

Shelley College
Huddersfield Road,
Shelley, Huddersfield
HD8 8NL

Tel: 01484 868777
mainoffice@shelleycollege.org
www.shelleycollege.org



John McNally | Principal

Dear Parent/Carer,

As we are sure many of you are aware, for the past academic year we have been implementing strategies and policies to support our application for the Investors in Pupils award. This has been led by our Student Leadership team, which comprises over 60 students from Year 9 through to Year 13.

Since starting the process for the award, we have made a number of changes around College;

- A brand new target setting system has been introduced following feedback from the student body; this system has put much greater ownership in the hands of students when deciding on what we should aim to achieve in our subjects, as well as giving us the opportunity in form time to set personal targets which can relate to anything from participation in sporting activity to attendance to college.
- We have widened the opportunity for participating in student leadership, and have seen the numbers of students partaking in leadership activity increase to seven times the numbers in 2014/15
- We requested a greater level of student voice activity, where departments would come to us more regularly for ideas and feedback. This has resulted in every department running student voice activity at least once per year, with most running two or three rounds of student voice.
- We also requested a wider choice of extra-curricular activity; as a result, new opportunities such as Cheeleading, Debating club, Kirklees Youth Council and an increase number of non-competitive sporting activities have been put in place. We have also increased the amount of work we do for charity, which resulted in over £5000 being raised in the 2015/16 academic year for a variety of charities.

These are just some of the initiatives which we believe have improved our time at college. We know that there is still more we can keep working on to improve student experience, and we hope the work of student leaders and staff, feedback from student voice and the support of our parents will allow us to keep developing the award even after the accreditation.

On Tuesday 15th November, Student Leaders will be presenting the work we have done for the award to two external assessors, who will be with us for the majority of the day. The accreditation assessment will involve a number of meetings with students, drop-ins to lessons, meetings with teachers, support staff and governors and also a welcome presentation put together by a group of our Student Leaders. We have also been asked to request feedback from parents, whether this be by phone, email or attending a meeting from 9-9.30am on Tuesday 15th November. We appreciate you are all very busy, but if you have time to send in feedback, whether that be by phone or email, or if you would like to attend the meeting on Tuesday between 9 and 9.30am, please can you let Mr Wadsworth know. His contact details are;

E-mail Greg.wadsworth@shelleycollege.org or phone 01484 868777 ext 2037

The assessors would like information from you on some key areas around school, so if you have feedback on the award, please could you comment on the following areas;

Pupil Voice; Pupil participation; Learning; Induction; Classroom Management; Behaviour; and attendance.



Part of the Share Multi Academy Trust



We have attached some information below which we think will help you with some ideas for sending in feedback if you have the time to do so.

We really do hope the day is a huge success, but we also know that whether we are awarded with the accreditation or not, we have made lots of positive change around college.

Yours sincerely,

Shelley College Student Leaders
Investor in Pupils Team

	No impact	A little impact	Some noticeable impact	Significant impact
Attendance				X
<i>How?</i>	Attendance has improved since implementation of the award Attendance has increased by 2.72% for all students and 4.13% for students from disadvantaged backgrounds. We are now above average for whole school and our disadvantaged cohort is broadly in line with national attendance figures. We are very proud of this. The attendance figure for the school for 2015/16 rose above 96%; this puts us in the top 10% of schools nationally for attendance.			
Behaviour				x
<i>How?</i>	Number of exclusions and isolations has dramatically decreased. Behaviour has seen big improvements with students being supported at early stages to prevent disruption to lessons; we know that we can continue to work on this and it is a key focus for 2016/17. We have engaged outside agency support and fixed term exclusions are always the last resort after the implementation of a wide range of strategies. We also had a peer review on the final Friday of the first half-term, in which an independent Ofsted lead inspector judged student behavior to be outstanding.			
Classroom Management			x	
<i>How?</i>	Classroom management has been improved through use of support systems across the school. Where pupil voice highlights any issues, staff that may be highlighted as needing support in this are offered CPD in this area. There are various Teaching and Learning drop-ins where this is a focus, meaning staff gain regular feedback on how to improve this. We also run a system of peer drop-ins, where staff observe each other's lessons as a form of sharing best practice across the college. Teachers focus strongly on "behavior for learning" which aims to ensure that all students are working hard, not just sitting quietly.			
Induction			X	
<i>How?</i>	Induction was already good for staff and students, yet since implementing the award, a new two week induction for year 8 into 9 has been introduced which has had a significant impact on the transition for students from Middle to Upper school; students have also developed their own iP induction folder to support staff and students who join us mid-term. Sixth form students also have a wider induction, with more taster sessions and a more developed induction day than in previous years.			
Learning			x	
<i>How?</i>	An increase in 5 A*-C including English and Maths grades by 17.1% was made in the last academic year, which can partly be attributed to the new target setting system and development of improved relations between staff and students. GCSE results also put us in the top 20% of schools nationally for student progress. The use of the quality assurance team (a group of staff who support the sharing of best practice) and pupil voice to gain a wider understanding of areas for development has also meant that strategies in the classroom have become more suitable to the needs of our students.			
Pupil Voice				x
<i>How?</i>	As mentioned previously, the number of students giving feedback in leadership meetings has increased 7 fold, which also means that more and more students are giving their own feedback in tutor time. We also run pupil voice within individual departments on a regular basis to gather student opinions which are then shared with all staff to allow them to act on the feedback given. Follow up pupil voice then indicates that changes are implemented effectively and that students enjoy their ideas being valued and embedded.			
Pupil Participation				x
<i>How?</i>	Pupils participate in a range of activities across the school. These include; Sports; new clubs have now been set up following the introduction of wider student voice, including cheerleading, a revamped SEN/inclusion sports session and increased numbers of			

Shelley College
Huddersfield Road,
Shelley, Huddersfield
HD8 8NL

Tel: 01484 868777
mainoffice@shelleycollege.org
www.shelleycollege.org



John McNally | Principal

teams; we now run two football teams in each academic year; the introduction of new facilities has seen netball teams with 60 participants and more social sports clubs are running on Thursdays where there is no focus on competition, purely involvement and enjoyment. There are also a number of sports captains and leaders who support running events at primary and middle schools to raise awareness of pupil involvement within the community as a whole.

Additional clubs; last year we entered Rock Challenge, where around 60 students participated in the national competition. Participation varied from acting, dancing and singing roles to support roles such as costume design, lighting and stage direction. We also run a Drama club on a weekly basis.

There are also lunchtime music clubs where students can learn to play instruments or improve their current performance levels. This also includes a singing group and jazz band.

A debating club has recently been set up where our sixth form students took part in a county wide competition, and we also offer a sports journalism club within the English department for any students interested in developing their writing through use of something that they enjoy outside the classroom.

Leadership; wide ranging leadership roles are available, these include; Head Boy, Head Girl and Prefects in Year 11 and Year 13; form leaders for all lower school forms; a Sixth Form student leadership panel; charity and event leaders who run charity days and other events within the school calendar; support of students who help in the delivery of open evenings and parents evenings as part of our wider induction programme (this was over 60 students last year).

These are just some of the highlights of our wide-ranging, diverse and highly inclusive participation programme at Shelley College.



Part of the Share Multi Academy Trust

