



Formby High School

Governors' Annual Report to Parents
Academic Year 2018/19

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.

2018/19 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 high achievement at GCSE and initiate a highly focused Year 11 Raising Achievement Plan (RAP) that identifies students at risk of under-achievement and ensures suitable interventions are introduced and their impact is monitored.
- Make improvements in subjects identified as underachieving following a review of GCSE results and raise the achievement of the Pupil Premium cohort, ensuring they secure viable post-16 pathways.
- Raise achievement at A Level and maintain high performance in the newly reformed BTEC qualifications, in particular through initiating clear plans to support under-performing subjects.
- Implement and embed the RESPECT curriculum to replace the existing PSHEE curriculum that is followed by students in Key Stages 3 and 4.
- Seek to achieve the aspirational attendance target of 97% for students across all year groups.
- Embed and refine regular assessment across Key Stages 3 and 4, ensuring opportunities for re-teaching / addressing gaps in knowledge and understanding, and improve the quality of written reports to parents.
- Undertake a full audit of the new Key Stage 3 curriculum to ensure it provides sufficient depth, breadth and challenge for all students, and provides students with adequate skills and knowledge to be well-prepared for Key Stage 4, and plan for and implement the GCSE options process for students in Year 8.
- 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.
- Continue to develop the campus and improve the teaching & learning environment through implementing the next phase of the School's ESFA funded capital improvement programme, including acquiring funding for a classroom expansion project.
- Enhance school wide leadership through a Middle Leadership Development Plan that will 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 monitoring of students' progress.
- Continue to develop effective governance.
- Promote leadership and preparation for life beyond school through fully embedding the FHS Baccalaureate and 'High Flyers' programmes across Sixth Form.

Strategic report

Achievements and Performance

2018/19 was the School's eighth 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 £220,287 into 2019/20. The free reserves have dipped below the Reserves Policy of £300,000 but the £220,287 takes into account the full liability for two capital loans of £54,374, repayable to the ESFA over the next five years, transferred from GAG and unrestricted reserves to the Fixed Asset reserve.

The Headteacher (appointed September 2012) has now been in post for seven 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 an Associate Senior Leader role in July 2019 has allowed whole school leadership to be distributed more widely. The School continues to promote leadership development opportunities for its employees. For example, six teachers have recently completed the SSAT's Leaders for the Future course and a further cohort of teachers have enrolled on the SSAT's Lead Practitioner Programme that will be delivered in 2019/20.

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 2018/19 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, over 30 new interactive screens were installed in classrooms throughout the School, replacing ageing technology and considerably enhancing resources to develop effective teaching, and plans have also been drawn up to build two new classrooms in P Building in 2019/20 that will enable the remaining dilapidated temporary accommodation to be removed.

The School used £296,000 of the ESFA's Condition Improvement Fund to replace failing windows around the School site. This has enabled the upgrading of windows in A Building and S Building, improving thermal efficiency and providing an aesthetically pleasing finish. This project was successfully delivered on time and within budget with only minor disruption to teaching and learning during the 2018/19 school year. A further £922,000 has been secured through Condition Improvement Funds to enable the replacement of roofs on L Building, S Building and A Building. This will allow failing roof systems to be replaced, preventing water ingress and reducing the School's long-term commitment to maintenance and repair. This project will be delivered during 2019/20 with completion expected to be by January 2020. Disappointingly, the School was unsuccessful in securing funds from the ESFA to build a new eight classroom teaching block on the front field. The negative outcome of the request for funding and subsequent appeal has considerably jeopardised the School's expansion plans and, as a consequence, the Governing Body will review the Published Admission Number (PAN) during the 2019/20 school year.

A robust and successful Raising Achievement Plan (RAP) was in place for the 2018/19 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 and a special Parents' Evening for the whole cohort. 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.

The demands of GCSEs have increased considerably over the last few years and, with this in mind, despite a dip from the previous year, the final results were credible. 82% of students gained at least a grade 4 in their English and Mathematics GCSEs with 50% attaining at least a grade 5 in both subjects.

Overall, the School generated a Progress 8 score of +0.08 (provisional). The attainment and progress of last year's Year 11 places the School amongst the highest performing regionally and in the top 40% of schools nationally (based on Progress 8). The proportion of students who achieved the E-Bacc measure of GCSE passes at grade 5 or above was 17% and the School's E-Bacc points score of 4.46 evidences how strongly students achieved in the E-Bacc subjects (in comparison with the 2018 national cohort whose average E-Bacc points score was 4.03 in 2018). Most pleasing was the progress of the Pupil Premium cohort in 2018/19. The gap between the progress of disadvantaged and non-disadvantaged children narrowed considerably as a consequence of very targeted and supportive measures, and the Progress 8 score for this group of students was positive and exceeded the progress of the national non-Pupil Premium cohort. The overwhelming majority of students have opted to continue their post-16 studies at Formby High School in 2019/20 and are joined by 30 students from other schools.

A Level results were solid. There was a 98% pass rate and 45% of all entries were graded A*-B. 14 students completed the Extended Project Qualification (EPQ) and achieved excellent results with 79% attaining an A*-B grade. The ALPS value added provider score improved from the previous year, indicating that teachers and students are adapting to the new, more rigorous examination framework. The performance in Level 3 BTEC qualifications was very good with 49% of students gaining Distinction* / Distinction and the ALPS value added measures placing Formby High School alongside the top 25% of providers nationally.

Over two thirds of the cohort are starting university degree courses this Autumn, with 69% of students who have opted to follow the university route securing a place at a Russell Group or other prestigious universities. This year three students successfully gained places at Oxbridge and a further four students have progressed to university to study Medicine or Veterinary Science. This is an excellent achievement and testament to the success of the High Flyers programme that was initiated in 2017/18 to support the most able to gain places at the best universities in the UK.

The School Library opened in September 2018 after a long period of fundraising. The project was delivered with support from the Wolfson Foundation and the Friends of Formby High School (PTA), and has had a measurable and positive impact for students. They now have access to a well-resourced, technology rich environment that allows them to carry out independent study and to read for pleasure. The launch of the library coincided with the School's focus on vocabulary and language acquisition with students being set a challenge of learning 50,000 new words during their time at School.

The School has continued to develop robust self-evaluation procedures and the implementation of SISRA Analytics has considerably enhanced the School's progress tracking systems. Version Two of the 'Blueprint for Teaching and Learning' was introduced in September 2019 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. The new approach to lesson observation was fully embedded in 2018/19 with the feedback received by teachers being more developmental and closely linked to the Teachers' Standards.

The School regularly engages 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. It was pleasing that the results from the 2018/19 parent survey improved from the previous year, presenting a considerably more positive picture than the national Ofsted Parent View survey results with which the School draws comparison.

The Pupil Premium funding in financial year 2018/19 was an additional £935 for each eligible student and £300 for service children. This resulted in a grant of £138,535 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 considerable improvement in their achievement with a Progress 8 score of +0.09 in 2019 compared to -0.48 for the previous year.

The School continues to set ambitious targets for attendance, enjoying typically low absence rates. In 2018/19, student absence was 3.9% which is still substantially below the national average (5.4%). In 2018/19 the rate of persistent absence was 6.1% which is considerably lower than the national average of 13.6% for 2017/18. Despite not achieving its ambitious target of 97% for the last three 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 ambition to maintain high attendance is set out in a newly drafted Attendance Policy and Sixth Form Attendance and Punctuality Policy that were approved by Governors in 2018/19.

The School continues to enjoy 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 seven 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. The Governors resolved to increase the School's Published Admissions Number (PAN) in September 2017 and this has led to an increase of 20 additional places per year, currently affecting Years 7, 8 and 9. This has created the additional challenge of accommodating and managing more children in school and the Governing Body and Senior Leadership Team established an Expansion Strategy to manage increasing numbers on roll. Central to this strategy was an application for funding to build a new teaching block of eight classrooms that would have allowed for two existing dilapidated classrooms to be demolished and created a further six new teaching spaces. The application, and subsequent appeal, was unsuccessful and this has led the Governing Body to consider very carefully the future sustainability of the existing PAN. In total, 533 children applied for a place at the School for September 2019 (for 186 available places). 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 2018/19, 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 and was further enhanced with the introduction of the High Performance Academy, allowing students access to a wider range of activities at a small cost to parents. The School is the lead partner in the Local Cultural Education Partnership (LCEP) project that was launched in 2018/19 to promote a collaborative approach to strengthening the arts offer available to students across Merseyside. 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 London 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 2018/19 in terms of improving the School environment and opportunities for students, 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 squeezed budget allocations and additional costs. Despite this, the School has sought to put itself in a healthy financial position in order to navigate the ongoing uncertainties that future years will bring.

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:

Quality of Education: Outcomes (impact)

- 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 under-achievement and ensures suitable interventions are introduced and their impact is monitored.
- Maintain good achievement and progression for the Pupil Premium cohort (Progress 8 score of at least -0.05 and all students secured viable post-16 pathways).
- Make improvements in subjects identified as underachieving following a review of GCSE and other Level 2 qualifications results (Mathematics, Engineering and Modern Languages).
- To develop the quality of curriculum, teaching and support for students on the SEN register to ensure they make good progress and are well-prepared for life beyond school.

Quality of Education: Curriculum (intent and implementation) and Assessment

- Undertake a comprehensive review of Key Stage 3 curriculum maps and knowledge organisers, and schemes of work at Key Stages 3 and 4.
- Further develop students' literacy skills, vocabulary acquisition and enjoyment of reading through the on-going development of teaching and the full incorporation of the library into the curriculum and extra-curriculum.
- Develop the quality of teaching and learning through relentless focus on the principles and priorities set out in the Blueprint for Teaching and Learning.
- Develop the quality and effectiveness of assessment across the curriculum and all Key Stages through quality assurance and promotion of the sharing of best practice.

Behaviour and Attitudes

- Improve attendance to 97% for all students and strengthen measures to address persistent absenteeism and poor punctuality.
- Develop and embed student routines and expectations, monitoring their implementation through the interpretation of data and gathering feedback from stakeholders, and acting on it accordingly.
- Reducing, through effective identification, intervention and staff training, the frequency of behaviour incidents for the very small proportion of persistently poorly behaved students, particularly those with special educational needs.

Personal Development

- Strengthen the RESPECT and careers curriculum to ensure students are fully educated to make informed decisions on a wide range of issues and further promote parental engagement and awareness of these issues.
- Develop a character programme for students in Year 7 and promote cultural capital for students across all year groups with focus on the Pupil Premium cohort.

Leadership and Management

- Develop middle leadership through a planned programme of CPD.
- Continue to develop effective governance.
- Implement an action plan in response to the recent external Pupil Premium review and incorporate into the Pupil Premium Strategy.
- Audit the current well-being of staff and students, and, where further work is required, develop and initiate a well-being action plan.

Sixth Form

- Raise achievement at A Level (positive L3VA score and ALPS Quality Indicator score of 4) and continue to improve performance in the reformed BTEC qualifications (L3VA of +0.20 and ALPS Quality Indicator score of 3).

- Make improvements through clear and specific action plans in subjects identified as underachieving following a review of A Level and BTEC results.
- Develop wider expectations, provision and support for students in Sixth Form.

Environment and Infrastructure

- Ensure full compliance with ESFA guidance regarding the identification and management of risk and ensure clear policies and procedures exist for the management of all risks.
- Continue to develop and improve the school campus through the implementation of the site development plan and applications for capital funding.