**Head Teacher’s Report to the Governors – April 2016**

**Staffing**

* We have faced a lot of staff absence due to sickness/stress as well as courses and simchas. The cover costs will be calculated and cost-effective ways to deal with these issues in future will be explored.
* We have taken on a new English teacher for the summer term and hope to retain her if all goes well. Mrs Chaya Miller has now started maternity and cover has been arranged. Mrs Holt has been off ill, and temporary cover has been arranged.
* Some support staff are also going on maternity leave and additional staff have been taken on to cover them.
* Miss C Cohen has started work in the office.
* We are still struggling to recruit a science teacher and the head teacher has taken on this teaching load whilst Mrs Miller is on maternity leave.
* Mrs Oster has also been providing mathematics cover and some intervention lessons.
* The SEND Department is managed by the SENCO and assistant SENCO.
* We currently have 1 full-time TA and 18 part-time TAs deployed in school. Seven of them have additional teaching responsibilities in school.
* Several TAs have been given additional administrative responsibilities and leadership roles within the SEND department.
* One TA is a qualified HLTA and has been given additional duties to reflect her additional knowledge and expertise.
* 1 TA is currently on maternity leave and is hoping to return in September 2016.
* 1 TA is planning to go on maternity leave from September 2016.
* Since the recent deployment of 2 TAs to teach whole classes, we are significantly short-staffed and are in the process of recruiting a full-time TA and an additional part-time TA.

**Support in place for struggling staff**

* Heads of faculty have identified through the appraisal system staff who are in need of support.
* We are establishing a support system with more senior staff taking on this responsibility.
* Regularly meetings with lesson observation and feedback have helped to identify the staff who are in need of support and to provide this appropriately.
* Staff have also been directed to appropriate CPD courses.

**Behaviour management issues**

* We monitor behaviour closely using SIMS and problem pupils are identified quickly and directed to the year teams.
* When the problems persist, the behaviour manager intervenes and follows the procedures set out in the policy.
* Dr Bernstein is coming into school for some CPD training and to address the parents and pupils.

**Appraisal system**

* A spreadsheet has been created with hyperlinks, so that the appraisal records are now centralised and easy to update and monitor.
* This is much more robust and I hope to be able to delegate responsibility for this role in the near future.

**PM meetings and observations**

* Every teacher and assistant has a minimum of two performance management meetings with their line manager during the school year.
* These meetings are to discuss any concerns the teacher, TA or the line manager may have, to set targets and arrange observations
* Training and support from the SENCOs are carried out as and when required.
* Teachers and TAs are encouraged to set targets for themselves, both in their professional life in school and in their personal life beyond. A number of our teachers and TAs are undertaking degrees and other advanced studies in their own time.
* Ideally, lesson observations for teachers and both in-class and 1-1/small group observations are carried out either just before or just after the meeting, and feedback is always given after the observation. However, due to time constraints, we have been unable to carry out as many observations as we would like. We plan to conduct several learning walks in the summer term.
* It is also hoped that TAs will be able to manage larger groups of girls who are making use of the various software intervention packages, e.g. IDL and Numbershark.
* TAs are going to be asked to cover lessons when needed. This will be expected of them in lieu of their 10% non-contact time, to which they have no legal entitlement. Historically, TAs have received non-contact time as a goodwill gesture. It is anticipated that they will now be available for cover during this time on an occasional basis. TAs who do not wish to cover lessons may have the non-contact time revoked. This will help to cover staff absence and reduce costs.
* A new programme has been introduced this year to assist with Kodesh skills for 10 pupils in Year 8 and one pupil in Year 10. CVS (Chumash Vocabulary Scheme) has been carried out since September 2015 and has shown significant positive results. Some of the pupils with SEND using this programme scored better on assessment than their mainstream peers. It is hoped that this scheme will be rolled out to all incoming Year 7 pupils and embedded in the Rashi curriculum. After a discussion with the SENCO and observing a lesson where CVS was being used, the Interim Head of Kodesh tentatively agreed that this was a scheme worth investing in and will be discussing its merits with the GB. The cost per pupil is just over £60 for the required resources. This cost can either be borne by the school, or the parents can be approached to contribute. This year, most parents contributed to the scheme.
* We are currently in the process of working towards Dyslexia Friendly Schools status. This is a long process that can take up to 18 months to achieve. We hope that, with the new appointment of a literacy co-ordinator, we can soon achieve this status. Many teachers adopt dyslexia friendly practices in the classroom and this is a way of formalising those practices and adopting them school-wide.

**CPD**

* Since September 2015, all staff have undertaken some form of training on SIMS and prevent training.
* Over 20 teachers have completed the Excellence in Teacher Programme and the impact has been monitored.
* Subject staff have been on courses and taken part in webinars for their particular courses.
* Admin staff have accessed relevant courses to enhance the skill set.
* We have employed consultants to train staff in school on the new software for the finance department.
* Leadership and finance have accessed courses to plan for the future in regard to finance.
* The SEND department has carried out a number of whole staff training sessions in the lead up to the Ofsted inspection.
* A number of TAs have attended training at St Patrick’s High School about Autism, ADHD and other SEND learning needs.
* A number of TAs have attended a training session run by the local JADDS group. (Jewish Autistic and Deficit Disorders Support)
* TAs are currently undergoing training by the HLTA to develop their skills in delivering a new, multi-sensory literacy scheme to learners with dyslexia. Each session focuses on one aspect of the scheme, for example, alphabet / dictionary work, memory training, handwriting, reading and spelling. This training is being monitored by the SENCO to ensure that it is delivered effectively.
* TAs have attended two training sessions on ASD by Gill Hammond, Salford SEN.
* One TA has successfully completed an ELKAN course for secondary school and now runs several social skills groups throughout the week. Feedback from pupils, the pastoral team and parents has been positive.
* With the introduction of new technology in school in the form of iPads, laptops and new software packages, TAs have been given, and will continue to be provided with, the appropriate training required. Several girls have regular access to the laptops and iPads. We are in the process of researching which Apps would be the most suitable to meet our girls’ needs.
* SENCOs have attended CAF training (Common Assessment Framework) and further in-house training is scheduled for May 2016.
* SENCOs have attended the SSCB (Salford Safeguarding Children’s Board) training and are now two of the named Child Protection Officers in school.
* The head of SENCO is currently undergoing training to gain the post-graduate award of ‘Specialist Assessor’ and hopes to qualify by September 2016. This will enable the school to carry out any specialist assessments needed for access arrangements internally to avoid the financial implications of outsourcing this work.

**Planning for next year**

With no substantive leadership is in place, this has been quite difficult to achieve. The interim leadership team is in discussion but many strategic decisions are yet to be made.

**Curriculum model and predicted numbers**

The timetable for next year is well under way and Mrs Anne Letts, a consultant, is coming in to school to assist with this and train the relevant staff on using the NOVA T programme that works with SIMS.

The year 7 intake will be approximately 65+ next year, taking total pupil numbers to nearly 300 girls.

**SEND list**

* We currently have 62 learners with SEND on roll. They are categorised as follows:
  + Level 0 (Classroom based awareness and support from teacher / TA / SEND department where necessary) – 20
  + Level 1 (Additional SEND support outside the classroom) – 30
  + Level 2 (Statement of SEND / Education, Health and Care Plan) – 12
* One pupil at Level 2 has a shared placement with Langdon College to ensure that she receives appropriate support both from mainstream and specialised provision.

**Pupil Premium**

* 15 pupils on roll are in receipt of Pupil Premium equating to contributions of £14,960
* Not all the pupils in receipt of Pupil Premium are on the SEND register.
* All of our Pupil Premium learners achieved 5 A-C passes in their GCSEs compared with an average of 77% of the remaining cohort.  It has to be noted, however, that only one Year 11 pupil was eligible for Pupil Premium funding.
* The remaining pupils who were eligible for Pupil Premium funding all made at least expected levels of progress.
* Other measures are
  + HLTA has been appointed to identify any gaps in learning affecting those eligible for Pupil Premium, plan appropriate intervention and oversee and measure their progress throughout the year.
  + Additional funding available for the curriculum and pastoral needs of individuals, small groups and classes at the request of pastoral care teams and support staff.
  + Continuation of extra services, such as behaviour groups and careers advice.
  + Senior staff in discussion regarding the possibility of recruiting a professional to provide extra-curricular activities, for example, music, dance and drama classes.

**Young Carers / LAC (Looked After Children)**

* We are not aware of any young carers in the school.
* We are not aware of any looked after children in school. One pupil has a private fostering agreement but does not fall under the category of LAC.

**Catch-up funding**

* 15 learners in Year 7 are in receipt of catch-up funding, equating to a funding grant of £8,500 for the year.
* They have been eligible to access some or all of the following:
  + Small group classes with a low student-teacher ratio
  + Targeted in-class support
  + Pastoral support from the Pastoral Care Team where needed
  + Social Skills groups
  + Software remediation packages
  + 1-1 literacy and numeracy support
  + Remedial maths group
  + New Multi-Sensory Literacy support scheme – several TAs have been trained in-house to deliver this scheme
  + Cursive handwriting programme
* Unfortunately the remedial maths group has not been successful due to staffing issues and we are concerned that insufficient progress has been made as a result.
* Results from the new evidence-based software programme IDL (Indirect Dyslexia Learning) show significant improvement in reading and spelling skills.
* An interim report of the catch-up funding is due in May 2016 to assess the impact of the intervention.

**Looking Ahead for SEND**

* We are estimating an intake next year of 65+ students.
* It is evident from the CAT assessment data that up to 14 of these pupils have SEND. Further literacy assessments will be carried out in the summer term so that appropriate planning and intervention can be put into place.
* Several pupils with complex needs will be joining the school. Ideally they should be in specialist provision. However, as there is no Orthodox Jewish SEND high school, the pupils have been granted a place at BYHS. We plan on integrating the girls as much as is feasibly possible in the mornings and provide literacy, numeracy and Kodesh support during this time. We are in the process of setting up an ACE group (Alternative Curriculum Enrichment) during afternoons to give the pupils access to speech and language therapy, physiotherapy, occupational therapy, art, music, craft and life skills. The Herschel Weiss Centre at the Aguda will be applying for a grant that we hope will fund resources and some of the staffing costs. The Herschel Weiss Centre has also tentatively offered use of their facilities during one afternoon a week, where pupils will have access to a sensory room, a Kosher library and a communal café.
* It is anticipated that, after Year 9, pupils from the ACE group will attend Langdon College. The Assistant SENCO is the liaison between Langdon College and BYJHS and is promoting Langdon to the community. Langdon College are currently recruiting for Kodesh staff and it is hoped that this will encourage more parents of children with SEND to attend Langdon.
* We anticipate that most of the cost of the ACE group will be covered by the pupils’ statements of SEND or EHCP. Full costings and further details will be provided in the summer term as plans are developed. It is hoped that management of the ACE group will be delegated to a TA.
* In order to cut down on costs next year, it is anticipated that better use of the library as a SEND teaching room will be utilised. We hope to put screens up in the room and have several 1-1 or small group withdrawal lessons going on, with fewer TAs needed to be deployed as a result.

**Buildings / operations**

* The operations manager has been working alongside the HT to look at the job descriptions for the site manager and the caretaker, as concerns have been raised in this area.
* The operations manager has obtained quotes for much-needed maintenance and decorations, which all being well will take place during the summer break.
* The art room has been split into two smaller classrooms and the modifications to the food tech rooms have been made which will facilitate theory lessons in the same room as practical work.
* Some of the smaller rooms have also had slight modifications to make them more user-friendly.
* The canteen facility is being reviewed and ways of reducing costs explored.

**Literacy**

* A new role of literacy co-ordinator has been taken on by Mrs Kessler, who will have responsibility for literacy in the whole school and also the running of the library and communication to all stakeholders via staff bulletins and newsletters for parents.
* This role will involve liaising with all the teaching departments in school working collaboratively to raise the standards of literacy and ensure that the reading age of all work is appropriate.
* The communications role has been a major success and is now well integrated into the daily running of the school.

**Numeracy**

* Mrs Bloch has taken on this role and will be working to raise the standard of numeracy by working with the relevant departments to ensure that all pupils are able to access their work.

**Options booklet**

* Mrs B Klein has produced the options booklet.
* We now have citizenship, geography, computing science and business studies GSCE options.
* GCSE in business & communication systems is no longer being run.

**School day changes**

* The change in length of the school day has had pros and cons.
* It has been decided that in year 7 the girls will finish at 4.25pm each day.
* In year 8, the girls will stay for one lesson 8 a week, finishing at 5.10pm.
* The number of lessons 8 that the more senior girls stay for will depend on how many options they take, but will generally require 2 or 3 late finishes.
* It has also been decided to have assemblies on a Friday in the morning rather than at the end of the day. This change will start in the summer term.

**Timetabling**

* The curriculum plan is near completion. Heads of faculties are working on staff allocation.
* A change is needed from the present set-up in that staff who have paid non-contact time need to be in school during this time.( not the statutory 10% non-contact time) This will allow more flexibility when timetabling.

**Safeguarding provision**

* Security of the school has of course been a priority, and several improvements have been made this term.
* All staff now wear security badges as well as having a DBS check.
* Cars have security cards displayed on their windscreen and the guards have been instructed to check these as well as the staff ID badges.
* The single central record is regularly checked by the HT, office manager and operations manager, as well as the chair of governors to ensure that it is up-to-date.
* The office manager has completed a safer recruitment course and is now taking responsibility for HR.
* All staff and governors have done the Prevent training CPD.
* All pupils need an exit permit to leave for appointments during the school day.
* Building safety has also been updated, with a new improved CCTV and a   
  loud-speaker system. Relevant staff are waiting for training on how to use this equipment.

**Child protection**

* The head teacher and another member of staff are going on the course to add to the existing CP officers in school.
* We have a few cases in school, and regular review meetings are held.
* We liaise with the relevant agencies to ensure policies and protocols are closely followed.

**Study skills session**

* A study skills session was held for year 8 to year 11 pupils.
* This was a major success and something that we would like to do again or incorporate into our curriculum provision.
* We have existing staff with expertise in school and we are looking at establishing a programme of study of a lesson a week for years 7,8,9, and some of year 11.
* This will be called form period and essentially be a LILO / PSHE/ Citizenship/ study skills / SMSC curriculum.

**Team Meetings**

* Heads of faculty hold regular formal meetings with their teams.
* The SEND team have formal meetings once every half-term and meet regularly on an informal basis in between.
* These meetings are to foster a team spirit, motivate staff, integrate the new and often younger staff members into the existing group, and to give regular information, advice, support and training.
* Meetings are also the forum used to discuss strategies for certain students who have complex needs with a large number of staff teaching them.