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

**Staffing**

* We faced a lot of staff absence due to sickness/stress as well as courses and simchas last year. The cover costs have been calculated and cost-effective ways to deal with these issues in future has been explored. SLT and ML will be covering for emergency lessons and a cover list will be created for staff with planned absences to use.
* Mrs Holt has left the school and Mrs Thursch has taken on the role of data manager for two days a week. We will evaluate whether this is enough time as Mrs Kaufman will be assisting her.
* Some support staff have left for maternity leave and additional staff have been taken on to cover them.
* We are still struggling to find a science teacher appropriate for our school; we have however begun training in partnership with St Patricks under the guidance of Mrs Singer an NQT candidate.
* Mrs Oster is continuing to provide mathematics cover.
* The SEND Department is managed by the SENCO and assistant SENCO.
* They currently have 6 full-time TAs and 11 part-time TAs employed in school.
* One TA left in July 2016 and another member of staff has additional teaching responsibilities in the school and is no longer part of the SEND department.
* There are 5 new TAs that have been recruited from September 2016.
* 2 TAs are currently on Maternity leave. One TA is hoping to return after Succos, iyH.
* 8 members of the teaching staff have also been given a TA role in some lessons.
* Several TAs have been given additional administrative responsibility within the school 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.
* Another TA is ELKLAN trained and is part of the pastoral team, line managed by Mrs Stefansky and Rebbetzen Berger.

**Support in place for struggling staff**

* Heads of faculty have identified through the appraisal system staff who are in need of support and this will put in place over the term ahead.
* 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.
* A review of procedures was given in the initial staff meeting and new staff have gone through an induction by Mrs Singer.

**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, in both 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.
* 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 have been 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 Deputy Menaheles 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 still 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.
* Several learning walks were carried out during the Summer term and feedback provided.

**CPD**

* Since September 2015, all staff have undertaken some form of training on SIMS and prevent training.
* Ongoing subject training is taking place as agreed by the HOFs
* Admin staff have accessed relevant courses to enhance the skill set.
* 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 was completed 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 the end of this month. 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.
* Since the start of the term, the following training has taken place in the SEND department:
  + Initiation training for new TAs – to assist with the transition to working at BYJHS.
  + B Squared training – B Squared will form the basis of the ACE curriculum.
  + Numicon training – to assist with the delivery of Numeracy in the ACE group and mainstream SEND.
  + Occupational Therapy training – to TAs in the ACE group.
* It is worth noting that following the training sessions for the ACE group, the course leaders commented on the wonderful team that we have.
* Middle Leaders require bespoke training which will take place over the coming two terms.

**Curriculum model and predicted numbers**

The timetable for this year is running well and Mrs Anne Letts, a consultant, is coming in to school to assist with putting the SEND requirements onto the timetable and to train the relevant staff on using the NOVA T programme that works with SIMS along with further training the data manager.

The year 7 intake is currently 68 pupils, taking total pupil numbers to nearly 300 girls.

We have two further pupils joining later this month and a potential third pupil.

**SEND list**

* We currently have 52 learners with SEND on roll. They are categorised as follows:
  + Level 0 (Classroom based awareness and support from teacher / TA / SEND department where necessary) – 12
  + Level 1 (Additional SEND support outside the classroom) – 25
  + Level 2 (Statement of SEND / Education, Health and Care Plan) – 14
* Five pupils in Y7 at Level 2 have joined the ACE programme.

**Pupil Premium**

* 14 pupils on roll in Years 8-11 are in receipt of pupil premium.
* Not all the pupils in receipt of pupil premium are on the SEND register.
* We have not yet received pupil premium information regarding the new intake.
* Copies of pupil premium reports can be found on the school’s website:
* <http://www.byjhs.org/send/pupil-premium/>
* Last year there was one Y11 pupil in receipt of pupil premium. She achieved 6 passes at GCSE with 1 between A\* and C. Despite significant intervention from the school’s attendance officer and Salford’s EWO, the pupil had an attendance of 77% that had a negative impact on her achievement. Unfortunately, the pupil had motivation and behavioural issues throughout the year.

**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**

**Year 7 Catch Up 2015-16**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year 7 Catch Up Funding Impact and Evaluation Report 2015/16 | | | | |
| **Objectives of year 7 Catch Up Funding** | | | | |
| * To narrow the gap by providing literacy and numeracy support and raise the attainment of those girls entitled to Catch up Premium * To raise the self- esteem of learners entitled to the Catch up premium * To enhance existing provision * To identify concerns and target intervention in order to accelerate progress * To ensure that parents are consulted where appropriate | | | | |
| **Amount of year 7 Catch Up Funding Received** | | | | |
| Number of learners who did not achieve level 4 in Maths or English at KS2 | | | 15 English, 11 Maths  Of the Maths 2 achieved Level 4 in English | |
| Year 7 Catch Up Funding Pupil Allocation | | | £500 | |
| Total year 7 Catch Up Funding Grant | | | £8500 | |
| **Summary of Year 7 Catch Up Funding Spend** | | | | |
| * Small group classes-low student –teacher ratio, * Targeted in-class support * Pastoral Support-from Pastoral Care Team * Social skills groups * Software remediation packages * 1-1 literacy and numeracy support – where needed * Remedial Maths group * New Multi Sensory Literacy support scheme (TA training in progress this year) * Handwriting programme | | | | |
| **Record of Year 7 Catch Up Funding Spend** | | | | |
| Project/item | Cost | Objective | | Outcome |
| Small Group classes | £4800 | To raise attainment in Literacy or numeracy by greater teacher contact | | This year 33% of the catch up 7 pupils have achieved their expected target in English and Maths.  This was a poor result and we were very disappointed by these results. Immediate action was taken in the middle of the school year when it emerged that the progress of our Catch up 7 pupils was not on target. This year there have been multiple staff changes especially in Maths. As a result we have put in place a new maths co-ordinator and enhanced processes to ensure that all teachers are fully aware of who the Catch up 7 pupils are.  During the Summer term when more consistent staffing was arranged we saw improved results and although pupils did not reach their target they went form a level below the target to “working towards” the target.  Assessments were arranged in Literacy skills and dyscalculia, some having been carried out this year and new interventions put in place whilst others will be assessed next term by the Learning Support Service.  More resources were purchased, again especially for Maths to enhance its provision and to improve the engagement of the girls. We will continue to work with this group next year to ensure that they attain expected levels of progress in both these areas of learning |
| In class support | £3000 | To raise attainment in Literacy or numeracy by greater teacher or TA contact | |
| Social Skills groups( ELKAN trained teacher) | £800 | To assist learners with their social awareness and development | |
| 1-1 Literacy or Numeracy | Included in above costings | To prepare less able learners for Maths and English lessons | |
| Remedial Maths group | £1800 | To improve attainment with extra TA and teacher support | |
| Software | £650 | Reading , spelling , touch typing, Maths | |

 The total projected cost of this cover is £11,060. The total allocation for Catch up 7 is £8,500. This is an over-spend of £2,560. This overspend will be accounted for in other monies into the school for learners with EHCP/Statements of SEND, ASS and other needs.

**ACE group**

* The ACE group have had a graduated start to the year and their first full day of school was on 12 September.
* Each member of the ACE group has been assigned a ‘big sister’ from Year 11. This is being organised and managed by the pastoral team, in liaison with the Sencos.
* The ACE group is being managed by the Senco and Assistant Senco who are being advised and supported by other professionals in Salford. They are in close liaison with the Executive Headteacher of Chatsworth High School who is providing support and assistance. He has kindly agreed to come into school on 22nd September to meet the staff. The Sencos are also in touch with Rabbi Zimmer from the Darchei Noam unit of Menorah Grammar school in London. We are awaiting advice from his team.

**Team Meetings**

* The SEND team have formal meetings once every half-term and meet regularly on an informal basis in-between.
* The HOFs have weekly meetings on an informal basis.
* 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.
* Various members of staff from the ACE group meet during Period 7 each day to discuss various issues that have cropped up throughout the day and plan for the next day.
* Minutes taken at these meetings are centrally stored for ease of reference.

**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 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.
* The ICT room has been split into two classrooms.
* The room off the library has been adapted to use for typing with a capacity of 14 pupils.
* A4 has been modified to facilitate the use of sewing machines.
* Yehuda Craimer left at the end of August 2016. Options for his replacement are being explored.

**Literacy**

* Mrs Kessler has taken on the new role of literacy co-ordinator, entailing responsibility for literacy in the whole school as well as running the library and communicating with 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.
* Some pupils in year 7 and year 8 are now having literacy lessons rather than taking French.

**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.
* The staff were presented with what she is hoping to achieve during the initial staff meeting.

**Options booklet**

* Mrs B Klein has produced the options booklet. Options have been allocated. Most years are split into 3 groups but for some blocks four groups are running. This is due not only because of demand but also the size of classrooms which can be a limiting factor.
* 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.

**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.
* New gates are to be installed due to the problem with the electric gates.

**Child protection**

* Mrs Patel is now a child protection officer along side Mrs Bookman and Mrs Stamler.
* We have a few cases currently 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 few girls have study skills lessons when they have time in their timetable. Mrs Singer has expertise in this area.
* Years 7, 8 and 9 have a mechaneches / form period. Mrs Treblow is creating a syllabus for all years

**Subject headline figures for GCSE results**

|  |  |  |
| --- | --- | --- |
| **English Subject Results** | | |
|  | **Summer 2016** | **Summer 2015** |
| % A\*- A | 27.6 | 19 |
| % A\*- C | 79 | 83 |
| % A\*- G | 100 | 98.1 |

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| --- | --- | --- |
| **Maths Subject Results** | | |
|  | **Summer 2016** | **Summer 2015** |
| % A\*- A | 29.2 | 40 |
| % A\*- C | 79.2 | 83 |
| % A\*- G | 97.9 | 98 |

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| --- | --- | --- |
| **Additional Science Subject Results** | | |
|  | **Summer 2016** | **Summer 2015** |
| % A\*- A | 7.7 | 39 |
| % A\*- C | 57.7 | 100 |
| % A\*- G | 100 | 100 |

**Last year lowest group did Additional applied science which is being discontinued, so all except separates did additional this year.**

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| **Biology Subject Results** | | |
|  | **Summer 2016** | **Summer 2015** |
| % A\*- A | 65 | 61 |
| % A\*- C | 95 | 94 |
| % A\*- G | 100 | 100 |

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| --- | --- | --- |
| **Chemistry Subject Results** | | |
|  | **Summer 2016** | **Summer 2015** |
| % A\*- A | 52.6 | 69 |
| % A\*- C | 89.5 | 94 |
| % A\*- G | 100 | 100 |

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| --- | --- | --- |
| **Physics Subject Results** | | |
|  | **Summer 2016** | **Summer 2015** |
| % A\*- A | 50 | 72 |
| % A\*- C | 95 | 94 |
| % A\*- G | 100 | 100 |

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| --- | --- | --- |
| **Further Additional Science Subject Results** | | |
|  | **Summer 2016** | **Summer 2015 N/A** |
| % A\*- A | 100 |  |
| % A\*- C | 100 |  |
| % A\*- G | 100 |  |

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| --- | --- | --- |
| **Science A Subject Results (taken in year 10)** | | |
|  | **Summer 2016** | **Summer 2015** |
| % A\*- A | 0 | 6.2 |
| % A\*- C | 58 | 66 |
| % A\*- G | 100 | 100 |

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| --- | --- | --- |
| **French Subject Results** | | |
|  | **Summer 2016** | **Summer 2015** |
| % A\*- A | 90 | 100 |
| % A\*- C | 100 | 100 |
| % A\*- G | 100 | 100 |

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| --- | --- | --- |
| **Modern Hebrew Subject Results** | | |
|  | **Summer 2016** | **Summer 2015** |
| % A\*- A | 90 | 76 |
| % A\*- C | 98 | 89 |
| % A\*- G | 100 | 100 |

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| --- | --- | --- |
| **History Subject Results** | | |
|  | **Summer 2016** | **Summer 2015** |
| % A\*- A | 35 | 21 |
| % A\*- C | 82 | 68 |
| % A\*- G | 100 | 95 |

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| --- | --- | --- |
| **Business & Communications System Subject Results** | | |
|  | **Summer 2016** | **Summer 2015** |
| % A\*- A | 48 | 53 |
| % A\*- C | 83 | 92 |
| % A\*- G | 100 | 100 |

The lower results this year are from students with global school issues

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| **HE Food Subject Results** | | |
|  | **Summer 2016** | **Summer 2015** |
| % A\*- A | 25 | 33 |
| % A\*- C | 75 | 67 |
| % A\*- G | 100 | 100 |

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| --- | --- | --- |
| **HE Textiles Subject Results** | | |
|  | **Summer 2016** | **Summer 2015** |
| % A\*- A | 33 | 26 |
| % A\*- C | 100 | 48 |
| % A\*- G | 100 | 100 |

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| **Art Subject Results** | | |
|  | **Summer 2016** | **Summer 2015** |
| % A\*- A | 47 | 43 |
| % A\*- C | 82 | 100 |
| % A\*- G | 100 | 100 |

**English report**

**Departmental changes**

* GCSE (new specification) this is the year for this in both English Language and Literature.
* With increasing demands on pupils with the launch of the new specifications in the majority of subjects moving to 100% exam, the English department has taken the decision to begin teaching Y9 with the new framework to ease the burden of workload for pupils and ensure English Literature results have more of a chance of success. We have decided as a faculty that in the best interests of our pupils to spread the workload and stagger the exams between Year 10 and Year 11. Below is a summary of how their English lessons will be taught over the next three years.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Subject** | **Number of lessons** | **GCSE Exam to be taken** |
| **YEAR 9** | English Literature | 4 |  |
| **YEAR 10** | English Literature  English Language | 2  2 | English Literature  +  Spoken Language Assessment |
| **YEAR 11** | English Language | 4 | English Language |

* Block timetabling of English lessons has allowed streaming of groups according to ability and allow teachers to better meet the need of pupils.
* Introduction of FFT Proof of Progress tests as baseline assessments for English and Maths as an extra and more accurate measure of data analysis and target setting for pupils entering the school. This may inform GCSE results analysis in the future to explain anomalies
* Introduction of grades 9-1 for KS3 and KS4 for target setting

**Achievements English**

* 2016 English GCSE results have seen 9% increase in the number of A\*-A grades. Have met the target of the school SIP
* High ability (KS2 L5) – Overall, progress for high ability groups has been exceptional, with 100% achieving a grade C and above
* Middle (KS2 L4) - 81% achieved a C grade or above. Last year was only 50%.
* Overhaul of the KS3 curriculum to fit in with the new GCSE specification focusses. Pupils now have opportunities to study GCSE question stems in KS3 as we move towards the new 100% exam. Lead by our supply teacher Miss Hoyle
* Increased literature study options in KS3 English with the introduction of GCSE literature.
* Second in Salford LA for GCSE English results in 2016

**Areas of concern English**

T – Improve the number of low ability groups achieving a C grade or above.

T – Provision for SEND and low ability groups needs to be improved so that they make one grade above FFT targets to improve the school’s P8 measures. This will mean that teaching needs to become skills-based rather than thematic to improve exam results. We have begun this with the new specification.

T – Review on teaching how to answer questions on the reading section have begun with the new specification using PETAL paragraphing.

T – Revision sessions are still a problem and need to be compulsory attended by pupils identified on intervention or under-performing. SLT need to ensure that this happens next academic year if an improvement in results is to happen.

T- Teacher estimated grades need to be more accurate at GCSE

T- Pupils achieving 1 grade above their FFT grades to impact positively school on the schools progress 8 measures is a concern as we move to 100% exam. Will our results still be good with no coursework and previous exam performance being not so robust?

English Literature as a subject is not popular with pupils. Many are asking to drop or deliberately fail. Need to raise the profile of literature in KS3. Miss Hoyle is working on this in Y7 and Y8

**Staffing**

HoD – Mrs S Patel (as of January 2015). Also a ML within the school managing the English and Communication faculty

There is five teaching staff in this department. Three are permanent (Mrs Treblow Mrs Berg and Mrs Patel ) and two are supply teachers (Mrs Scott and Miss Hoyle) Miss Hoyle will be permanently employed from October 2016. We will need to find a replacement for Mrs Scott to build capacity within the school.

Mrs Kessler (the former English Head of department) has been redirected to school literacy coordinator. In addition she has responsibility for communication to all stakeholders via newsletters and bulletins along with the library.

**Maths and Science**

Maths

It has been a difficult year for the maths department. Along with the whole school changes and Ofsted, there have been some seismic changes in the maths department.

The loss of Mrs Oster to the department, and the appointment of Mrs Holt caused a constant problem with staffing. Mrs Holt was given support and over the year her lessons were replaced with other teachers from within and without the school, with varying degrees of success. The staffing problems were exacerbated with Mrs Miller going on maternity leave.

Considering all this the outcomes for the year 11 results were generally good however the statistics for the A\* - C dropping somewhat, but not surprisingly so.

On a positive note, last year saw the emergence of Mrs Bloch as an excellent subject leader who has grown into the role, and is now keeping the whole department on track. In addition she has taken up the whole responsibility for numeracy.

This year we have taken on 3 new maths teachers. We hope with having some slack in the department, we can avoid some of the staffing problems we have experienced in the past. These new teachers need a lot of support as some are lacking in experience, but the aim is to build capacity in the department for the future. They have all started enthusiastically, and conscientiously, and we hope they will have a positive experience with us, and stay to provide a stable and first class maths provision for our girls.

This is the first year that the year 11 will take the new GCSE exams in maths on the 9-1 grade scale. The curriculum is more challenging and the outcomes less certain than previously. Our staff have been working for the last few years to prepare for this, and ensure that the girls are well prepared.

The maths teams have been involved in intervention clinics during lunch breaks to try to help girls who are struggling, and will continue to do this.

Science

The science department has been a bit more stable than the maths department, but has been affected by the withdrawal of Mrs Feddy from most of the physics teaching. Mrs Smith, who is not a physics specialist has largely stepped into this role and has settled in and is a solid member of the department.

We still have to utilise non-specialist staff from other department to teach lower school science. A couple of the new maths staff are currently teaching science. There is a reasonable amount of stability in the upper school, with very experienced teachers, and the GCSE results were much inline with expectations.

We did try to recruit a new science teacher last year without success. Good science specialists are very hard to come by. This is particularly true from within our community.

The problem is that our experienced teachers are heading towards retirement, and we seem unable to build capacity in this department. We must continue to look for new science staff and take any opportunity that arises.

On a positive note on this subject, we have taken on a physics specialist student, she has a masters in engineering and is now studying for her teacher qualification with us. We hope we can make her experience with us a positive one so that she would accept a permanent position with us when she qualifies.

We too have embarked on the new GSCE courses and will be entering the present year 10 for the new 9-1 grade exams next year. Present year 11 will still be taking the old legacy exams.