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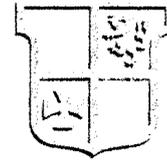
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### HEADTEACHER'S REPORT

SEPTEMBER 2005

SPECIALIST COLLEGE OF SCIENCE & ENGINEERING

My first Headteacher's report! These are exciting and challenging times for me and for the school. Archie Howat has left Tanfield in a strong position and it is up to me now to lead this talented staff to the next level of development.

The new academic year has begun well, I believe. Our new Year 7 have settled in with little fuss so far and generally seem to be polite, enthusiastic and focused. Long may it continue. Year 11 has also begun the year in a purposeful frame of mind. The entire staff is putting every effort into maximizing the potential of this group of young people. They should produce Tanfield's best results ever in the summer of 2006.

#### Admissions

Year 7 is full. Year 9 is oversubscribed by 7 students. The figures are as follows:

- Year 7 138
- Year 8 107
- Year 9 145
- Year 10 118
- Year 11 124

#### Staffing

Stephen Evans, Mathematics, has moved to Framwellgate for sixth form experience. Last Term saw the departures of also of two long serving members of staff. Elizabeth Hawkins ended a long association with the school as pupil and teacher as well as being author of two books about Tanfield. She was an excellent classroom teacher of English and a dedicated Head of Year. I wish her well for the future. Gerry Barker has also retired on grounds of ill health. Gerry was a valued member of the Technology Department. The best wishes of the staff go out to him.

We are joined by five new members of staff. Claire Beck and Daniel Farrow join the English Department as newly qualified teachers. Dominic Godwin, who has previously taught in Yorkshire, joins the Mathematics Department. Alison Cessford joins PE as an NQT. Ailsa Grainger joins the Technology Department also as an NQT.

We have increased non-teaching staff inline with workforce reform, Patricja Sosnowska and Andrea Summerson have joined us as learning supervisors. Also as part of workforce reform administration has been given more time. We are aware of the need this year to arrange for the transfer of examination administration and for the appointment of more external examination invigilators.



### ***Workforce Reform and Staffing Restructure***

Teachers now have PPA time identified on their timetables and I trust this will lead to better prepared teaching and therefore better teaching per se.

At time of writing I am still working on the restructure of the staff. I see this as an opportunity to focus all the school's human resources on learning. The guiding principle in the process must be the improvement of learning. The outcomes should also be judged by the extent to which improvement has been brought about.

### **Examination Results**

#### **Key Stage 4**

There are some positives to be drawn from the GCSE results this past summer. Science continued to improve in terms of grades C and above. Technology, particularly Textiles with 85% C and above, Graphic Products with 64%, and Food Technology with 63%, produced noteworthy results too. Art and Design maintained its historical success rate and there were significant improvements in History and Geography. Business Studies also scored highly.

However, the overall C and above pass rate of 49.1% is significantly below the figure set as target for this cohort (58%). In addition there are too few higher grades and too few pupils gaining 5 A\* to G grades. A crucial factor affecting the 'gold standard' figure of 5 A\* to C grades was pupil mobility. One pupil was added to the roll in the summer term of Year 10 and a further five pupils joined the school in Year 11. None of these young people was predicted to achieve 5 grades at C or above. This meant that pass rates were calculated from a figure of 112 rather than 106. Since 55 pupils achieved 5 or more grades at C and above this lower number would have produced a figure of 51.9%.

A number of issues arise from the KS4 results. English results were not as good as expected and not as good as the previous year. English Literature results were also disappointing. More disappointing still were the Mathematics results. A great deal of work remains to be done with this subject area where a stepped improvement is required to correct historical underachievement. With my Leadership Team I am working on an action plan designed to provide the necessary intervention.

#### **Key Stage 3**

Science and Mathematics test results are above the National Average again this year. Both subjects are at or near the National Average. This is excellent news and in some ways makes up for the disappointment of the Key Stage 4 Mathematics results. The issue here is, why cannot the success in Mathematics at Key Stage 3 be repeated at Key Stage 4? There are again concerns about the marking of the English tests and Miss Walker is arranging a remark of the Shakespeare papers.

### **School Action Level**

The school continues to be monitored at level 2 by the local authority.

### **Monitoring, Self-review, Preparation for Ofsted**

An inspection under the new section 10 regulations is imminent. The Leadership Team is working very hard to complete the review of the Ofsted Self-Evaluation Form (SEF). This is a critical document in the new inspection process. Inspectors will be seeking to assess the accuracy of the judgments made by me and other leaders in the SEF about all aspects of the school's performance. This is a process with which I can be entirely comfortable. The SEF is a framework which requires schools to be rigorously analytical about their own performance and, used properly as a 'living' document which is shared with staff and constantly reviewed, should lead to improvement by all measures of success.

### **School Improvement Plan**

Eric Fisk, myself and the Leadership Team are working on this at time of writing. The completed document will be available by the day of this meeting.

### **Finance**

It is hoped by the day of the meeting to submit a three year financial plan.

### **Pupil Welfare and Behaviour Management**

#### **Exclusions**

I report for the Spring Term the following exclusions

Permanent	-	Boys	1	
	-	Girls	<u>0</u>	
<b>Total</b>			<b><u>1</u></b>	
Fixed Term	-	Boys	56	(37 pupils)
		Girls	<u>11</u>	( 9 pupils)
<b>Total</b>			<b><u>67</u></b>	
Boys with Statements			<u>3</u>	
<b>Total</b>			<b><u>3</u></b>	
Girls with Statements			<u>1</u>	
<b>Total</b>			<b><u>1</u></b>	

Graeme Lloyd