



Formby High School

GOVERNORS' ANNUAL REPORT  
Academic Year 2014/15



## Governors' Vision

“Working together to provide an education for all that is excellent today and will be even better tomorrow”

We will do this by:

- ensuring every student is stimulated and challenged to fulfil their potential in a nurturing environment
- strengthening relationships with parents and the wider community
- employing and developing the very best staff
- maintaining our position as the school of choice
- providing a learning environment fit for the 21<sup>st</sup> century
- encouraging every student to have a global outlook



FHS Governors achieved Governor Mark in 2014; this external quality mark is granted following rigorous assessment of governance and its efficiency and impact at the school.

# FORMBY HIGH SCHOOL

## GOVERNORS' REPORT

### FOR THE YEAR ENDED 31 AUGUST 2015

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The Governors present their annual report together with the accounts and independent auditor's reports of the School for the period 1 September 2014 to 31 August 2015.

The annual report serves the purposes of both a trustees' report, and a directors' report under company law.

The trust operates an Academy for students aged 11 – 18, serving a catchment area in Formby, Hightown, Crosby, Southport and Ainsdale. It has a planned admission number (PAN) of 160 and had 1031 students on roll as at September 2014.

#### **Structure, governance and management**

##### Constitution

Formby High School (the School) converted to an Academy Trust on 1 September 2011. The School is a company limited by guarantee and an exempt charity. The Charitable Company's Memorandum and Articles of Association are the primary governing documents of the School.

The Academy Trust was incorporated on 1 August 2011 and commenced its activities on transfer from the Local Authority on the conversion date stated above.

The Governors act as the trustees for the charitable activities of the School and are also the directors of the Charitable Company for the purposes of company law. The Charitable Company is known as Formby High School. Details of the Governors who served throughout the year, except as noted, are included in the Reference and Administrative Details on page 1.

##### Members' liability

Each member of the Charitable Company undertakes to contribute to the assets of the Charitable Company in the event of it being wound up while they are a member, or within one year after they cease to be a member, such amount as may be required, not exceeding £10, for the debts and liabilities contracted before they ceased to be a member.

##### Governors' indemnities

The School has entered into the EFA's Risk Protection Arrangement (RPA) and, through this, indemnity insurance is provided to protect governors and officers from claims arising in connection with School business. The insurance provides cover of up to £5,000,000 per claim.

##### Method of recruitment and appointment or election of Governors

The Governors are appointed by the following:

- Parent Governors Elected by parents of the students of the School
- Staff Governors Elected by staff of the School
- Community Governors Appointed by Governing Body
- Co-opted Governors Appointed by Governing Body

# FORMBY HIGH SCHOOL

## GOVERNORS' REPORT (CONTINUED)

### FOR THE YEAR ENDED 31 AUGUST 2015

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#### Policies and procedures adopted for the induction and training of Governors

All Governors are provided with a copy of the School's Governor Handbook produced alongside the Governor Handbook from the Department for Education. Governors are subscribed to The Key for School Governors, an online support network for governors, and induction training is provided by the Deputy Headteacher and Chair of Governors. The previous Chair has completed 'Chair of Governors' training with the NCTL and a plan is being put into place for the new Chair. On-going training is provided through meetings of the Full Governing Body and at the annual Governor Development Day, using expertise from within school and external providers as appropriate. Governors attended DfE regional seminars that covered a range of issues relevant to governors (including financial accountability and school performance measures) in 2014/15. The Clerk has undertaken and successfully completed the Clerk's Development Programme with NCTL.

#### Organisational structure

The School is governed by its Governing Body, whose members are directors of the Charitable Company for the purposes of the Companies Act 2006 and trustees for the purposes of charity legislation. The organisational structure of the School consists of four levels of leadership: the Governing Body, The Headteacher, the Senior Leadership Team and the School's Middle Leaders.

During 2014/15 the following Governor Committees existed: (i) Buildings and Finance, (ii) Curriculum and Staffing (iii) Strategic Review, (iv) Student Discipline and (v) Remuneration and Benefits. In addition, a panel of three Governors (including the Chair and Vice Chair of Governors) have conducted the Headteacher's appraisal, comprising a planning meeting (in the presence of a regional advisor) and three monitoring meetings. All Parent, Co-opted and Community Governors provide link governance for different areas of the School. The Governing Body provides the strategic direction for the School, including setting the annual budget, and defining the parameters in which the Headteacher and the Senior Leadership Team make decisions about the day to day running of the School. The Headteacher is the Accounting Officer who is responsible for all day-to-day financial matters, and is responsible to the Governing Body for ensuring propriety, as well as efficient and effective use of available resources.

In addition to the Headteacher, the Senior Leadership Team comprised two Deputy Headteachers and two Assistant Headteachers. One Deputy Headteacher retired in June 2015 and has not been replaced. The Headteacher has overall responsibility for teaching and support staff. The Headteacher, remaining Deputy Headteacher and two Assistant Headteachers are collectively responsible for the line management of all middle leaders within the teaching and support staff structures. Each Curriculum Area is led by a Curriculum Leader and the subject areas fall under the leadership of Subject Leaders. Year groups are overseen by Climate for Learning Leaders and the Sixth Form has a separate leadership structure comprising a Director of Sixth Form and two Progress Leaders. There are a number of Support Managers who lead the different support departments throughout the School, including Finance Manager, Human Resources Manager, ICT Network Manager, Pastoral Support Manager and Examinations and Data Manager.

#### Related parties and other connected charities and organisations

There are no connected organisations.

# FORMBY HIGH SCHOOL

## GOVERNORS' REPORT (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2015

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### **Objectives and activities**

#### Objects and aims

The main objects of the School as set out in its governing document are:

- To advance, for the public benefit, education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing and developing a school offering a broad and balanced curriculum.

In addition the School aims to:

- Promote, for the benefit of individuals living in Formby, Ainsdale, Southport, Crosby, Hightown and the surrounding areas, who have need by reason of their age, infirmity or disability, financial hardship or social and economic circumstances, or for the public at large, the provision of facilities for recreation or other leisure time activities in the interest of social welfare and with the object of improving the condition of the life of the said individuals.

#### Objectives, strategies and activities

The main objectives for the period were to:

- Maintain the excellent achievement of students in their GCSE examinations, with particular focus on those in the Pupil Premium cohort, and ensure that achievement of students at A Level is in line with those at GCSE. Develop and implement strategies to address underperforming subject areas and improve tracking and monitoring systems in school.
- Embed systems to support the Behaviour Policy, develop and refine a school wide rewards programme, and investigate the merits of a house system. Conduct a safeguarding audit and implement enhancements as required. Improve and actively promote parental engagement.
- Implement curriculum changes across KS3 to KS5. Devise and embed a new assessment framework for KS3 and develop assessment and data tracking systems in response to changing performance measures. Ensure a clear and balanced extra-curricular programme, providing opportunities for all, across all areas.
- Continue to bring about improvements to the campus and learning environment through delivering Phase 2 of the capital improvement programme, completion of improvement work in A and P Buildings and introduction of a print management programme to improve resources and efficiency school wide.
- Continue to develop the School's systems for self-evaluation, building on the changes that have been introduced and embedded in 2013-14.
- Embed the new leadership structure and enhance the professional development of teaching and support staff. Develop further our effective governance, partnership/collaborations, transition and the specialisms. Ensure effective deployment of resources to promote "narrowing the gap" for disadvantaged students and embed literacy and mathematics effectively across the curriculum.
- Improve the quality of teaching throughout the School, researching and embedding new techniques to further enhance learning, for example the 'flip' learning model in Sixth Form.

#### Public benefit

The Governors are aware of the Charity Commission Guidance on providing public benefit and have had due regard to this in exercising their duties during the period.

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## GOVERNORS' REPORT (CONTINUED)

### FOR THE YEAR ENDED 31 AUGUST 2015

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#### Strategic report

##### Achievements and performance

2014/15 was the School's fourth year as an Academy, having converted to Academy status on 1st September 2011. The School purchases services from external providers and has set up a number of service level agreements for curriculum and non-curriculum related services. In doing so, the School seeks value for money and a high standard of support. Staffing levels have been monitored closely and the School is appropriately resourced for an organisation of this size. As a result of consecutive budget surpluses delivered in recent years, the School carried an unrestricted reserve figure of £276,384 into 2015/16. The free reserves have dipped below the Reserves Policy of £300,000 as the £276,384 takes into account the full liability for the two capital loans of £88,617, repayable to the EFA over the next eight years, transferred from GAG and unrestricted reserves to the Fixed Asset reserve.

The Headteacher (appointed September 2012) and Senior Leadership Team have now been in post for three years and new leadership structures are well embedded. Further developments have been made to the Senior Leadership Team that required embedding during the 2014/15 school year. A new Deputy Headteacher to replace the out-going Deputy Headteacher took up post on 1 September 2014. In addition, to build further capacity, two Associate Senior Leaders were appointed to the Senior Leadership Team and they also took up post in September 2014.

The following site improvements were made during the 2014/15 school year which have had a significant positive impact in improving the quality of the learning environment. These projects were delivered on time and on budget and, overall, the School is very pleased with the quality of the work undertaken. These projects have been funded through the School's revenue budget (approximately £80,000) and EFA Condition Improvement Fund (£279,000).

- Heating and plumbing upgrade throughout L Building (Science laboratories and preparation areas)
- Installation of automated gates and security fence to the front entrance of school
- Refurbishment of four Mathematics classrooms and department base
- Refurbishment of A13 (Religious Studies classroom)
- Refurbishment of C Building ground floor corridor
- Refurbishment of the staff room
- Upgrade and refurbishment of Caretaker's house

Building on the launch of the new school website in 2013/14, further enhancements have been made to systems for communicating with parents, including the development of social media (Twitter and You Tube TV), the hosting of a successful parent voice conference and the consolidation of FOCUSON...., the School's fortnightly newsletter. These are used to provide important communication to people associated with the School and provide a very effective medium through which to celebrate the achievements of our students.

A robust and successful Raising Achievement Plan (RAP) was in place for the 2014/15 cohort of Year 11 students to support them in working towards extremely challenging GCSE targets. The RAP included the implementation of additional Mathematics teaching, focusing on students on the C/D and A\*/A borderline, individual mentoring and monitoring by the SLT of a small group of students, special Parents' Evenings for the whole cohort, as well as those held by individual subjects. An Easter Revision School was held over a week during the Spring break and was very well supported with over 100 students in attendance. Attendance at the various Parents' Sessions that were offered was high, indicating their support for their children

## **FORMBY HIGH SCHOOL**

### **GOVERNORS' REPORT (CONTINUED)**

#### **FOR THE YEAR ENDED 31 AUGUST 2015**

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Given the considerable change to the GCSE assessment framework that affected this cohort of students, their final results of 73% 5 A\*-C including English and Mathematics (best entry) was very credible. Improvements were made in Mathematics where a subject improvement plan had been implemented. Results continue to be outstanding in a number of areas, including English, Separate Science, ICT, PE and Business Studies. A number of students achieved some outstanding individual results in the examinations. 21 students gained at least eight A\* / A grades, with six students attaining all A\*/A grades. The proportion of students who achieved the E-Bacc measure of GCSE passes was 24% of the cohort.

A Level results were very pleasing, showing considerable improvement from the previous year and demonstrating the impact of the very rigorous improvement plan that had been put in place. There was a 100% pass rate A\*-E and 54% of all entries were graded A\*-B. The BTEC pass rate was 100% with 76% graded at Distinction\* / Distinction.

Over three quarters of the cohort are starting university degree courses this Autumn, with 40% of students securing a place at a Russell Group or other prestigious university. A small proportion of students have elected to take a gap year and just over 10% of the cohort have secured full time employment or a place on a higher apprenticeship programme.

The School has joined the national PiXL and PiXL6 organisations of schools and are using the support from these networks to raise standards of achievement at GCSE and A Level, and enhance CPD opportunities for teaching staff and middle leaders.

A full audit of the School's safeguarding procedures and practices was conducted during 2014/15 and this has led to a number of developments, including the redrafting of the School's Child Protection Policy, enhanced safeguarding training for all staff and the installation of security gates at the front entrance.

The new Teachers' Pay Policy is now fully embedded and a system of appraisal for non-teaching staff was introduced in 2014/15, mirroring the appraisal process for teaching staff. The School has continued to develop robust self-evaluation procedures and this has been supported considerably by the development of HTG student tracking software that is used routinely to monitor the progress of students against their targets. Routine lesson observations and learning walks have been conducted throughout the school year alongside work scrutiny and student and parent feedback activities to enable the leadership to evaluate the quality of teaching throughout the School.

Three staff completed the nationally recognised Middle Leadership Development Programme and two are currently enrolled on the National Professional Qualification for Senior Leadership. In addition, the School has continued to develop action research as an innovative approach to professional development with all teachers belonging to a learning hub in 2014/15 that conducted a research and development project on an aspect of teaching and learning.

The School received £935 Pupil Premium funding for each student in the Ever-6 cohort in 2014/2015. The money was allocated to support the cohort in a number of ways. Funding was directed towards intervention and included additional one-to-one and small group teaching in Mathematics, literacy and numeracy intervention at Key Stage Three and the delivery of Easter revision sessions to students in Year 11. In addition, the School used funding to enhance the Pastoral Support team to work with families of Pupil Premium students to ensure good levels of attendance and attitude to learning. Through use of Pupil Premium funds the School continued to provide additional, smaller teaching groups in Years 7 to 11 and employed a Mathematics teacher to provide intervention teaching at Key Stage Four. Some funding was also allocated towards supporting expenses for students to participate in some extra-curricular activities and provided individual students with resources to support their learning or counselling where appropriate.

# FORMBY HIGH SCHOOL

## GOVERNORS' REPORT (CONTINUED)

### FOR THE YEAR ENDED 31 AUGUST 2015

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In terms of student attendance, the School achieved 95.5% in 2014/15, falling short of its target of 96%. Attendance has continued to remain high and above the national average. In addition, excellent improvements were made in the attendance of students in Sixth Form and priority will be given to maintaining the high levels of attendance across all year groups in 2015/16 with the school setting itself an ambitious target of 96.5%.

Levels of staffing throughout the School remain buoyant. This has enabled the on-going maintenance of six tutor groups and teaching groups per subject in each year group, contributing to smaller than average class sizes at both Key Stages Three and Four. Formby High School remains heavily over-subscribed. In total, 434 children applied for a place at the School for September 2015. Average class sizes in Year 7 remain at 27 students and the School will seek to preserve this desirable teacher:student ratio in the future as it is considered particularly beneficial to students during the transition from primary school.

The School is committed to providing wider enrichment opportunities to its students, both through the extra-curricular programme and school trips. In 2014/15, an extensive sports and performing arts enrichment programme was offered and many students represented the School in a range of activities on a regular basis. In addition, every child had the opportunity to participate in school trips and the Governors are committed to offering a broad range of trips that are accessible to children from all families. For this reason, for example, a very popular three day bushcraft residential was offered to students in Year 7 which represented very good value for money.

Very good progress has been made during 2014/15 in terms of improving the school environment and addressing backlog maintenance concerns, developing aspects of teaching and classroom practice, and improving systems and policies. The Governors and Senior Leadership Team are very mindful, though, of the increasing financial pressures placed on the School as a consequence of future budget reductions and additional costs associated with staffing on-costs, and has sought to put itself in a healthy financial position in order to navigate the uncertainties that future years will bring.

#### Key Performance Indicators

Key performance indicators are included in the Achievements and Performance section.

#### Going concern

After making appropriate enquiries, the Governing Body has a reasonable expectation that the School has adequate resources to continue in operational existence for the foreseeable future. For this reason it continues to adopt the going concern basis in preparing the financial statements. Further details regarding the adoption of the going concern basis can be found in the Statement of Accounting Policies.

#### **Financial review**

The School's total incoming resources during the period were £5,793,105 (2014: £6,007,941).

The majority of the School's income derives from central government funding via the Education Funding Agency, in the form of current grants. Total funding received for the School's educational operations in the period was £5,655,985 (2014: £5,904,897) and further details are provided in Note 5 to the accounts.

Total outgoing resources for the period were £5,677,701 (2014: £5,583,788) the majority of which related to the direct provision of educational operations (£5,640,073) and further details are provided in Note 6 to the accounts.

The total net incoming resources were £115,404. However, £289,733 of this amount represents funding for fixed assets which are to be depreciated over future periods. The net expenditure relating to other funds amounted to £174,329.



# FORMBY HIGH SCHOOL

## GOVERNORS' REPORT (CONTINUED)

### FOR THE YEAR ENDED 31 AUGUST 2015

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At the period end the School's total reserves were £9,043,571 (2014: £9,006,167), including unrestricted funds of £276,384 (2014: £358,232) and restricted funds of £8,767,187 (2014: £8,647,935). Restricted funds include fixed assets of £10,341,824 (2014: £10,052,091), less the LGPS pensions scheme deficit of £1,586,000 (2014: £1,457,000). The remaining balances on restricted funds relate to funding received in the period which is due to be spent in 2015/16 in accordance with the terms of funding. Further detail is provided in Note 16.

On conversion in 2011 the School inherited a deficit of £956,000 in respect of the Local Government Pension Scheme, which many of the non-teaching staff belong to. This deficit had increased to £1,586,000 by 31 August 2015, mainly due to changes in actuarial assumptions regarding future returns on investments and the present value of future liabilities. The School is currently paying contributions of approximately £60,000 towards the deficit, funded out of GAG. The School does not have an obligation to settle this liability immediately and there are no indications that it will crystallise in the foreseeable future.

Parliament has agreed, at the request of the Secretary of State for Education, to guarantee that, in the event of academy closure, outstanding local government pension scheme liabilities would be met by the Department for Education. The guarantee came into force on 18 July 2013.

At 31 August 2015 all assets shown in the accounts were used exclusively for providing education and associated support services to students of the School.

#### Reserves policy

The Governors review the level of reserves regularly and have agreed that it is appropriate to retain a minimum reserve of 6% of the School's annual budget for GAG income which equates to approximately £300,000. The School aims to maintain this level of reserve to provide an element of security against the uncertainty of future funding and the impact of additional staff on-costs that are likely to be incurred from 2015/16 onwards. This reserve level will be reviewed annually. As noted on page 6 at 31 August 2015, the School had a balance on its Unrestricted and Restricted General Funds, available for educational and general purposes, of £287,747. Reserves have fallen below the amount which our original reserves policy would require due to the fact that of our capital grants received from the EFA, an amount of £89,867 was awarded as a loan only. This amount has been deducted from our reserves and accounted for within creditors in the balance sheet and is repayable over a period of 8 years.

#### Investment policy and powers

All investments are agreed by the Governing Body, which has regard to the Charity Commission guidance in relation to charity investment policy. The School does not currently hold any investments other than cash, which is held for its normal operations. The Governing Body has adopted a low risk strategy to its cash holdings and is currently in the process of reviewing its investment policy.

#### Principal risks and uncertainties

The Governors have assessed the major risks to which the School is exposed, including those relating to teaching, health and safety, school trips, child protection and finances. These risks are reviewed regularly and policies and procedures are in place to mitigate risk and ensure issues can be quickly identified and responded to.

The internal financial systems are based on the Academies Financial Handbook and are documented in the School's Financial Procedures Manual. The systems are based on a framework of segregation of duties, schemes of delegation which include authorisation and approval. Financial management information is provided to the Headteacher on a monthly basis.

Termly checks on financial controls and procedures have been performed during the year by Moore and Smalley LLP who have reported back their recommendations to the Headteacher, Finance Manager and Governing Body for implementation.

# FORMBY HIGH SCHOOL

## NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2015

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### Plans for future periods

The School sets out its plans for the future and how they will be achieved in the annual School Improvement and Development Plan. A summary of the key plans for the future are set out below:

- Maintain the excellent achievement of students in their GCSE examinations, with particular focus on those in the Pupil Premium cohort, and ensure that achievement of students at A Level is maintained and builds upon last year's success. Develop and implement strategies to address underperforming subject areas and improve the quality of assessment that informs tracking and monitoring at Key Stage Four.
- Further embed systems to support the Behaviour Policy, and develop and refine a school wide rewards programme. Seek to raise attendance to 96.5% across Years 7 to 13, working towards a very aspirational target of 97% the following year.
- Implement national curriculum changes across Key Stages Four and Five, focusing particularly on those subjects where new specifications are being taught from September 2015.
- Continue to bring about improvements to the campus and learning environment through delivering the next phase of the capital improvement programme and launch an ambitious school development fund to raise money to create a new library.
- Develop middle leadership throughout the School, both teaching and non-teaching.
- Improve the quality of teaching throughout the School by (i) embedding the new Feedback Charter, (ii) quality controlling and assuring controlled assessment procedures across all Curriculum Areas and (iii) revising the School's approach to lesson observation to ensure it is a developmental process and contributes to the School's CPD programme.

**F Grieveson**  
**Chair**

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