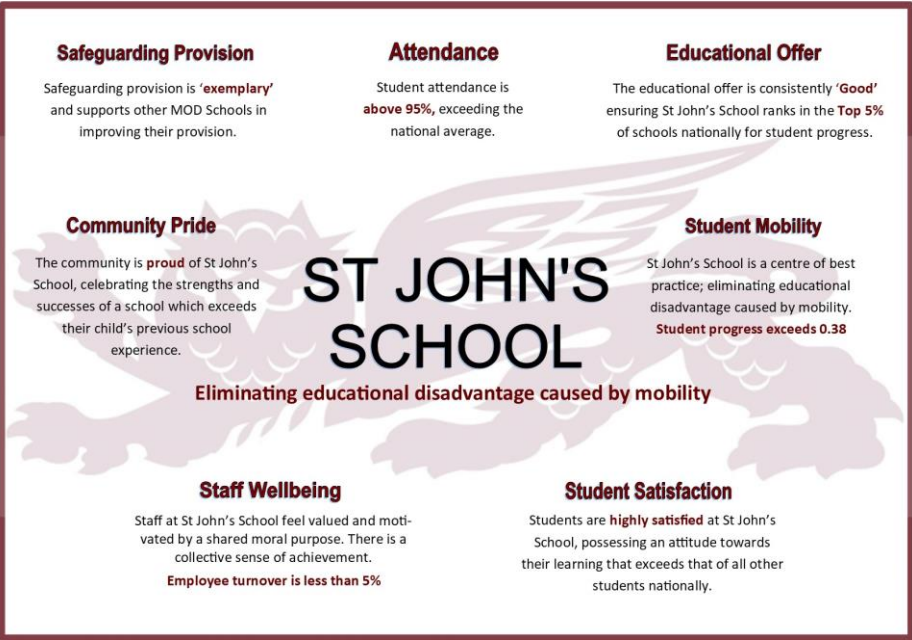**ST JOHN'S SCHOOL**
EXCELLENCE • LEARNING • LEADERSHIP

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 a challenging year resulting from factors beyond the control of the school. These factors have primarily centered upon recruitment and onboarding, the continued gapping of multiple Senior Leadership positions and a significant increase in adminstrative tasks set by DCS Upavon.

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 feel valued and motivated by a shared moral purpose. There is a collective sense of 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.

In recent months there have been several reports published by DCS regarding our school, these have ranged from a focus on school leadership to our performance and provision linked to site Health and Safety.

I continue to be 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 12th July 2023 at 1000 hrs, governors are encouraged to familiarise themselves with this report and other recent reports from the various subcommittees 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 remains unchanged and is outlined below:

All of the Pastoral Leaders continue to undertake their roles in Temporary Management Positions. At present we have not been granted permission to recruit into these roles on a permanent basis. This also includes the DSL/Pastoral Manager Role which is also on a temporary basis until we are in a position to recruit permanently for a non-teaching Pastoral Manager. It is expected that this will take a further 12 months.

Staff have reported 862 concerns since 5th September 2022 to the DSL's through our Safeguarding Management System – My Concern. Of these:
- 22% were linked to student behaviour,
- 02% linked to bullying,
- 13% linked to Emotional Health
- 13% 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.

6 students are being supported through Early Help.
2 students are registered as being Child in Need or on a Child Protection Plan.

Eliminating educational disadvantage caused by mobility

Attendance

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

Overall percentage attendance stood at 94.8% at the end of Term 3, 7% higher than the same point last year and 7% higher than the national attendance for secondary schools in England (Gov.UK).

Improved school attendance ensures that students at St John's School are at a significant advantage in comparison to the UK peers.

Headline Figures 05/09/2022 – 01/07/2023
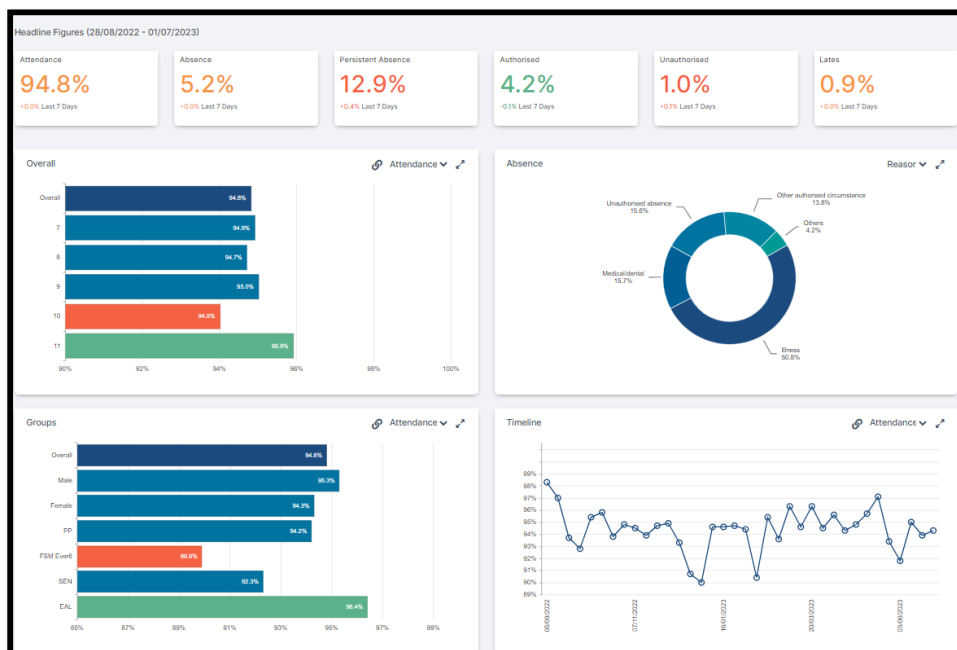
Encouraged by the improvement in whole school attendance in preparing for the next academic year, we have further raised our expectations around school attendance, setting a target of 96% school attendance, an increase of 1% on this year's target of 95%.

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 focus throughout this academic year was around embedding our expectations as outlined through a shared set of non-negotiables. I am confident that these expectations are now universally adhered too as evidenced through learning walks and student voice.

Since Christmas, Curriculum Leaders have been tasked with revising their curricula, ensuring it is in line with national expectations, with a clear intent and full coverage of the National Curriculum. Our Curriculum Leaders, supported by their curriculum teams, have done an outstanding job, as evidenced in a recent peer visit by the school leaders of King Richard School. During this visit Curriculum Leaders were able to talk and evidence with confidence their curricula through a series of Ofsted styled curriculum conversations.

Through the work undertaken by Curriculum Leaders and spearheaded by Mr Stephen Dixon, our Assistant Headteacher, we have drafted our proposed whole school curriculum intent, which is:

A curriculum which provides every student with the means to excel academically and develop into the best version of themselves'

At St John's School we aim to provide an appropriate, inclusive and vibrant curriculum which, (in conjunction with lesson delivery) should inspire and motivate our students to achieve the best possible outcomes. We want our students to leave school as well qualified, articulate and responsible students who share our core values and who will make a positive contribution to their community and to society as a whole. Our curriculum aims to ensure no child is disadvantaged through mobility.

Informed by our whole school intent and our recently determined whole school values, we are cementing our whole school pedagogical approach as outlined below. The Pedagogical Wheel will be completed by staff and students in September and further our strategic approach to ensuring our educational offer is consistently **'Good',** ensuring St John's School ranks in the **Top 5%** of schools nationally for student progress.

Headteacher's Report to Governors – Summer 2023

Eliminating educational disadvantage caused by mobility
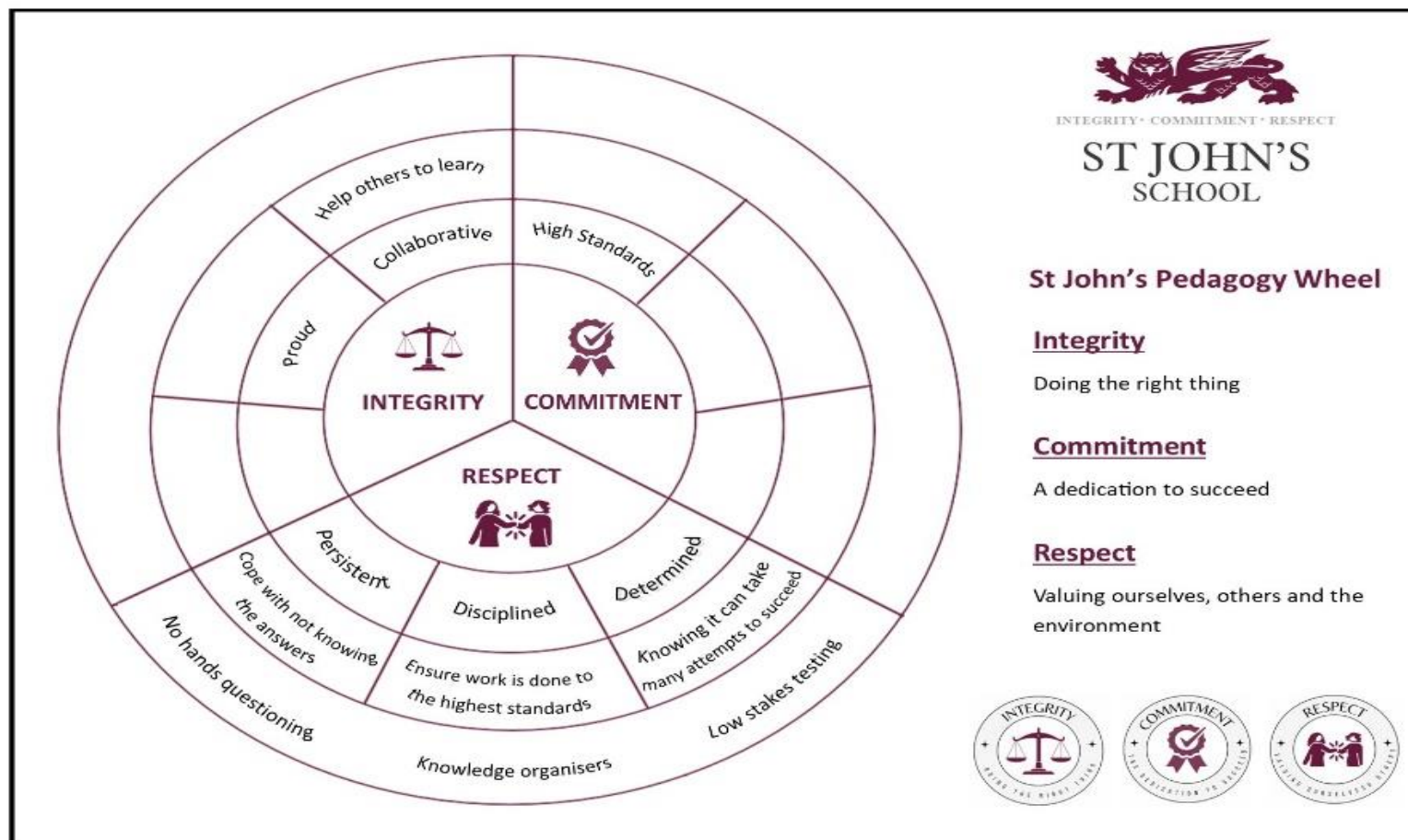
Student Mobility

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

GCSE Year 11

Attainment 8					Progress 8				
Pred.	Dec. 22	2022	2021	2020	Pred.	Dec. 22	2022	2021	2020
54.46	47.24	48.1	59	55.04	0.03	-0.7	+0.14	+1.32	+0.65

Grade >4 Maths and English					Grade >5 Maths and English				
Pred.	Dec. 22	2022	2021	2020	Pred.	Dec. 22	2022	2021	2020
75%	64%	69%	96%	85%	50%	36%	47%	66%	64%

The predictions associated with progress and attainment at GCSE are our most recent forecasts. They reflect significant improvements (as expected) on December's mock exam results (Dec. 22). A deliberate amount of energy went into supporting students to achieve a Grade 4 or above in English and Maths. This is not only a key Government measure, but an annual moral imperative, perhaps more so owing to the absence of maths teachers. Achieving the forecasted outcomes would represent an outstanding achievement against the backdrop of a very challenging year.

GCSE Year 10
In the final two weeks of June students in Year 10 undertook a full range of Mock Exams. Unfortunately, at the time of writing these exam papers were still being marked. It is hoped that I will be in receipt of the exam results by the end of the school year allowing analysis and strategy to be forged ahead of our return in September. This analysis and strategy will be shared in the first Headteacher's Report of the 2023-24 academic year.

Post 16 Year 13

A-Level Progress Score					A-Level Average Grade					BTEC Progress Score				
Pre	Dec	2022	2021	2020	Pre.	Dec	2022	2021	2020	Pre.	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. This was further evidenced in March when Year 12 and 13 secured a combined positive progress score of +0.61 in their external BTEC Exams. More recently all of the internal BTEC assignments have been externally moderated with high praise for the quality of work and accuracy of marking.

Post 16 Year 12
As with Year 10, in the final two weeks of June students in Year 12 undertook a full range of Mock Exams. Unfortunately, at the time of writing these exam papers were still being marked. It is hoped that I will be in receipt of the exam results by the end of the school year allowing analysis and strategy to be forged ahead of our return in September. This analysis and strategy will be shared in the first Headteacher's Report of the 2023-24 academic year.

Key Stage 3

Students in Key Stage 3 have completed the end of year 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 first round of tests in September and again in the first week of July. The tests 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 8 which 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

Commented [CG1]: update

Commented [CG2]: update

Eliminating educational disadvantage caused by mobility

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.

Eliminating educational disadvantage caused by mobility

- 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 June. This provides detailed analysis of a student's feelings towards themselves and their school experiences. It compares student attitudes to a national picture and will allow the school to gauge and evaluate student satisfaction against national benchmarks.

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
Mean percentages	63.7%	71.1%	58.4%	72.9%	64.8%	70.6%	60.8%	58.9%	62.1%

Overall percentiles

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
Percentile score	20.4	31.8	33.6	30.6	23.0	36.3	39.9	25.9	29.2

Student Statistics

Year	Total
7	49
8	62
9	38
10	53
11	36
12	24
13	18
	280

Eliminating educational disadvantage caused by mobility

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 feeling amongst staff continues to be much improved on the previous academic year. This is a positive improvement that comes despite a challenging year which has seen a huge amount of change for staff to contend with.

It is recognised that there are a number of key frustrations that stem from an increasing administrative workload, restrictions around the use of online educational tools and, particularly for new staff, the absence of appropriate systems and processes established in English schools, but absent at St John's School. To counter these frustrations, I continue to lobby DCS for support around the administrative burden which impacts staff and misdirecting them from their core business of educating the young people in our care. I am also trying to design and implement the needed systems and processes that are currently absent, but struggle to do so whist gapping multiple Leadership positions within the school.

Staff Resignations
- Athy Pallas – Teacher of English

Current Recruitment Initiatives

Vacancy	Status	Anticipated Start Date
Pastoral Manager	Approved, being Graded	01st September 2024
Deputy Headteacher	Interviews 6th July	01st September 2024
Teacher of English	Internally Advertised	01st September 2023

New Appointments

Vacancy	Role	Anticipated Start Date
Guy Kingston-Bray	Teacher of Computing	01st September 2023

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.

A community feeling of positivity continues to surround St John's School. Stakeholder engagement is now routine through a wide variety of approaches. Particular successes have originated from the school show in May 2023, the end of year awards event hosted in Akrotiri and the school's adoption of the buses to allow for improved behaviour management.

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

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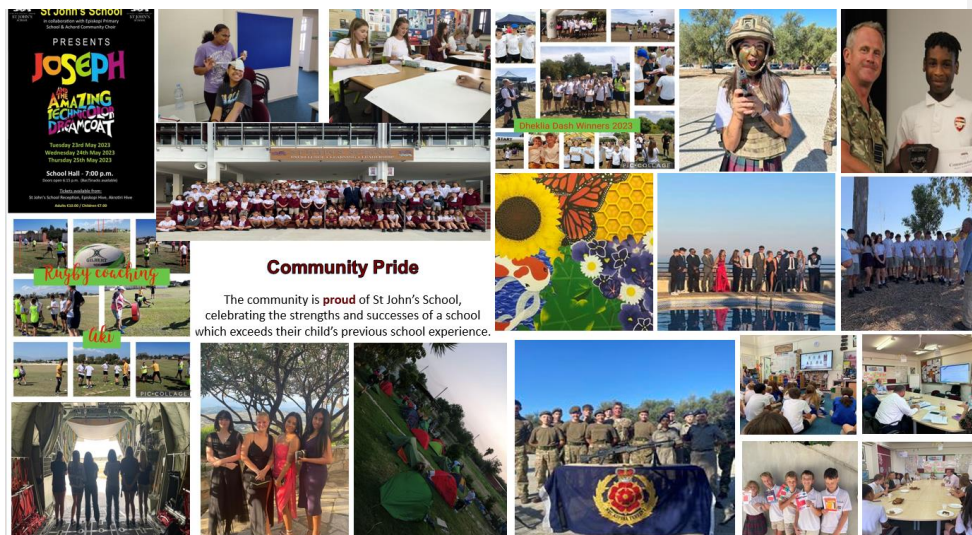
Finance

The school is yet to have its budget for the current financial year set by DCS, although it is forecasted to be much reduced on the previous academic year.

		23/24 AP01	23/24 AP02
LJA001	UK NI Civ Pay	126,804.58	120,279.17
LJA007	UK NI Casuals Pay	17,380.12	5,076.62
LJC001	LE NI Civ Staff Pay	32,959.98	37,133.54
LJC002	LE NI Civ Staff OT	1,090.39	500.73
LJC003	LE NI Civ Staff Dpdnts Pay	25,819.97	20,729.93
LJD001	LE Civ Ind Staff Pay	0.00	73.83
LJD003	LE Ind Civ Staff Dpdnts Pay	477.36	836.77
LJD004	LE Ind Civ Staff Dpdnts OT	147.52	0.00
LKA001	Overseas All	16,581.17	21,040.40
LMZ001	Non PCSPS Pens Pyts	27,857.58	28,233.08
LPA001	UK NI Civ ERNIC	13,201.05	13,419.84
NBA004	Rent - MQ Property	0.00	587.98
NCA010	Est + FMS Accom Invent + Serv	247.19	0.00
NDA003	Bldg Maint - Accom Invent	1,513.63	6,462.33
NGB002	Ext Trg - Civ	8,450.02	269.00
NHA002	Med - Health Services	6,974.30	505.01
NHA003	Medical Supplies Direct Supply	57.46	32.57
NHB002	Welfare Svcs	237.00	0.00
NHD000	Social and Recreation	928.88	0.00
NKA001	Administration	532.45	0.00
NNA004	Line + Telephone Rental	12.79	12.76
NNA010	IT Minor Equipment	21.55	981.42
NNB004	IT Services	7.07	156.00
NPB001	Fees for Prof Services-Non ACR	2,501.54	4,994.01
PAA002	Food - Purchase	1,550.81	58.29
PAA005	Clothing - Purchase/Repair	0.00	600.00
PCA001	Other Materiel Consumed	11,351.41	29,058.73
PDA002	Pers Movement	1,010.25	3,733.84
PDC008	Military STDD Air Travel	61.43	0.00
PDD003	Civ Short Term Detached Duty	353.95	28.17
PDD004	Civilian STDD Air Travel	360.90	32.77
PSA002	Transport-Other Hire Charge	1,356.10	610.86
RLB013	Receipt Food Welfare Education	0.00	-25,830.35
RLD003	Rcpt Civilian Personnel	0.00	-523.76
RNA003	Rcpt Other Miscellaneous	-579.49	-437.75
	Total	299,268.96	268,655.79

Eliminating educational disadvantage caused by mobility

Diary Dates

20th July 2023	Last Day of the Academic Year
17th August 2023	A-Level Results published
24th August 2023	GCSE Results published
6th September 2023	First day of the new academic year
4th October 2023	SGC Meeting, Conference Room @ 1000 hrs

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