



Boroughbridge High School

21st December 2023

For parents/carers of students in all year groups




Update on progress including how Ofsted priorities are being addressed

Dear Parent/Carer,

Thank you for your continued support. We're pleased to report that we've built upon the progress made in the first part of the Autumn Term and continued to make good progress since the last update. Details are as follows,

Action 1 –The introduction of Learning Expectations for each of the learning phases

What and why? We've continued to work on deepening the use of the different learning phases to ensure that classroom expectations are clear and high quality learning takes place. This was one of the focus areas for our whole staff Professional Development Day in November and, during this half term in particular, we've focused on the detail in each of the learning phases to ensure that there is a consistent approach across classrooms in applying the Behaviour for Learning system i.e. when these expectations are not being met.

 Whole class work Teacher and Student Talk		 Group and pair work Teacher and Student Talk		 Individual work No talk	
Teachers	Students	Teachers	Students	Teachers	Students
Will explain and give instructions Will select students to answer questions for recap and retrieval Will ask students to put up a hand if they have an idea to share during discussion	Listen and focus Don't talk 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 Don't shout out answers (even if their hand is raised)	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 Help other students that they are working with Keep their book or folder organised including sticking in sheets	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

Impact and how do we know? This has continued to have 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. To evaluate our progress, alongside our internal Quality Assurance cycle, we have also had two link Governor visits and two visits from our Local

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Authority Adviser, one in November and one last week. Climate for Learning feedback includes 'The Phases of Learning images were displayed in all classrooms entered. Where relevant, teachers made reference to the phase that they wanted students to move to. Student engagement in the lessons observed was good, across a range of activities from table tennis games in PE, to paired work in ICT, to popcorn reading in Geography and question and answer in Maths and Science.'

In a recent Staff Questionnaire, 100% of staff agreed with 25.9% strongly agreeing that the Phases of Learning are supporting improved behaviour in the classroom.

In October we said that, following recent Progress Review Points, our analysis of the data showed that for students in Years 7, 10 and 11, on average Attitude to Learning and Behaviour for Learning are at least good. The Year 8 and 9 data has since been analysed and shows that this is also the case for these year groups. Therefore, on average across the school, Attitude to Learning and Behaviour for Learning is at least good.

Action 2 – Changes to the follow up to afterschool detentions

What and why? We have continued to embed the detention system so that there is immediate follow up of two lessons in the Reset Room if students fail to turn up for afterschool detention to ensure that students connect actions with consequences.

Impact and how do we know? Our behaviour data analysis shows that the number of students getting an afterschool detention has continued to decrease and, for those who do, attendance is high. Our Staff Questionnaire showed that 100% of staff agreed that lunchtime and after school detentions are working more effectively with 29.6% strongly agreeing.

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

What and why? We have developed and implemented different spaces across school so that we can provide the correct support for all our students in a timely manner. Ensuring that the areas that are used for learning intervention, for behaviour reset and for emotional support are separate has enabled us to offer targeted intervention, support and mentoring to students who most need it along with maximising the learning time in classrooms for all our students.

Impact and how do we know? These rooms are now accessed by the small groups of students who require each of the areas in a planned and coordinated way. In the Staff Questionnaire, 100% of staff agreed with 25.9% strongly agreeing that this strategy is supporting improved behaviour in school.

Overall impact The strategies outlined above have secured improvements in behaviour standards which have been identified by the staff team and students. In the Staff Questionnaire, 100% of staff agreed with 25.9% strongly agreeing that behaviour in classrooms has improved and 100% agreeing with 22.2% strongly agreeing that behaviour in corridors has improved. Similarly, when student views were collected by our Local Authority Adviser, 'The students reported that behaviour has improved. They identified that it is a major focus this term and that there is now less disruption, both in lessons and related to students being in corridors rather than in lessons.'

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. The school is working closely with the Local Authority Attendance and Enforcement Officer.

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

In October we identified three next steps which are as follows,

1. Movement in corridors

We have made progress in this area. Our Local Authority adviser reported 'Observation of students between lessons and at break time showed that the vast majority of them behave sensibly around

school and wear their uniform correctly.' However, we are aware that there are a few pinch points around school where corridors are narrower so this is still an area that we are continuing to work on.

2. Ensuring a quick transition between lessons 1/2 and 5/6

Our data shows that there are fewer students arriving late to a lesson.

3. Developing rewards

In addition to our current system, we are awarding certificates to students following progress review points. We are currently reviewing all aspects of our Rewards system so that students understand clearly how positive points link into their rewards.

Other areas

We are delighted that we now have a **Parent/Carer group**, Friends of Boroughbridge High School, who are committed to both fundraising for and promoting the work of BHS. Our thanks go to them and, in the new year, we'll send out more information about how you can support their work for the benefit of our students.

Next steps for the Spring Term 2024

- We would like to gather your views around the progress we have made and will be circulating a short questionnaire on our return to school in the New Year.
- We will continue to embed the strategies outlined above to ensure that we continue to raise standards.
- We will continue to develop our Rewards system.
- We have applied for and been accepted on the DfE Behaviour Hub programme which will enable us in the coming term to have access to high quality continuing professional development for our staff team. This will also include visits to schools in the region that are considered to have exemplary behaviour practices which will enable us to develop and enhance our current systems for the benefit of our students.

What can parents/carers do to support progress?

1. Uniform

We have continued with our high uniform standards with the vast majority of students wearing full correct uniform as was noted in the Local Authority visits. Thank you for your ongoing support with this. There are a few areas where we would ask for your further support. A reminder that students are not permitted to wear sweatshirts but are able to wear a v-neck plain black knitted jumper under their blazer. All socks should be black. Please also note that trainers are not permitted (even if they are black). Students are expected to wear black, flat shoes of leather type material. For further guidance, please visit <https://www.boroughbridgehigh.com/parents/uniform/>

Please note that if you have a last minute uniform issue at home and you call the office then the Pastoral Team will be notified so that they can see if we have uniform available in school for your child to wear.

Please contact schooladmin@boroughbridgehigh.com if you would like to know what items of pre-loved uniform we have in stock.

2. Attendance

Please ensure that holidays are not booked during term time. Your child's absence will not be authorised as a holiday is not considered to be an exceptional circumstance. If the absence amounts to 10 sessions or more, a request to the Local Authority to issue a Penalty Notice will be made.

3. 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 at schooladmin@boroughbridgehigh.com and your e-mail will be forwarded to the relevant person.

Upcoming **Parent Information Evenings 11th January 2024 – 6-7p.m. Careers and 7th March 2024 – 6-7p.m. Wellbeing and supporting students with exams.** As usual, we will use the first half of the meeting to share information and answer questions and, during the second half of the meeting we will invite you to ask questions about any aspect of school life.

Farewells

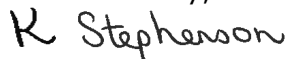
In other news, at the end of this week we say farewell to **Mrs. Flowers and Mr. Errington**. Mrs. Flowers is Head of Design Technology, having started at the school 15 years ago. As you'll be aware, her enthusiasm and creativity has secured high quality learning for students with both DT and Food Technology being very popular Option subjects. She has also contributed to many extra-curricular activities including the Year 7 Normandy trip last year. Mr. Errington has been part of our Science team since 2018 and, along with sharing his enthusiasm for all things connected to Physics in his lessons, has welcomed the opportunity to get involved in extra-curricular events too, also going with Year 7 to Normandy! We thank them for the significant contribution that they have made to the Boroughbridge High School community and wish them well in their new posts.

Thank you

Thank you for your contribution to our progress to date. Walking around our school and visiting lessons on a daily basis, we experience the improvements evidenced through our own quality assurance and feedback from external visitors. We will look forward to getting your feedback when we circulate the parent/carer questionnaire in the new year.

On behalf of the Boroughbridge High School staff team, I hope that you and your family have a very Happy Christmas and we send our best wishes for 2024. The Spring Term starts on Monday 8th January 2024.

Yours sincerely,



Miss K. Stephenson
Headteacher