holidays and the difference between the school terms and military stand down.

Improved school attendance ensures that students at St John's School are at a significant advantage in comparison to the UK peers whose attendance is being adversely affected by seasonal flu and other respiratory illnesses.

### Headline Figures 05/09/2022 – 27/01/2023



## Educational Offer

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

The recent peer review report published by King Richard School comments upon the progress being made around the educational offer provided by St John's School. The report commented that:

*"Expectations are rising, students have noticed the changes that have taken place between this year and the last. Students feel these changes are for the better, they enjoy the improved structure and routine in lessons. Students are now being asked to work harder. Homework is an area of significant improvement"*

(November 2022)

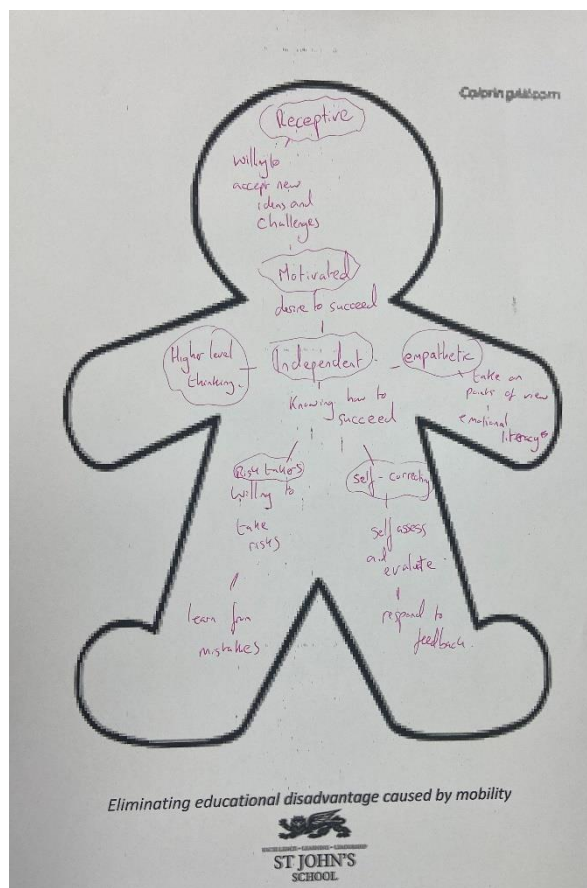


The improvements continue to be brought about by the embedding of our non-negotiables that promote the improved structure cited. The embedding of our non-negotiables is simultaneously occurring alongside our use of a broad variety of Assessment for Learning (AFL) Strategies. Learning walks evidences 3 or more AFL strategies being used routinely in each and every lesson. The pitch and challenge in lessons is improving with one Year 9 student commenting that:

*"More lessons this year allow us to do different activities that are harder than work set for other students – not the same"*

The focus of Term 2 is to permit further consolidation of best practice as guided by the strategic direction we have collectively embarked upon. This will allow Senior and Middle Leaders to respond to the recommendation that Middle Leaders, specifically Faculty Leaders, *"routinely visit lessons outside of their subject area"*. It will also allow our CPD programme time to discuss *"what high quality teaching at St John's School looks like and the role that Assessment for Learning plays within it"*, an important next step which lays the foundations for revisiting our whole school values later in the academic year.

The Senior Leadership Team has an accurate understanding of the quality of education across the school, an understanding that is informed by triangulated performance data. It is hoped that once capacity permits, where there is scope for further individual teacher improvement, that bespoke, informal support will be put in place.





### 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			
Dec. 22	2022	2021	2020	Dec. 22	2022	2021	2020
47.24	48.1	59	55.04	-0.7	+0.14	+1.32	+0.65

Grade >4 Maths and English				Grade >5 Maths and English			
Dec. 22	2022	2021	2020	Dec. 22	2022	2021	2020
64%	69%	96%	85%	36%	47%	66%	64%

Progress and attainment at GCSE is based solely upon students performing in the December mock examinations, with a very large number of exam papers moderated externally. Owing to the inadequate assessment practices last year, it is not possible to make a direct comparison with the previous cohort. The 2019 grade boundaries used anticipate the government's intention to return to grade boundaries that preceded Covid-19 and ensure students will not be caught out by this final recalibration.

In my experience, students improve by one whole grade between the mock and final exams. I remain confident that the cohort will make positive progress and will exceed the 2022 percentage of students achieving a Grade 4 or above in both English and Maths.

The interventions employed last term continue to be evaluated and tailored to the current data set. Interventions include:

- Core Group meetings fortnightly on a Thursday to review progress data and plan coherent interventions across the core subjects
- Question Level Analysis of mock examinations to identify areas that students must improve upon, this is at an individual and cohort level
- The appointment of a supply teacher who can teach small group intervention classes for English and Maths. This will look to offset the disruption caused by recruitment and focus on borderline students, aiding them to achieve a Grade 4
- Whole school teaching and learning focus

Areas of strength included: Food Technology, Language, Geography, 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			
Dec	2022	2021	2020	Dec	2022	2021	2020	Dec	2022	2021	2020
-1.7	-0.39	0.64	0.27	D	C	B	C+	0.18	0.58	1.25	1.36

Progress and Attainment at A-Level is 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, however Year 13 are a legacy cohort with many students inappropriately advised.

As with the GCSE's, students are expected to make a whole grade improvement between the mock and final exams. Irrespective of this improvement the progress score for the A-Level will be significantly negative, at best -0.7.

The interventions employed last term continue to be evaluated and tailored to the current data set.

Areas of strength included: Vocational Qualifications including Sport and Health and Social Care

Areas of development included: English, Chemistry, 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.

### Key Stage 3

Spring term 2023 saw the launch of the St John's School Reading Booster Programme. This is being led by our experienced LSA team. Selected Key Stage 3 students are joining together in small groups to look at ways to further develop their reading skills through a range of interactive and engaging activities. Our aim is to get students to actively explore their own reading skills, to boost their ability to access a range of texts across the curriculum, and to help develop a love of reading that they can take forward with them.

The cohort was selected using the data gathered through the English Progress Test, a test sat by all Key Stage 3 pupils in September 2022. The test provided a range of data including standardised scores for each pupil's overall performance. This combined the two key components: English Skills and Reading Comprehension. In order to focus more specifically upon the reading aspect, the stanine data was analysed. Those pupils with a stanine of 3 or below in the Reading Comprehension section were selected.

#### Relationship between scores

Description	Very Low		Below Average		Average			Above Average		Very High			
Stanine (ST)	1		2	3	4	5	6	7	8	9			
Standard Age Score (SAS)	70		80		90	100	110		120	130			
National Percentile Rank (NPR)	1	5	10	20	30	40	50	60	70	80	90	95	99

The programme itself consists of group reading and the use of Lexia Power Up to further support the essential skills that need to be developed. The reading aspect comprises of reciprocal reading activities, supported by the LSA team. These focus upon reading skills, developing confidence, comprehension, inference, retrieval and the structural and linguistic devices employed by writers (authorial techniques). Time will be spent to develop an inclusive and non-threatening learning environment so that all pupils can contribute and progress. Our aim is to enable all pupils involved in this programme to learn, develop and enjoy. A standardised test is available to assess progress at given points during the programme. The resulting data will be used in a number of ways: to track pupil progress, provide evidence pointing towards any potential tweaks and changes needed, and to share with pupils to help develop their confidence, self-esteem and to develop a positive narrative surrounding reading, both individually and more broadly. Towards the end of the academic year, all Key Stage 3 pupils, including those involved in the Reading Booster Programme, will sit the English Progress Test.

## 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.

The recent peer review report published by King Richard School comments upon the positive feeling and high rates of satisfaction amongst our students towards their time at St John's School. The report commented that:

*"Students enjoy attending St John's School, commenting upon how it exceeds their previous school experiences. Students value the education they receive and would recommend their school to others. Students feel that they are kind to one another and that good relationships exist between students and staff".*

This observation provides further evidence towards the above average pupil attitude to self and school, as benchmarked against the national picture in September 2022. It is also supported by comments by students collated through student focus groups, where students commented:

*"that St John's teaches us well  
and I like every lesson,  
because they are fun and there  
is a lot of activities"*

*"I like the fact that we get weekly rewards, the lessons are good  
and are entertaining"*

*"There is an improved structure*

*"Lessons are different this year, they  
have got better"*

*"The mixed ability classes are  
working well in English"*

*"The best teachers find out what we know from activities such as  
mini whiteboards and give us different tasks to do so we are not  
repeating stuff we have learnt before"*

*"More lessons this year allow us to do  
different activities that are harder than  
work set for other students – not the  
same"*

*"This year we have seen that more lessons allow  
us to be able to get onto tasks straight away and  
try and solve problems ourselves.*

*This allows the teacher to teach those who are  
not as good"*



### Staff Wellbeing

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

The recent peer review report published by King Richard School alluded to the collective sense of purpose and shared moral purpose through staff having: *"a clear understanding of the whole school vision and can articulate the underpinning priorities"*

Anecdotally the feeling amongst staff is much improved on the previous year, a key feature that was widely commented upon by many following the recent twilight. At the end of Term 2 staff were facilitated to evaluate whole school progress against each of our seven priorities. When reflecting upon staff wellbeing, staff commented upon a *"general climate that is more positive, (where) staff feel happier and staff relationships have improved"*. It was suggested that this improvement is the result of SLT:

- being approachable,
- maintaining an open-door policy,
- extending personal support to individual colleagues
- acting on staff views and opinions
- engaging meaningfully with Trade Unions

It was suggested by staff that further improvements can be made through the reduction of multiple administration systems, improved opportunity to work from home, a revised induction programme for new staff and a more constructive relationship with DCS.

### Staff Resignations

- None expected this academic year

### New Appointments

Vacancy	Role	Anticipated Start Date
Jane Byers	Teacher of Biology	10 <sup>th</sup> April 2023
Ayesha Lamb	Teacher of History	13 <sup>th</sup> February 2023
Chelsey Sofianos	Teacher of Psychology	10 <sup>th</sup> April 2023
Liz Dunmore	Teacher of DT	17 <sup>th</sup> April 2023
Danny O' Missenden	Teacher of Maths	11 <sup>th</sup> February 2023
Guy Kingston Bray	Teacher of Computing	01 <sup>st</sup> September 2023

### 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. Multiple requests to appoint on a temporary basis additional member to the leadership team have been rejected by DCS, leaving the positions of Deputy Headteacher and Assistant Headteacher vacant.

In January 2023, Tina Chilman, Frank Marsden, Nichola Robertshaw and Julie Edwards were seconded to the leadership team to add capacity and act as an opportunity to develop staff at St John's School and prepare them for future leadership positions.

## 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.

A community feeling of positivity continues to surround St John's School. Stakeholder engagement is now routine through a wide variety of approaches. This term we have seen the migration to EPraise for almost all school - home communications, with parents now able to communicate directly with their child's teacher through the EPraise App.

The community feeling has been aided by a wealth of school events as pictured below:



## 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.

## 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:

	Allocation	End of Financial Year Projections
		31/03/23
CIV PAY	£2,140,097	£1,900,444
SUPPLY	£38,258	£132,432
LEC	£628,182	£809,432
RESOURCES	£187,989	£133,617
T+S	£60,000	£69,987
CPD	TBC	£550
IT	TBC	£600
PROPERTY MANAGEMENT	£20,000	£3,000
TOTAL	£3,074,056	£3,050,062

## Diary Dates

8 <sup>th</sup> February 2023	SGC Meeting, Conference Room @ 1000 hrs
9 <sup>th</sup> February 2023	Parent Forum (SJS) @ 1500 hrs
10 <sup>th</sup> February 2023	End of term
	Progress Reports Published – Y7, 8, 9, 10, 12
20 <sup>th</sup> February 2023	Inset Day (School Closure Day)
23 <sup>rd</sup> February 2023	Year 9 Parent Afternoon 1430 – 1700 hrs
6 <sup>th</sup> March 2023	GCSE Mock Exams – Core Only (All Week)
17 <sup>th</sup> March 2023	Duke of Edinburgh Bronze Expedition Weekend
23 <sup>rd</sup> March 2023	Parent Forum (APS) @ 1500 hrs
24 <sup>th</sup> March 2023	Sports Day @ Happy Valley
29 <sup>th</sup> April 2023	Year 11 and 13 Parent Afternoon 1430 – 1700 hrs
31 <sup>st</sup> April 2023	Last Day of Spring Term