



Formby High School

Governors' Annual Report to Parents
Academic Year 2017/18

STRATEGIC VISION 2022

ETHOS

A culture of very high expectations in which the aspirations for every child are high and students are well-supported and nurtured in an environment in which they feel confident to succeed.

Students develop into and leave Formby High School as confident, independent, eloquent and respectful citizens who are ready for the next stage.

The school's reputation as a friendly, caring environment remains strong and continues to be built on positive relationships.

Evidence:

- Formby High School is the school of choice within Sefton for students, parents and staff.
- Students achieve excellent outcomes (see Achievement) and display exemplary behaviour (see Behaviour).
- The high levels of respect members of the community have for one another is evidenced by the very low levels of bullying / discrimination and that all adhere to the school's policy of mutual respect.
- Student and parent surveys confirm that students feel safe, happy and nurtured/challenged at school

ACHIEVEMENT

Achievement is consistently high amongst all cohorts of students and that Formby High School is established as one of the highest performing schools nationally.

Evidence:

- Progress 8 score of at least +0.4 (top 10% nationally).
- No difference between the Key Stage 2 to 4 progress of boys and girls.
- All cohorts of students, including the Pupil Premium cohort, achieve a positive Progress 8 score.
- Progress of weaker students is evidenced through rapid improvement in literacy and numeracy.
- The progress of high attaining students exceeds the progress of the national high attaining cohort.

CURRICULUM

A Key Stage 3 and 4 curriculum that offers students breadth and depth of choice and opportunities to follow pathways reflecting their individual passions and aspirations.

Evidence:

- New GCSE courses fully embedded and teacher expertise in their delivery fully established.
- Schemes of work in the Year 7 and 8 curriculum will be strengthened to better prepare students for the challenges of GCSE study in Year 9 and beyond.
- Fully established assessment framework from Years 7 to 11 that accurately tracks the acquisition of knowledge, understanding and skills across Key Stages 3 and 4, allows for effective monitoring and intervention and underpins a meaningful method of reporting to parents.
- Curriculum and enrichment opportunities that maximise potential for higher education and apprenticeship/employment, with at least 98% of students progressing into employment, education or training post-16 and post-18 each year.

BEHAVIOUR

To achieve a position where all students are self-directing, confident, take responsibility for their own actions and make a positive and significant contribution to the school community.

Consistently high standards of behaviour are sustained and are not diminished by the growth of the school population.

Evidence:

- The school sustains its position in the top 10% of schools nationwide for attendance. Attendance consistently 97%+, persistent absence consistently below 5% and punctuality consistently below 1% of students late for school each day.
- Exclusions to be sustained at below 1% of the school population.
- Self-direction / independence amongst all students.
- Increased range of leadership opportunities and strategies to build students' confidence and leadership skills.
- School rules and systems fully reviewed and embedded to minimise impact of population increase.
- The influence of the 'peer police' negated so all students are positive role models.
- Rewards – all students achieve a positive balance with at least 90% of students receiving their Bronze award and 10% attaining the Platinum award.

LEADERSHIP & MANAGEMENT

The school successfully confronts the challenges of expansion and a diminishing budget to ensure these factors do not impact negatively upon the students' achievement, behaviour and quality of teaching.

The current and next cohorts of middle and senior leaders are well-equipped to embrace the challenge of school leadership.

Evidence:

- Expansion plan developed, communicated and implemented successfully.
- Identification of talent with opportunities provided for their leadership development.
- Middle leadership development fully embedded as part of the school's annual CPD programme with evidence of high levels of engagement and professional impact.
- SLT provided with opportunities to visit outstanding providers to shape their practice within school.
- Feedback from all staff evidences good work-life balance.
- Deliver a balanced budget and maintain reserves at 6% of annual income.
- Parent / student feedback and / or external evaluation that evidences excellent safeguarding systems, facilitating a culture and environment which enables students / staff to speak out.

QUALITY OF TEACHING

Teaching is of a consistently high quality throughout all Curriculum Areas with all teachers being inspired and challenged to further develop.

Evidence:

- Monitoring of teaching demonstrates that all teaching is at least secure when evaluated against the Teachers' and Post Threshold Standards and much practice is enhanced.
- Where non-specialist teaching takes place, teachers will be well-supported and adequately equipped to deliver the curriculum.
- Lesson observations and other aspects of quality assurance will evidence broad opportunities for independent learning.
- There will be no under-performing subjects (positive Progress 8 at GCSE / ALPS score of 5 or below at A Level & BTEC).
- The practice of the very best teachers will be recognised, celebrated and used to strengthen the teaching of others.
- Effective teachers are retained by ensuring there are appropriate opportunities and support to further develop their practice.

SIXTH FORM

Formby High School has a thriving, cost effective sixth form in which outcomes for students on all pathways are excellent and at least in line with the achievement of the top 25% nationally.

Evidence:

- At least 250 students across Years 12 and 13.
- ALPS provider value added scores of 3 for A Level and BTEC provision.
- All subjects (A Level and BTEC) to achieve an ALPS value added score of 5 or below.
- Progression of most able to the best universities and higher level apprenticeships; Oxbridge applicants are identified, encouraged and fully supported.
- 100% of students progressing successfully onto post-18 pathways.
- Broad curriculum offer with positive take up rates on all courses.
- High levels of personalisation, pastoral care and guidance maintained in accordance with the ethos of the school.

ENVIRONMENT AND INFRASTRUCTURE

A school environment that is fit for purpose, well-maintained and able to accommodate seven tutor groups in Years 7 to 11 and an expanding Sixth Form.

Evidence:

- Teaching spaces effectively accommodate the increasing student body and are appropriately resourced.
- Communal areas improved to efficiently and safely accommodate increasing student numbers, complemented by effective systems to control student circulation.
- Facilities will develop to maximise potential for income generation and wider community use; £100k lettings target with potential appointment of Lettings Supervisor to coordinate.
- Students and staff have access to an ICT infrastructure which is fit for purpose and flexible to develop as technology advances.
- Staff and students enjoy a safe and comfortable learning and working environment.

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:

- Initiate a highly focused Year 11 Raising Achievement Plan to ensure the School maintained the excellent achievement of students in their GCSE examinations, with particular focus on those in the Pupil Premium cohort. boys and the most able.
- Ensure that achievement of students in newly reformed A Levels and Level 3 BTEC qualifications was maintained and builds upon the previous year's success.
- Implement strategies to address underperforming subject areas. and develop and embed improved system of assessment tracking and monitoring using SISRA to improve intervention response times and strategies.
- Embed new behaviour expectations and protocols introduced in Summer 2017 and ensure these are implemented and applied consistently across the whole school.
- Seek to achieve the aspirational attendance target of 97% across Years 7 to 13.
- Develop a broad two year Key Stage 3 curriculum model and map out a three year Key Stage 4 curriculum.
- Develop a robust Key Stage 3 assessment framework in line with the two year curriculum model which ensures rigorous, accurate assessment that informs progress reporting and interventions.
- Continue to bring about improvements to the campus and learning environment through delivering the next phase of the School's capital improvement programme, including raising funds to enable the installation of a new library facility.
- Develop and embed leadership at all levels throughout the School and to further develop effective governance.
- Plan for and implement the provisions of the General Data Protection Regulation (GDPR).
- Improve the quality of teaching throughout the School through embedding the Blueprint for Teaching & Learning and delivering a high quality programme of in-house professional development.
- Develop student leadership opportunities and provision for the most able cohort 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.

Strategic report

Achievements and performance (including KPIs)

2017/18 was the School's seventh year as an Academy, having converted to Academy status on 1 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. The School carries an unrestricted reserve figure of £181,179 into 2018/19. The free reserves have dipped below the Reserves Policy of £300,000 but the £181,179 takes into account the full liability for two capital loans of £65,376, repayable to the ESFA over the next six years, transferred from GAG and unrestricted reserves to the Fixed Asset reserve.

The Headteacher (appointed September 2012) has now been in post for six years. A new senior leadership structure was implemented in November 2016 and is now fully embedded. The expansion of the Senior Leadership Team has generated capacity and the creation of the School Business Manager's role has enabled most areas of support to be consolidated under the leadership of one person. The School continues to promote leadership development opportunities for its employees. For example, three middle leaders have undertaken the NCTL NPQSL qualification and 10 more completed the SSAT's Middle Leaders programme in 2017/18. Planning has also been undertaken for the delivery of the SSAT's Leaders for the Future course and an internally created support managers' development programme that will be delivered in 2018/19.

Despite ongoing concerns about the levels of revenue funding that are allocated to buildings improvement, a small number of projects were successfully completed during the 2017/18 School year which have had a significant positive impact in improving the quality of the learning environment in several classrooms and other areas around school. For example, one classroom has been converted into a library which is scheduled to open in September 2018. This project cost £50,000 that was generated through fundraising and the acquisition of grants. In addition, the cold serverly in the dining area has been refurbished (£30,000) and the reconfiguration of certain areas has created additional teaching spaces.

The school used £808,210 of the ESFA's Emergency Condition Fund to carry out an external refurbishment of C Building, replacing the original roof and curtain wall with a more thermally efficient and aesthetically pleasing system. This project was successfully delivered on time and within budget with only minor disruption to teaching and learning during the 2017/18 school year. A further £300,000 has been secured through the ESFA's Condition Improvement Fund to replace failing windows around the school site. This will address further thermal efficiency issues where original windows are in situ and will enable longer term cost savings and enhance the aesthetic of the school campus.

A robust and successful Raising Achievement Plan (RAP) was in place for the 2017/18 cohort of Year 11 students to support them in working towards challenging GCSE targets. The RAP included the implementation of additional Mathematics teaching, a wide range of intervention and support offered by all Curriculum Areas, individual mentoring and monitoring by the Senior Leadership Team of a small group of students, a special Parents' Evening 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 120 students participating. Attendance at the various Parents' Sessions that were offered was high, indicating their support for their children.

Given the considerable changes to the GCSE assessment framework, with students sitting GCSEs in newly reformed qualifications for the first time, the final results were very credible. 83% of students gained at least a grade 4 in their English and Mathematics GCSEs with 62% attaining at least a grade 5 in both subjects. Overall, the School generated a Progress 8 score of +0.44. The attainment and progress of last year's Year 11 places the School amongst the highest performing regionally and in the top 15% of school's nationally (based on Progress 8). In comparison with other schools in Sefton, Formby High School is the highest performing based on attainment measures and the second highest performing for progress. Results continue to be outstanding in a number of areas, including English, Science, History, Geography and Dance. In addition, several subjects made considerable improvements in their results in comparison with the previous year, most notably Mathematics where impressive steps forward have been taken in a very short space of time. The proportion of students who achieved the E-Bacc measure of GCSE passes at grade 5 or above was 21% and the School's E-Bacc points score of 4.73 evidences how strongly students achieved in the E-Bacc subjects. The overwhelming majority of students have opted to continue their post-16 studies at Formby High School in 2017/18 and are joined by 30 students from other schools.

A Level results were solid although they were not as strong as in previous years. There was a 97% pass rate and 48% of all entries were graded A*-B. 12 students completed the Extended Project Qualification (EPQ) and achieved excellent results with 100% attaining an A*-B grade. The performance in Level 3 BTEC qualifications was good with 54% of students gaining Distinction* / Distinction in the considerably more demanding reformed vocational qualifications.

Over two thirds of the cohort are starting university degree courses this Autumn, with 71% of students who have opted to follow the university route securing a place at a Russell Group or other prestigious university. There has been a noticeable and unwelcome change in the behaviour of universities towards the admissions process with increasing numbers of students (17 in total in 2017/18) being made unconditional offers. Nearly one third of the cohort elected to take a gap year or take up full time paid employment.

The Rewards Policy is now fully embedded with over 90,000 rewards points being awarded across Years 7 to 11 at an average of 104 per student in 2017/18. This compares with the issuing of fewer than 20,000 behaviour points at an average of only 21 per student during the same year. A high proportion of the behaviour points issued were as a consequence of the School taking a 'tougher line' towards the non-completion of homework or submission of poor quality homework, and this new approach has had a tangible impact in raising homework standards in 2017/18.

The School has continued to develop robust self-evaluation procedures and, through the generation of raising achievement trackers after each cycle of reporting, the progress of all cohorts of students is closely monitored. This has been further enhanced with the implementation of SISRA Analytics that has now been established as the School's data tracking system. The 'Blueprint for Teaching and Learning' was introduced in September 2018 as a guide for all teachers. This has provided a clear framework within which senior and middle leaders carry out regular quality assurance activities (lesson observations, learning walks, work scrutiny and student and parent voice) to enable leaders to evaluate the quality of teaching throughout the School. A new approach to lesson observation was also implemented in 2017/18 with the feedback received by teachers being more developmental and closely linked to the Teachers' Standards.

The School seeks to engage regularly with parents and seeks feedback on many aspects of school

life through the regular Parent Questionnaires that are completed during Parent Consultation Evenings throughout the school year. Overwhelmingly, the views of parents towards their child(ren)'s education are positive and the Senior Leadership Team uses this feedback it receives to shape future decisions about the running of the School.

The Pupil Premium funding in financial year 2017/18 was an additional £935 for each eligible student and £300 for service children. This resulted in a grant of £127,203 for the academic year. Funding was directed towards a wide variety of support mechanisms, including additional intervention sessions for English and Mathematics (Years 7 to 11), support for Year 11 students with GCSE revision, one-to-one tuition and additional revision sessions delivered during Easter School. Funding has also supported the appointment of a Pupil Premium Coach who provides careers guidance and learning mentoring to Pupil Premium students, and a Pastoral Support Worker who supports Pupil Premium students to improve attendance and develop a positive attitude to learning. A reduced curriculum pathway was offered to an identified cohort of Key Stage Four students that includes extra support with literacy, numeracy and the provision of vocational courses. Some Pupil Premium funding was also allocated towards supporting expenses for students to participate in extra-curricular activities and provided individual students with resources to support their learning or counselling where appropriate. As a result of this additional support and the high priority given to the Pupil Premium cohort, there has been some improvement in their achievement with a Progress 8 score of -0.47 in 2018 compared to -0.59 for the previous year.

The School continues to set ambitious targets for attendance, enjoying the lowest absence rates in Sefton in 2016/17 (3.6%). In 2017/18, this figure increased to 3.9% which is still substantially below the national average (5.4%). In 2017/18 the rate of persistent absence was 6.3% which is considerably lower than the national average of 13.5% for 2016/17. Despite not achieving its ambitious target of 97% for the last two years, the school will continue to set the same target and will maintain its high level of support and challenge for families where attendance levels fall below the school's expectations.

The School enjoys very low staff turnover which is a major contributor to the sustained levels of academic achievement and strong reputation of exceptional pastoral care. Despite increasing financial pressures, levels of staffing have been largely maintained to enable 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 and, in response to the increasing demand for places and following a comprehensive review, Governors determined to increase the School's Planned Admission Number (PAN) from 166 to 186 for September 2017 entry which has involved an increase from six to seven form entry for Year 7 in order to maintain the optimum class sizes. This has created the additional challenge of accommodating and managing more children in school and the Governing Body and Senior Leadership Team has established an Expansion Strategy to manage increasing numbers on roll. In total, 536 children applied for a place at the School for September 2018. 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 2017/18, 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. The quality of extra-curricular sport and performing arts is excellent,

recognised by the school being named the Sefton Sports Awards for Secondary School of the Year and winning the Creative School Award at the national TES School Awards. In addition, the school was awarded Artsmark Platinum in Summer 2018 and was named the 'Most Inspirational Secondary School' at the Educate Awards in November 2017. 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.

Despite limited revenue funding, good progress has been made during 2017/18 in terms of improving the school environment and students' achievement, 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 national reductions in budget allocation and additional costs associated with staffing on-costs. Despite this, the School has sought to put itself in a healthy financial position in order to navigate the uncertainties that future years will bring.

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 £5,734,705 (2017: £6,124,591). The majority of the School's income derives from central government funding via the Education and Skills Funding Agency, in the form of current grants. Total funding received for the School's educational operations in the period was £5,284,243 (2017: £5,168,743) and further details are provided in note 5 to the accounts.

Total outgoing resources for the period were £5,912,341 (2017: £5,759,391) the majority of which related to the direct provision of educational operations (£5,842,531) and further details are provided in note 8 to the accounts.

The total net outgoing resources were £177,636 (2017: net incoming resources £365,200). This includes ESFA CIF capital grant income of £297,650 (2017: £801,423) less depreciation of £346,484 (2017: £315,886) and the net deficit excluding these items was £128,802 (2017: £120,337).

At the period end the School's total reserves were £9,099,032 (2017: £8,870,668), including unrestricted funds of £181,179 (2017: £220,367) and restricted funds of £8,917,853 (2017: £8,650,301). Restricted funds include fixed assets of £11,056,108 (2017: £11,058,335), less the LGPS pensions scheme deficit of £2,141,000 (2017: £2,438,000). The remaining balances on restricted funds relate to funding received in the period which is due to be spent in 2018/19 in accordance with the terms of funding.

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 £2,141,000 by 31 August 2018, 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 £73,000 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 2018 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 in future years. In addition, it provides a 'rainy day' fund to enable the School to address any unforeseen issues, particularly in relation to buildings maintenance and health and safety, as they may arise. This reserve level will be reviewed annually.

As noted on page 7 at 31 August 2018, the School had a balance on its Unrestricted General Funds, available for educational and general purposes, excluding capital grants, of £181,179. This is currently below the minimum reserve set by the Governors; however, the School is continually reviewing for cost savings and income opportunities to bring the available reserves in line with the policy.

Fundraising

The School has undertaken two types of fundraising during 2017/18. Firstly, funds have been raised to support local and national charities, including Alder Hey Hospital, Children in Need, Drop 4 Drop and the Whitechapel Centre, Liverpool. Traditional approaches to fundraising have been used, including non-uniform days, cake sales, sale of other items and collections. All funds are collected by the School's Finance Department and are paid to the relevant charity via BAGS payment.

Secondly, funds have been raised by the Friends of Formby High School (FoFHS), the School's Parent Teacher Association. These funds are used to improve the quality of education for all students who attend the School. Fundraising initiatives undertaken by the FoFHS in 2017/18 include a quiz night, charity ball, raffles and events for families of Year 7 students as part of the transition arrangements. Funds generated have contributed towards the creation of the new school library, supplemented by a £25,000 grant from the Wolfson Foundation (funds to be received in the next financial year on project completion), and have supported several arts projects across school. In addition, money has been used to fund revision activities students in Year 11 to support their achievement at GCSE.

All fundraising activities are monitored by the School's Senior Leadership Team and are undertaken in accordance with regulations. The School does not work with professional fund raisers or commercial participators and has received no complaints in relation to fundraising.

In addition to the above fundraising activities, the school has sought to secure grant funding to enhance the quality of sports facilities to be used by the local community. To date, Formby Parish Council has committed to make a £50,000 contribution to facilities improvement and the School continues to seek funding from other sources.

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:

Achievement

- Maintain high achievement at GCSE (Progress 8 Score of at least +0.25) and initiate a highly focused Year 11 Raising Achievement Plan (RAP) that identifies students at risk of underachievement and ensures suitable interventions are introduced and their impact is monitored, particularly for the Pupil Premium cohort.
- Make improvements in subjects identified as underachieving following a review of 2018 GCSE results.
- Provide a programme of training and support to middle leaders and teaching staff to ensure the consistent use of SISRA to track progress of students across KS3 and 4.

Behaviour and Safety

- Continue to strengthen systems for behaviour management, especially for students who are often poorly behaved. Improve attendance to 97% for all students and strengthen measures to address persistent absenteeism and poor punctuality.
- Implement and embed the RESPECT curriculum to replace the existing PSHEE curriculum that is followed by students in KS3 and 4.

Curriculum

- Embed and refine regular assessment across Key Stages 3 and 4 and ensuring opportunities for re-teaching / addressing gaps in knowledge and understanding, and plan for and implement the GCSE options process for students in Year 8.
- Improve the quality of written reports to parents.
- Review and develop provision (curriculum and extra-curricular) for the most able students in readiness for submitting an application for the NACE quality mark in 2018/19.

Environment and Infrastructure

- Develop and implement the next phase of the school's ESFA funded capital improvement programme, including acquiring funding for a classroom expansion project.
- Develop, introduce and embed a robust Emergency Management and Business Continuity Plan.

Leadership and Management

- Through a Middle Leadership Development Plan, develop and strengthen middle leadership's quality assurance of the quality of teaching to ensure consistent application of the school's Blueprint for Teaching and other teaching & learning priorities.
- Continue to develop effective governance.

Quality of Teaching

- Introduce the school's literacy and reading strategies, and incorporate the library into the delivery of the curriculum.

- Establish metacognition, vocabulary acquisition and effective knowledge recall strategies within routine daily classroom practice.

Sixth Form

- Continue to raise achievement at A Level and in vocational qualifications, and address under- performance subjects where necessary.
- Develop and embed the use of SISRA for assessment tracking and monitoring to improve intervention response times and strategies.