



# Boroughbridge High School

23<sup>rd</sup> October 2023

## For parents/carers of students in all year groups




### Update on progress during the first part of the Autumn Term including how Ofsted priorities are being addressed

Dear Parent/Carer,

Thank you for your support during the first part of our Autumn Term. We've made a great deal of progress over the last seven weeks. The update below will outline the actions that we've taken, the impact we've had, how we know this, next steps and how you can help.

### Action 1 - Introduction of Learning Expectations for each of the learning phases

**What?** We introduced our expectations for different phases of learning (below) on the first day of the Autumn Term in Expectations Assemblies.

 <b>Whole class work</b> <b>Teacher and Student Talk</b>		 <b>Group and pair work</b> <b>Teacher and Student Talk</b>		 <b>Individual work</b> <b>No talk</b>	
Teachers	Students	Teachers	Students	Teachers	Students
Will explain and give instructions	Listen and focus Don't talk	Will move around the room to check progress and give help if needed	Focus on work Ensure talk is about the activity being carried out Listen to ideas from others	Will move around the room to check progress and give help if needed or may, if appropriate, monitor the class from the front of the classroom	Focus on work and do not speak to others Put up their hand if they need help Do not let others see or copy their work Keep their book or folder organised including sticking in sheets
Will select students to answer questions for recap and retrieval	Answer questions when asked Put up a hand if they want to ask a question or have something to contribute and wait for the teacher to ask them to speak		Help other students that they are working with		
Will ask students to put up a hand if they have an idea to share during discussion	Don't shout out answers (even if their hand is raised)		Keep their book or folder organised including sticking in sheets		

**Why?** in order to ensure that there is a shared understanding of expectations around interaction within the classroom, questioning and engagement. This is also to secure a consistent approach across classrooms in applying the Behaviour for Learning system i.e. when these expectations are not being met.

**Impact** This has already had a significant impact on the quality of learning in classrooms both in terms of student engagement and the use of questioning to both check students' knowledge and to extend thinking.

**Headteacher:** Kathryn Stephenson, BA (Hons)

Wetherby Road Boroughbridge N Yorkshire YO51 9JX Tel: 01423 323 540

**Web:** www.boroughbridgehigh.com **Email:** schooladmin@boroughbridgehigh.com

## **How do we know?**

**Internal evaluation** As part of our Quality Assurance Cycle, all teachers have been observed by their Line Manager or a Senior Leader. During these observations we saw that the new system was in place with students very aware of expectations.

**External evaluation** We have had two link Governor visits during this half term, one focusing on Climate for Learning and one on Behaviour for Learning. Regarding Climate for Learning, feedback included that there were '**calm and appropriate conduct behaviours**', '*The vast majority of students across the vast majority of lessons were cooperative and their demeanour was generally appropriate to the mode of learning.*' and '**We did not see any low level disruption or off task challenging behaviour.**' The Behaviour for Learning feedback included 'The teachers I saw were all leading **well-engaged pupils**, who appeared to be on task and **responding well** to questioning. In some cases, teachers were circulating around the classroom and in those lessons the other pupils appeared to be completing the work independently.' and '**I saw no low-level disruption whatsoever, and no 'shouting out' of answers, without exception hands were raised during lessons.**'

As part of our Federation working, we have also welcomed colleagues from King James's School, Knaresborough to carry out a behaviour review. Feedback included, 'Students are aware of the behaviour expectations in lessons and the new behaviour system has given staff a clear process of how to implement good practice on a **consistent basis.**' Student voice in this review and, during our own processes, reflects that students say that expectations are clear and that behaviour has improved.

Following recent Progress Review Points, our analysis of the data shows that for students in Years 7, 10 and 11, on average, **Attitude to Learning and Behaviour for Learning are at least good.** We will analyse the Year 8 and 9 data when the data collection is complete.

### **Action 2 – Changes to the follow up to afterschool detentions**

**What?** We have reorganised the Pastoral Team to create the capacity to have an immediate follow up of two lessons in the Reset Room if students fail to turn up for afterschool detention.

**Why?** Feedback from students, parents/carers and in the Behaviour Review identified that because the follow up took place over a number of days, an after school detention didn't act as a deterrent.

**Impact and how do we know?** Our Behaviour data analysis shows that the number of students getting an afterschool detention has decreased and, for those who do, attendance is high.

### **Action 3 - Developed our strategy to support the learning of all students through the Intervention Room, Reset Room and Pastoral Support area**

**What and why?** We have developed different spaces across school so that we can provide the correct support for our students ensuring that the areas that are used for learning intervention, for behaviour reset and for emotional support are separate.

**Impact and how do we know?** The initial impact is that, for the small groups of students who require each of the areas, their approach to school and attendance in lessons has been high. This also has also had a positive impact on the Climate for Learning in all classrooms.

### **Action 4 – Created an Attendance Improvement Working Group to work with students who are finding it difficult to regularly attend**

**What and why?** We have put in place an Attendance Improvement Working Group led by Mr. Grierson which meets weekly to identify how best to support students who are finding it difficult to attend.

**Impact and how do we know?** Attendance is higher than it was for the same period in 2022, however, we are slightly below the national average. This will continue to be a key area of focus.

## **Other areas**

Following feedback at Parent Expectations Evenings, we have recently sent out a Revision Guide to parents/carers of students in Years 10 and 11 so that they have the information that they need to support with revision for the Progress Exams in November.

## **Next steps**

Whilst we have made measurable progress during this half term we understand the need to embed procedures and routines whilst continuing to drive forward on our priorities. In addition, we are focusing on

1. Movement in corridors
2. Ensuring a quick transition between Lessons 1/2 and 5/6
3. Developing rewards

## **What can parents/carers do to support progress?**

### **1. Uniform**

Uniform standards are very high and we thank you for your support with this. A governor who has visited the school over the last couple of years commented in the report of his recent visit, 'During the tour, I noticed that **uniform standards were very high.**' A consequence of this is it has enabled the Pastoral Team to use their time more effectively to support our young people rather than having conversations about uniform. As the weather gets colder, it is worth noting that, along with the school branded blazer, students are able to wear a plain **v-neck black knitted jumper or cardigan** which can be bought in most high street stores and supermarkets. Students are permitted to wear black flat shoes of leather type material however, **black trainers are not permitted.** For clarification on this and further detail about uniform please visit <https://www.boroughbridgehigh.com/parents/uniform/> We have also informed students that hoodies will be confiscated if seen in school and cannot be used as an alternative to a coat. If you have any worries about getting uniform then please contact your child's pastoral manager as we do have preloved uniform in school.

### **2. Afterschool detentions**

After school detentions are a critical part of our Behaviour for Learning system and do have a positive impact on student behaviour. We appreciate that this can cause family inconvenience with transport so we appreciate your support with this. We will, of course, continue to look at alternatives for students and families where this is not possible.

### **3. Attendance**

Please ensure that holidays are not booked during term time.

### **4. Communication**

We will continue to seek your feedback throughout the year but please, as ever, if there is something that you think we need to be aware of or questions that you'd like to ask then please contact staff directly or e-mail [schooladmin@boroughbridgehigh.com](mailto:schooladmin@boroughbridgehigh.com) and your e-mail will be forwarded to the relevant person. **Upcoming Parent/Carer Information Evenings** include 7<sup>th</sup> December 2023- Attendance, 11<sup>th</sup> January 2024 – Careers and 7<sup>th</sup> March 2024 – Wellbeing and supporting students with exams. Meetings will begin at 6p.m.

## **Offers of fundraising support from parents and carers**

We appreciate the offers that we've had to support with school fundraising. **Our first meeting will be on Monday 20<sup>th</sup> November at 6p.m.** If you didn't complete the form then you are still very welcome to attend.

Thank you for your contribution to our progress to date. We look forward to working with you for the benefit of the young people in our community during the half term ahead.

Yours sincerely,

*K Stephenson*  
Miss K. Stephenson  
Headteacher