



September '17



Aylesbury  
High School

Newsletter 1

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Wednesday of last week was the annual landmark that only school timetablers will ever notice, as it confirms that the school can successfully work its way through every lesson of the timetable cycle without two classes being in the same place at once, or a class discovering it was somehow missing a lesson. At 10:10 there was a quiet sigh of relief that another year was truly underway.

New students seem to have settled in very well and it was great to see both new and 'old' students helping on the Open Evening last week and with Open Morning today, showing prospective students and their parents around school. As always, the visitors were very complimentary about their guides and the students they encountered in classrooms, so many thanks to everyone who helped out.

The building work that started before the holidays is nearing completion, with two major projects funded by government grants that we successfully applied for last year. The boilers serving the 'front' of the school have been replaced (cost: about £200,000); the old ones dated back to 1988 and we limped through last winter with only two out of three operating, and every chance that a further failure could jeopardise use of the Tower and Science Blocks plus the Main Hall, Dining Room and nearby offices. Fortunately we didn't need to use our contingency plans and the new boilers, together with previous years' improvements to windows and insulation, should ensure that we cope with winter weather more comfortably and more economically than previously.

Meanwhile, the project to replace many of the flat roofs in the same area of school (cost: about £400,000) should be complete in the next week or so, although the scaffolding may be around for a bit longer. It should give us protection from the elements for many years to come as it has also addressed the rainwater pipe and drainage issues we've had in recent years.

We will be applying for more premises improvement funding in the next round, although securing grants is very competitive, and hope to continue to maintain the site to a high standard.

There was also lots of work on improving our ICT infrastructure over the summer as the last academic year saw a number of incidents which demonstrated that certain aspects of the network were not as well designed as we

require. We are making good progress on restructuring and improving a number of areas but there is still work to do over the next few months so that we have a reliable and resilient set-up. I have said on a number of occasions that I want our infrastructure to be sufficiently good that it's largely unnoticed by users and we all can take it for granted in a way that hasn't been possible in recent months.

Meanwhile, we are continuing to work on our ambitious plans for moving to '1:1', so that students in the next year or so start acquiring Chromebooks to really give a boost to their learning, and they and staff can use the power of technology (but only where appropriate) to teach and learn in ways that simply aren't possible without it. This is not completely uncharted territory as we have been using them in various classrooms for some time now, and we also have the benefit of a number of other schools' experiences to draw upon.

However, we are going to make haste slowly, as the saying goes, so immediately after half term two lucky Year 8 forms (H & M) will be loaned Chromebooks at least until the end of term so that they and their teachers can be AHS pioneers. We are working on the logistics of the longer-term roll out to the rest of the school and will be in touch with everyone early in November, if not earlier, with much more detailed plans. It was encouraging to speak with Year 8 parents this week to talk through the practicalities as well as the vision, and to confirm their support for our direction of travel.

Obviously, a key element of the 1:1 strategy is for parents to be able to buy the Chromebook for their daughter and there is no disguising the fact that this will cost money! Some parents have already been in touch asking about the specification as they are looking at buying a device either shortly or at Christmas; we will be able to answer that question just after half term, together with a plan of when each year group will want to be equipped. We will set ourselves up to sell the devices which means that:

- They will be of the right specification
- We can get the best possible price, given the quantity we will be buying
- We will offer students who qualify for the Pupil Premium a Chromebook using the PP grant.

## Memorial to Liz Chubb by Mr Rosen, Headteacher

Present and former staff, students and parents were all well represented at Liz's funeral in Canterbury and the Memorial Service at Stowe School at the start of term, and our sadness at her passing was definitely tempered by the many tributes and kind words which were delivered both in person and on-line.

We want to create a fitting memorial by purchasing and installing a piece of artwork in her name.

All members of the AHS community, past and present, are invited to join us to celebrate her life by making a donation to the [\*\*Liz Chubb Memorial Fund\*\*](#) which we have set up. The deadline for donations is **31 October 2017**.

Former colleagues, students and friends will identify and purchase an appropriate piece of art to be on permanent display in the school, and we will let everyone know of the progress with this in the second half of term.

Thank you for your donations; with your help we look forward to being able to install a fitting emblem of Liz's enormous contribution to Aylesbury High School.



# Exam Results 2017

by Mr Rosen, Headteacher

This year saw the new (reformed) A Levels and GCSEs sat for the first time and it was a relief to see that our performance in both was not significantly different from their predecessors, despite some media hype over the past two years.

As always, it's not so much the headline statistics that are important but whether the results enable students to move on to whatever their next stage might be, eg for Year 13s to achieve their UCAS or employment offers and for Year 11s to gain grades that get them onto their post-16 courses successfully.

**Year 13** Results Day was extremely successful, partly because of the students' grades, but also because it was a good year nationally to be applying for university, with a decline in applications matched by universities being very keen to fill their places. This meant that students with 'near misses' found that universities were often able to admit them, and Clearing had some institutions featuring who don't normally have vacancies at that stage.

Year 13 headlines:

- 15% of grades A\*
- 46% of grades A/A\*
- 6 students with 4 As or better
- 22 students with 3 As or better
- Average grade B

**Year 11** (and staff!) coped admirably with the reformed GCSEs in English and Maths. The raising of the entry requirement for our (and other schools') Sixth Form, from a grade C to a grade 5 in English and Maths, did raise the bar a little but it could be argued that this is part of the government's agenda to raise standards. A number of subjects saw their final appearance in our curriculum, as the GCSE reforms roll out, so the year group were the last to sit Thinking Skills, the various HPQ courses, General Studies AS and Language Leaders, all of which gave a welcome bit of breadth to the range of subjects studied. In Year 10, Citizenship Short GCSE has also been reformed out of existence so last year's Year 10 were the last to sit the exam.

Year 11 headlines:

- 71% grades 7, 8 and 9 (English, English Lit and Maths)
- 70% grades A and A\* (all other GCSE subjects)
- 102 students (56%) with 8 or more 7/A grades or better
- 53 (29%) students with 5 or more 9/A\* grades (the highest available in their subjects)
- Average grade just over a 7/A
- 29 AS results; average grade B

So very well done to everyone who took exams last summer, thank you to parents for supporting your daughters through the trials and tribulations of public exams, and thank you to the staff who have worked exceptionally hard to adjust to the curriculum reforms at both GCSE and A Level (which won't be complete for at least another two years).

Now let's focus on summer 2018!





## BBC Any Questions? by Mr Rosen, Headteacher

Before our 50th anniversary, probably around eight years ago, we were discussing whether we could host some event to mark the occasion, and weighed up the merits of applying for radio programmes such as Just A Minute, Gardeners' Question Time and Any Questions?. We felt that AQ best fitted our aspirations and, poignantly, Ms Chubb applied on our behalf. We heard nothing more until July this year when the production team made contact to ask if they could come along in the first week of term. It did mean spending a certain amount of the holidays organising tickets and logistics, but it was too good an opportunity to miss.

The BBC technical team started setting up early in the morning and it was fascinating to see how they had a back-up for (just about) every contingency - if our internet connection had failed then they would have broadcast the programme via satellite, and they also had back-up power ready to take over if required.

As the audience arrived, they were invited to submit their questions and the Year 11 helpers, who were also organising the seating, whisked the questions upstairs to the production room for the team there to choose a range that would be of interest to both the local and national audiences.

The audience was welcomed to AHS by Deputy Head Girl Ivana and she introduced the Deputy Editor of the Today programme (and AHS parent) Victoria Wakely to warm the audience up and explain the programme's format.

Over 200 questions were put forward, but fifteen minutes before the programme started, ten people were asked to move to the front seats as their questions had been chosen, although it was made clear that not all could be fitted into the 48 minute broadcast.

The panel then came onto the stage and one of the questions was used as a warm-up and to get the sound levels right. At 8pm, the pips were broadcast, followed by the BBC News, and then at 8:02 Jonathan Dimbleby (who has been the chair since 1987 and told us during the warm up that he was born in Aylesbury), started the programme.

It's probably true to say that the panel's answers were fairly predictable on the first questions, but they had certainly done their homework and if we didn't know about Henry VIII<sup>th</sup> clauses and the career path of the Vice Chancellor of Bath University, we do now.

As they warmed up, the debate became more polarised, more heated, and more enjoyable. HS2 was obviously a topic that many of the audience felt strongly about, and the panel were able to bring into their answers the lack of any high speed line to and from Scotland, the fact that the West Coast Mainline only has four miles of genuinely straight track, and that re-locating Heathrow to the Thames Estuary would be a much better use of the money.

All too soon, and with us still wondering what the other questions might have been, the programme finished on the dot of 8:50pm. The panel and Jonathan Dimbleby then very kindly spent a further forty five minutes talking to students before departing.

We didn't solve any of the world's problems but it was a very worthwhile evening, and Ms Chubb would have been delighted that our application finally reached the top of the pile.



# Governor Update

by Mr Chaudhry Chair of Governors

It's been a busy start to the academic year, even for Governors – welcome back and to those new parents and Year 7 students – a warm welcome. I hope you all managed to get a break during the summer.

As I write this article, the Governing Body has already met in its respective sub-committees (Teaching & Learning, Resources and Personnel), with the Full Governing Body scheduled to meet on 9 October. We have elected Chairs, agreed Terms of Reference for each Committee (which will be made available on the school website's Governor page), undertaken a review of a number of school policies, as well as conducting an initial assessment of the school's exam results, reviewing the school budget and Improvement Plan. In addition, Governors have also supported the recent Open Evening and Sports Presentation Evening. You can expect to see members of the Governing Body at many, if not all, of the school's events, including consultation evenings, throughout the academic year so please feel free to chat to us about any issues you may have.

As you may recall from my July '17 newsletter item, we have lost four of our long standing Governors, all of whom made significant contributions to the development and success of the school. We are therefore looking to recruit 3 new parents/carers to join our Governing Body this academic year. This is an important role and provides a significant opportunity for parents/carers to contribute to the development of Aylesbury High School. Please do consider the opportunity. **Full details of how to apply are at the end of this newsletter.**

The Governing Body itself is comprised of up to 18 Governors, a combination of parents/carers, staff, community and co-opted Governors, who are responsible for the overall strategic direction and performance of the school. We come from all walks of life and are drawn from the parent/carer body by election, as well as having representatives from the local community and our staff. Together, we aim to bring a breadth of experience and expertise to the development of the school and oversight of the delivery of education to its pupils. I, and many of my fellow Governors, support the school in a number of ways, regularly attending the music and dance concerts, school plays, consultation, open and certificate evenings, as well as the year-end Presentation mornings. We meet every half term as a Full Governing Body and are supported by three sub-committees. All Governors would be expected to support two sub committees with new Governors given the opportunity to join each of the sub committees as observers through the autumn term, before making their preferences. Many Governors also volunteer to take on specific tasks, such as responsibility for safeguarding, but this is an individual choice.

As a Governing Body we act for the school as a whole – pupils, parents, carers, teachers and support staff. Our remit is primarily strategic in nature, whilst the operational running of the school is the responsibility of the Headteacher and the senior staff.

We are looking for individuals with the ability to balance "critical" and 'friend', who can work as a part of our team, challenging and supporting the school's Headteacher and his management team. I am keen to build on the skills set of the Governing Body and would particularly welcome parents/carers who can bring strategic development, marketing, accountancy, financial and project management expertise to our Governing Body.

If you are considering applying, please do not hesitate to contact me on [achaudhry@ahs.bucks.sch.uk](mailto:achaudhry@ahs.bucks.sch.uk) to discuss the key role a Parent Governor plays in supporting the school.

## AHSixty

by Mrs Hamnett, Deputy Headteacher

Aylesbury High will be celebrating its 60<sup>th</sup> Birthday in 2018 and we are keen to start preparing for this milestone. If you are willing to join a planning party to establish events to mark this occasion, then please can you email Mrs Hilary Osgerby, Head's PA, at [secretary@ahs.bucks.sch.uk](mailto:secretary@ahs.bucks.sch.uk) to express your interest. Our aim is to meet once per half term starting in October and we would welcome your contributions.



# Sixth Form Update by Mr Ochiltree, Head of Sixth Form

August is a busy time for the Sixth Form Team. A Level results day means a chance to congratulate our former Year 13s on their exam success and to wish them well as they head off to new adventures elsewhere and then one week later GCSE Results Day gives us the chance to welcome a new cohort into Year 12. To those that have left us, we say *Good Luck* and to those that have joined us, we say *Welcome*.

It doesn't take long for familiar routines to re-establish themselves and our Year 12s and 13s are already firmly back into the swing of school life. New classes and new teachers are already starting to seem reassuringly familiar, homework and private study routines are well-established and those who have listened to our messages about the importance of independent study are already into good habits and are preparing for lessons and consolidating after lessons, with half an eye on how they will revisit their notes when it comes time for revision.

To support them, the new Year 12s have a well-planned transition programme, including a recent session with *Elevate*, on how to most efficiently manage and organise their time, and further introductions to Sixth Form study skills will follow. The Year 13 students, on the other hand, started making plans for their life after AHS before the summer holidays, and it means that they are ready to turn vague plans and aspirations into formal applications and destinations.

We know that the overwhelming majority of our students will apply for higher education at some point; last year we sent 177 applications to UCAS and we don't anticipate this year's total being very different. If last year's cohort is anything to go by, our current students will be going off to some exciting places to study some really interesting courses. The map below shows the destinations of our 2017 leavers. As a school, we celebrate the range of different institutions and courses that our students go to; AHS has students starting degrees in more than 60 different institutions (including some of the most prestigious and competitive) and they are studying more than 120 different courses (ranging from Accountancy to Wildlife Conservation). Our current Year 13s have some difficult but exciting choices to make over the coming weeks and months, as they complete their UCAS applications but equally, we support and celebrate those students who choose a different route and we see more interest every year in apprenticeships and training programmes too.





# National Funding Formula

by Mr Rosen, Headteacher

The Government announced details of the NFF two weeks ago, just before Parliament stopped ahead of the party conferences. They received very little publicity considering the topic but schools and local authorities are now digesting the details and trying to work out what it means for the next few years. There is absolutely no doubt that the NFF contains additional elements as the result of the lobbying that we and others undertook so it is gratifying to know that some of our arguments were not in vain. In brief:

- ☑ The formula includes a minimum per-student level which schools such as AHS should benefit from, starting in September 2018.
- ☑ The formula means that, for the first time, similar students in different parts of the country *should* receive the same levels of funding, with similar enhancements for a range of factors (eg deprivation and low prior attainment), with a suitable area cost adjustment to reflect different labour costs around the country.
- ☑ No cap on increases that AHS *could* receive *if* we get the money that the government allocates for us (but see below) – most schools have a cap of 3%, unless like AHS they are recognised as being the most significantly under-funded at present.
- ☒ The local authority has been funded at a level sufficient to fund each school at or near its NFF figure (there are some technical reasons why they couldn't manage to hit every figure precisely).

- ☒ The local authority still has some ability to divert money from schools to support the High Needs budget (which is in crisis in Bucks) and between schools, without regard to what the government's allocation is for each school
- ☒ There is some clarity about longer-term funding, at least for the three years starting from September 2018 – but there is no mechanism for increasing the funding factors year-on-year
- ☒ No recognition of the pressures that school budgets are under; although a relatively small amount of new money is being introduced to level up funding, it is far short of anything that would enable school budgets to cope with additional pension and NI contributions, inflation and the apprenticeship levy etc
- ☒ As the formula only applies to funding up to Year 11, no recognition of the under-funding of the Sixth Form nationally in both schools and colleges.

From our point of view, the NFF demonstrates how under-funded we have been for so many years, but we are seriously concerned that despite being an academy, the money will continue to be channelled through the local authority for the next two years.

There may still be a fight this autumn to ensure that schools do receive the level of funding the Government has allocated to them. By January 2018 we will know what the future funding will look like and be able to draw up longer-term budgets with more confidence about our income than has been the case for a long time.

## Aylesbury Vale Teaching Partnership

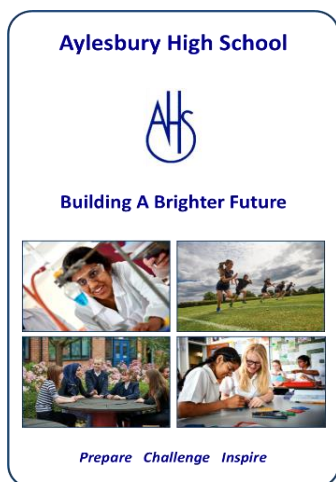
by Miss Brigden, Assistant Headteacher



We are proud to announce that from September 2017 all Swim England School Swimming Courses, both statutory within the Bucks Safe Practice in School Swimming Policy and recommended by the Association of Physical Education (AfPE), will be delivered by AVTP. Buckinghamshire County Council has commissioned AVTP to provide swimming advice and guidance, in line with the Bucks Safe Practice in School Swimming Policy 2015, The AfPE Safe Practice in Physical Education Handbook 2016 and other national guidance. Our very own Mrs Mandy Carey of the AHS PE department will be continuing her role as School Swimming Advisor for AVTP alongside her teaching responsibilities.

# Donations Needed For *Building A Brighter Future!*

by Mrs Pexton, Development Director



We urgently need to secure more support for our [Building A Brighter Future](#) fundraising campaign and are asking all parents to donate whatever they can to help us. **The key question we would like parents to ask themselves is, “Why shouldn’t I make a donation to support my daughter’s education, and that of future generations of AHS students?”** If you *can’t* come up with a convincing reason, please fill in the form today!

This fund is vital to support our development projects, improve the school’s equipment and facilities and to provide the very best learning environment for our students. After S17, our next target is to transform the Tower Block classrooms.

**Your donation will enable us to continue to provide the highest quality education for your daughter.**

**If every parent donated £10 a month, we would be able to invest £150,000 in our school each year!** Building A Brighter Future leaflets and donation forms are currently being distributed to all year groups and we sincerely hope that you will be able to support us! Thank you to everyone who has already made a donation.

## ‘In Our Element’ Campaign Success

The Elements fundraising campaign was very well supported and thank you to everyone who sponsored an element on our Elements Periodic Table. **In total we have raised over £27,000 for S17 in addition to winning grant applications worth a total of £55,000 from the William Harding Charity and the Garfield Weston Foundation.** This means that we will be able to make a significant difference to the laboratory facilities which will benefit our current students and students for many years to come.

The poster is titled 'Sponsor an Element' and 'How do I Sponsor an Element?'. It features a periodic table of elements where each element is represented by a colored square. The colors correspond to different price ranges: £50 (blue), £100 (dark blue), £250 (purple), £500 (green), and £1,000 (yellow). The poster includes text explaining the campaign, the importance of STEM, and the pricing structure. It also mentions that the sponsored elements will be displayed in the Science Block and that a lucky entrant will win a 2-night weekend break in a superb, iconic sea-front apartment in Beachill-on-Sea, East Sussex, generously donated by an AHS parent.

Work starts on S17’s refurbishment over Easter 2108 and we are currently having our Elements Periodic Table Plaque manufactured, in preparation for the ‘unveiling’ event when the work is completed.

## Bringing Our AHS Alumnae Closer

Over the course of the coming months, we will be making individual contact with over 8,000 of our Alumnae, having just updated our records. We hope to bring all our Alumnae closer and to invite them to take part in the forthcoming reunions and events we have planned for 2018 and 2019.

## Our AHS Archive Project

With a wealth of historic school documents and photographs, we have set ourselves the task of creating our first AHS Archive which will span almost 60 years!

If you have any photographs or documents of AHS, or any other memorabilia, which you would like to donate to our Archive, please let Mrs Pexton know [apexton@ahs.bucks.sch.uk](mailto:apexton@ahs.bucks.sch.uk).





## 'In Our Element' Lucky Prize Draw Winners

As part of our 'In Our Element' fundraising campaign, all sponsors were entered into a prize draw for a Weekend Break in a sea-front apartment in Bexhill-On-Sea in East Sussex - generously donated by an AHS parent.

We're delighted to confirm that Paul and Julie Moore were the lucky prize winners! Their sponsorship of Einsteinium on our AHS Elements Periodic Table gave them the opportunity to win this excellent prize. They enjoyed a lovely weekend at the apartment and sent us these photos of their stay.



## Digital Lives of Young People by Mrs Hamnett, Deputy Headteacher

The Education Policy Institute has published a new [report](#) examining the relationship between young people's use of social media and their mental health and emotional wellbeing. The report also summarises recent Government policy to address concerns about online safety and identifies areas for further research. Key findings include;

- Over a third of UK 15 year olds are 'extreme internet users' (use of more than 6 hours outside of school on a typical weekend day. The only country with higher internet use than the UK is Chile.
- Nearly a third of young people in the UK were 6 years old or younger when they first used the internet.
- Young people in the UK are extensive users of social media sites, such as Facebook, Instagram and Snapchat. 94.8% of 15 year olds in the UK used social media before or after school in 2015. 11% of UK 10-15 year old girls spent over 3 hours on social media on a normal school day in 2012-13. This statistic is likely to be much higher for 2017.
- This online activity is increasingly private, with young people using the internet in their bedrooms or on a smartphone. In 2014, over half of UK 9-16 year olds used a smartphone on a daily basis. The rise in popularity of instant messaging means that online discussions are now often held in private groups, rather than on public profiles.

The changing pace of technology, such as the livestreaming, means that the way young people interact with social media is continuing to change. The report also mentions: Positive impacts, Online risks and harm and Responses to online risks.

## What do they do all day? by Mrs Hamnett and Mr Rosen

A recent walk round the school saw a range of lessons, which included:

*Area of triangle using  $\frac{1}{2}ab\sin C$  • Guidance on how to complete a bibliography and why animals may not think in the same way as humans • Highlighting facts about the USA in 1865 • How to accurately draw 3D boxes and make buttonholes on a sewing machine • How to use facial expressions when performing a comedy sketch • Why people don't like Mondays' • Merchant of Venice and Robinson Crusoe • 'Was machst du online?' • Mythology • Sketches of famous buildings around the world • Students learning French words for food and gaining knowledge of tourist attractions in France • Year 7 baseline testing including spelling tests and CATs • Algorithms for Tower of Hanoi • Baseline test with a hint of Gershwin thrown in • Cosine Rule x 6 • Direct currents • Electric fields • Electron configurations • Independent and dependent variables in experiments • Ingredients of a piece of art • eg line • texture and tone • pattern • colour and shape • Logic gates • Media experiments • Menstruation • Molecular formulae • Monomers • dimers and polymers • Size • charge and mass of atoms • Subaerial and Marine erosion.*



## New to School by Mrs Jarrett, Head of Year 7

Our 180 new Year 7 students have quickly settled and adjusted to AHS school life. Despite a few understandable nerves on the first day, it has been wonderful to see the students taking advantage of all the different opportunities available by getting involved in clubs and extra-curricular activities. In addition they are managing their new timetables, homework tasks and getting to know their way around. It was also fantastic to see so many getting involved in the recent Open Evening acting as tour guides showing prospective students the school site. Their enthusiasm and knowledge of the school really shone through and it is difficult to believe that only a year ago they were in the opposite position, as visitors! We have also thoroughly enjoyed the Green Park transition trips this week, and it was lovely to hear the park trainers comment on the students' focus, team building skills and good spirits. We look forward to continuing to see them flourish as they move through the year. Just to add a quick reminder, any absence or appointment notes should go to Mrs Ray in the front office.

## Year 7 CATS by Mr Baird, Curriculum Manager

In the first two full weeks of term, Year 7 has been completing 3 Cognitive Aptitude Tests (CATs). These tests are designed to give students target grades in all subjects for the end of KS3/Y9. We think that a target for 3 years' time is quite a long way away, especially given that a number of subjects they are doing are new to them. Therefore, we give them incremental targets for each subject for Years 7 & 8. It is often the case that the rate of progress students make differs from subject to subject. This has been reflected in the incremental targets in Years 7 & 8, however, by the end of Year 9, the targets have usually averaged out to be fairly similar across the different subjects. As you would expect, the targets for Maths and English are usually, but not always, slightly higher.

When all the tests have been completed and the targets arrived at, you will be receiving the test scores together with the targets for each subject. You will be able to measure the progress being made against the targets. If the progress being made is slightly above or below the target grade, there is no real cause for concern. It is only if there is a significant difference that we would need to intervene.



## Staffing News

At the start of term we welcomed the following colleagues to AHS:

Mr Braniff	English	Miss March	Spanish/French
Mrs Griffiths	Geography	Mrs Moore	Psychology STL
Mr Hobbs	RS Team Leader	Mr Phillips	History
Mrs Holley	Teaching School Administrator	Mr Tesafaye	ICT technician
Mrs Jaggs	Computing		

We also have a number of colleagues with new or additional roles:

Mrs Carey, AVTP Swimming Consultant

Mr Elgin, English Curriculum Manager

Miss Kilkenny, Head of Year 9 (from November)

Mrs Saunders, Head of Year 8

Mr Annat, Miss Hunter and Miss Oatley are running three Teaching and Learning projects for 2017-18

# School Improvement Plan 2017/18

by Mrs Hamnett, Deputy Headteacher

In consultation with staff and governors at AHS we have identified the following areas for school improvement this academic year. Our target for transforming ICT at AHS is a longer term project and we have allowed a three year period to achieve the set goals. We will update you on our progress in future Newsletters.

## **ICT, transforming ways of working**

We aim to:

- Equip students to confidently use the most appropriate ICT systems to support their learning
- Equip teaching staff to confidently use the most appropriate ICT systems to support their classes
- Provide a reliable and efficient ICT infrastructure that promotes our ambitious plans, with a cost effective and efficient support service
- Pilot 1-1 devices followed by a whole-school roll-out
- Strengthen E-safety policies and awareness, and ensure compliance with the new General Data Protection Regulation 2018

## **Further improve teaching and learning**

We aim to:

- Review and improve marking, assessment and feedback in all subjects to ensure they are meaningful, manageable and motivating
- Increase the effectiveness and consistency of homework
- Run three separate projects to explore creative learning in the classroom
- Ensure core subjects build on changes to the primary curriculum
- Focus on subjects contributing to successful exam performance
- Equip students to be self-motivating when faced with challenge
- Strengthen staff understanding of student related issues
- Promote consistent and appropriate information sharing
- Run a pilot project to challenge Year 7 both in and out of the classroom
- Improve the consistency and effectiveness of our rewards systems
- Improve students' confidence through sport, culture, writing and public speaking
- Embed final changes to reformed GCSE and A Levels

**Continue to develop the Aylesbury Vale Teaching Partnership so that AHS and local primary and secondary schools benefit from its activities**

**Review Governors' ways of working to better support the strategic development of the school**

**Launch a refreshed Development Campaign to support the school's future direction**

**Increase site security through the installation of a:**

- Visitor management system
- System for better managing Sixth Form private study

## **2017-18 Major premises projects**

- Refurbish the final science laboratory and the Tower Block classrooms
- Make CIF bids for new Harding Hall boilers and further roof work



# Parent Governor Elections

**We invite nominations for Parent Governors as we have three vacancies to fill this term.**

A Governing Body's overriding responsibility is to work in partnership with the Headteacher to promote continuous improvement in the performance of the school. This involves the establishment of an improvement plan, the setting of challenging but achievable targets and the interpretation of information to assess progress and determine appropriate action. Typically, a governor's duties will average up to 6 hours of spare time each month and each Governor serves on two of the three sub-committees; Teaching & Learning, Personnel and Resources. As well as its improvement role, the Governing Body is there to be a 'critical friend' who can provide the right balance between supporting and challenging the performance of both the Headteacher and the school.

Being a Parent Governor can be stimulating, enjoyable and rewarding. If you have the enthusiasm and desire to become closely involved in the running of the school then please do consider putting yourself forward. Parent Governors are an important component in achieving an effective and well-balanced governing body. We are keen to recruit parents and carers coming from 'all walks of life' and representing all groups in our school community. You can find out more about the role by contacting the Headteacher or Chair of Governors on the main school telephone number or emailing [secretary@ahs.bucks.sch.uk](mailto:secretary@ahs.bucks.sch.uk). There is very good training and support provided through the Local Authority.

Parents/carers who are nominated for election must be proposed and seconded in writing, with nominations being signed by the proposer and seconder; the person nominated must also state in writing that he or she is willing to stand for election. Those eligible to stand are the parents or carers of students who are currently registered at this school. The proposer and seconder must also have a daughter currently in attendance at the school.

The term of office is for a period of four years. A parent/carer whose daughter leaves the school may continue as a Parent Governor until the end of their term of office, if he or she so wishes.

Nominations should be made on the next page, on or before the closing date which is **3.30pm on Friday 13 October**. In the event that more nominations than vacancies are received then a ballot will be held.

The ballot will be entirely secret and a further letter about the arrangements will be sent to you. All parents/carers whose child/children attend this school will be entitled to vote in the postal ballot and voting will be on the basis of one vote per parent/legal guardian per place available.

If it proves impossible to fill all vacancies, the Governing Body has the right to make an appointment/s in order to fill the required number of Parent Governor places on the Governing Body. If the need to do this arises, the Governing Body would first of all consider appointing a parent/carer who has a daughter on roll at the school but, if they could not make an appointment, they would consider a person who was a parent/carer of a school-aged child but not necessarily a registered student at this school.

Please note that Governors will be required to produce evidence of identity and make a formal declaration of any convictions incurred, including any that have become spent under the Rehabilitation of Offenders Act. All Governors will be checked against the ISA First list (the list of people barred by the government from working in schools) and, in common with staff working in school, will be asked to obtain a DBS disclosure (previously a Criminal Records Bureau check).

The Governing Body is as follows:

- 7 Parent Governors
- 5 Community Governors
- 3 Co-opted Governors
- 3 Staff Governors, elected by staff
- The Headteacher

A full list of the names of the School Governors will be available as soon as the appointments have been finalised. Please do consider whether you could put yourself forward, or nominate someone else, to play an active part in shaping the future of AHS.

*Please print and return in a sealed envelope marked Parent Governor to the school office, by 3.30 pm on Friday 13 October 2017.*

**NOMINATION**

I wish to nominate ..... for the position of Parent Governor.

I wish to nominate as Parent Governor

PLEASE PRINT

Name of Nominee's child/ren at AHS


Proposer's name

PLEASE PRINT

Name of Proposer's child/ren at AHS

Proposer's signature


Seconder's name

PLEASE PRINT

Name of Seconder's child/ren at AHS

Seconder's signature


**NOMINEE'S ACCEPTANCE**

I am prepared to accept this nomination ..... DATE.....

(Nominee's signature)

If you would like to nominate someone but are unable to print this form, please contact Mrs Hilary Osgerby, Head's PA, at [secretary@ahs.bucks.sch.uk](mailto:secretary@ahs.bucks.sch.uk) or telephone 01296 388222, and a paper copy will be sent home with your daughter.

In the event of an election, candidates will be asked to provide information about themselves and/or an election address of up to 200 words, for distribution to parents.

