



Formby High School

Governors' Annual Report to Parents
Academic Year 2019/20

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.

2019/20 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 (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.
- 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.
- 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.
- Improve attendance to 96.5% 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.
- 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.
- 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.
- Continue to embed data protection compliance and best practice across the whole school and buy-in from all stakeholders.
- 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.
- 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.

Strategic report

Achievements and Performance

2019/20 was the School's ninth 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 £251,275 into 2020/21. The free reserves have dipped below the Reserves Policy of £300,000 but the £251,275 takes into account the full liability for two capital loans of £43,170, repayable to the ESFA over the next four years, transferred from GAG and unrestricted reserves to the Fixed Asset reserve.

The Headteacher (appointed September 2012) has now been in post for eight years. A new senior leadership structure was implemented in July 2019 and is now fully embedded. This new structure allowed for the expansion of the Senior Leadership Team to generate additional capacity through the creation of an Associate Senior Leader role and this has allowed whole school leadership to be distributed more widely. The School continues to promote leadership development opportunities for its employees. For example, one teacher is currently enrolled on the National Professional Qualification for Middle Leadership, another is currently completing an apprenticeship programme in Senior Leadership, funded through the Apprenticeship Levy and a cohort of five teachers are enrolled on the SSAT's Lead Practitioner Programme which is being delivered across 2019/20 and 2020/21. In addition, the Headteacher has recently commenced the National Professional Qualification for Executive Leadership which will be completed in Autumn 2021.

During 2019/20 extensive improvements were made to the buildings and facilities. In order to create additional classroom capacity, a two classroom extension was made to P Building at a cost of approximately £160,000. In time, the building of these new teaching spaces will allow for the demolition of the two mobile classrooms at the front of the campus. During the school closure period, improvements were made to the mobile classrooms, ensuring they remain fit for purpose as teaching spaces and providing confidence that they can continue to be utilised in the medium term. In readiness for reopening the school to staff and students in September 2020 after a five months period of closure, two toilet blocks were refurbished and a new toilet block was created, an outdoor eating area was created to the rear of the Dining Room and several classrooms and other areas of the school were decorated. In addition to this, new furniture and mobile interactive screens were purchased and installed in temporary teaching spaces that have been created to accommodate children in Covid-19 secure year group 'bubbles' around the campus. The additional and unforeseen outlay of approximately

£70,000 has brought about significant improvements to the fabric of the buildings and learning environment, and will have a lasting effect.

The School used £922,000 of the ESFA's Condition Improvement Fund to replace failing roofs around the School site. This has enabled the upgrading of roofs in A Building, L Building and S Building, improving thermal efficiency and water tightness, 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 2019/20 school year. A further £792,000 has been secured through Condition Improvement Funds to enable essential fire safety work to be carried out in 2020/21. This will include upgrading the fire alarm system, replacing fire doors and fire safety lighting and ensuring fire-stopping is installed in areas of the school where it requires upgrading. This project will be delivered during 2020/21 with completion expected to be by March 2021. Disappointingly, the School was unsuccessful in securing funds from the ESFA to replace the further roofs (the remainder of S Building and P Building). However, the School is committed to submitting a further application to secure these much needed funds in the next Condition Improvement Fund round.

The Governors took the decision in March 2020 to reduce Published Admission Number (PAN) to 166 as a consequence of not securing funds to build a new eight classroom teaching block. The reduced PAN will come into effect from 1 September 2021 and careful medium and long term planning took place during 2019/20 to ensure the School is well-equipped to deal with the reduced income that will occur as a result of the numbers of students on roll diminishing over the course of the next five years.

A robust and successful Raising Achievement Plan (RAP) was in place for the 2019/20 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, the hosting of a support evening for Year 11 parents and the provision of online resources to support revision. Further activities were also planned and engagement from students and parents was very positive. However, the good work was cut short by the need for school to close from 23 March 2020 and the cancellation of GCSE examinations as a consequence of the Coronavirus global pandemic. Students were disappointed to miss the opportunity to sit their GCSE examinations and demonstrate their excellent knowledge, skills and understanding as well as their very positive work ethic and attitude to learning. Instead, and after much indecision and confusion from the Government, Ofqual and the examination boards, students received Centre Assessed Grades.

Teachers entered into the process of determining Centre Assessed Grades with great care, understanding the importance of following the guidance provided to schools which stated that grades should be a fair reflection of what students would have achieved had they sat the examinations but should be in line with the historic performance of previous cohorts in each subject. The stringent approach adopted by the School's Senior Leadership Team meant that there was very little grade inflation in 2020 in comparison with previous years and when compared with results nationally.

86% of students gained at least a grade 4 in their English and Mathematics GCSEs with 61% attaining at least a grade 5 in both subjects. 74% of all grades awarded were at grade 5+ and 88% were at grade 4+. This is an increase of 6% at grade 5+ compared with the School's average for 2018 and 2019, and an increase of 3% at grade 4+ when compared with the 2018 and 2019 average. Nationally, the increase in GCSE entries awarded grade 5+ was 8% between 2019 and 2020, and the increase nationally in GCSEs awarded 4+ was 9% during the same period. In comparison with GCSE results nationally, students at Formby High School did not benefit from such sharp increases in grades. They did, however, receive very positive results that fairly reflected their effort and endeavour throughout the duration of their GCSE studies. The proportion of students who achieved the E-Bacc measure of GCSE passes at grade 5 or above was 19% and the School's E-Bacc points score of 4.77 evidences how strongly students achieved in the E-Bacc subjects. Most pleasing was the progress of the Pupil Premium cohort in 2019/20. The gap between the progress of disadvantaged and non-disadvantaged remained very narrow as a consequence of ongoing very targeted and supportive measures. On the basis of their Centre Assessed Grades, the progress for this group of students was positive and their attainment was in line with the school's non-Pupil Premium cohort. A very high proportion of students from last year's

Year 11 have opted to continue their post-16 studies at Formby High School in 2020/21 and are joined by 40 students from other schools.

A Level results, like GCSEs, were determined by Centre Assessed Grades and were very solid. There was a 100% pass rate and 62% of all entries were graded A*-B. The increase in the percentage of grades awarded A*/A, A*-B and A*-C between 2019 and 2020 were very similar to the increases witnessed nationally. 14 students completed the Extended Project Qualification (EPQ) and achieved excellent results with 64% attaining an A*/A grades. The performance in Vocational and Technical Qualifications (VTQs) such as Level 3 BTEC qualifications was very good with 60% of entries awarded Distinction* or Distinction. The improvements in results in VTQs from the previous year was particularly pleasing as the grades students received were determined mainly by performance in examinations and internally marked assignments that they had completed prior to school closure in March 2020.

Over two thirds of the cohort are starting university degree courses this Autumn, with 81% of students who have opted to follow the university route securing a place at a Russell Group or other prestigious universities. This year one student successfully gained a place at Cambridge University to study Geography and a further two students have progressed to university to study Medicine or Veterinary Science. Furthermore, in an exciting development in terms of post-18 opportunities, two students have progressed to Degree Apprenticeships, one with the University of Warwick / Jaguar Land Rover and the other with Laing O'Rourke / Liverpool John Moores University.

The impact of lockdown and school closure on the School community was significant yet an impressive approach to maintaining students' education as well as providing ongoing pastoral care and support, particularly for the most vulnerable, was adopted. Through Remote Classroom, students were able to access high quality learning resources provided by their teachers who developed their technology skills to take advantage of a wide range of digital resources to provide important teaching input. This extended to some lessons for students in Sixth Form being delivered online via MS Teams. The school ensured all students had access to suitable technology at home to enable them to access and complete the work set by their teachers. This involved the delivery of approximately 40 laptop computers as well as learning resources in hard copy to enable students to complete work. In addition to this, an effective system for remote pastoral care for all students and individualised support for students with Special Educational Needs was adopted. Students entitled to Free School Meals continued to receive important financial support through the School's engagement with the national vouchers scheme. Through Open School, the School was able to maintain daily provision for children of key workers and disadvantaged students. This was a successful programme, supporting those parents who work for the National Health Service and providing vital continuity for many young people. By the end of the school year the numbers attending Open School had increased to approximately 40 students per day. The positive feedback from parents on the strategies put in place to support students' learning and welfare during lockdown was overwhelming and the School was pleased to welcome back students in Years 10 and 12 when they returned to school in small numbers during June and July 2020. In readiness for reopening in June 2020 and for full reopening in September 2020, the School undertook a full and thorough risk assessment and developed a comprehensive reopening plan. Finally, lockdown and remote working provided the School's employees with an opportunity to develop their ICT skills, particularly through the use of Office 365 and MS Teams as the medium for file management and communication, providing much needed impetus to the Formby High School Digital Strategy.

The School has continued to develop robust self-evaluation procedures and the implementation of SISRA Analytics across all year groups has considerably enhanced the School's progress tracking systems. Version Three 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. Alongside this, considerable work was undertaken by middle and senior leaders to audit the School's curriculum and develop in line with the National Curriculum to ensure it provides sufficient breadth and depth of learning. The work undertaken to review and improve the curriculum across all key stages has better enabled the delivery of the School's curriculum vision that is set out in the Curriculum Statement.

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. Whilst the opportunity to survey parents across all year groups was not possible in 2019/20, the views of those parents who were able to complete the survey were very complimentary, 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 2019/20 was an additional £935 for each eligible student and £300 for service children. This resulted in a grant of £147,195 for the academic year. Funding was directed towards a wide variety of support mechanisms, including additional teaching sessions for English and Mathematics (Years 7 to 11), support for Year 11 students with GCSE revision, one-to-one tuition for selected students and the provision of a Personalised Learning Coordinator to oversee personalised pathways and work related learning programmes. Funding has also supported the appointment of a Pupil Premium Coach who provides careers guidance and learning mentoring to Pupil Premium students, a Pastoral Support Worker who supports Pupil Premium students to improve attendance and develop a positive attitude to learning and the purchase of services from a private counsellor to help students where well-being concerns exist. 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 and 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, the improvements made in the engagement and progress of the disadvantaged cohort in 2018/19 have been sustained in 2019/20.

The School continues to set ambitious targets for attendance, enjoying typically low absence rates. For the first half of the 2019/20 school year until the forced closure in March 2020 the absence rate was 4.7% for Years 7 to 11 which, although higher than usual due to high levels of absence as a result of ill health during the second half of Autumn term, is below the national rate of 5.4%. Furthermore, it was on an improving trajectory and would likely have diminished to historic levels had school remained open. The ambition to maintain high attendance was set out in a newly drafted Attendance Policy and Sixth Form Attendance and Punctuality Policy that were approved by Governors in 2018/19 which came into effect in 2019/20. The impact of this was to improve attendance, bringing it nearly in line with attendance for Years 7 to 11.

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 create a further six new teaching spaces. The application, and subsequent appeal, was unsuccessful and this led the Governing Body to take the decision in February 2020 to reduce the School's PAN to 166 for September 2021 admission. In total, 507 children applied for a place at the School for September 2020 (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 2019/20, 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 through the High Performance Academy, allowing students access to a wider range of activities at a small cost to parents. Regrettably, as a consequence of Coronavirus and its impact on school trips, students lost out on the opportunity to participate in a range of planned residential trips, including the ski trip to Italy, Year 7 residential trip to London and Sixth Form culture visit to Krakow. Whilst disappointing for those participating, families were fully reimbursed through the ESFA's risk protection scheme.

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).
- To utilise the Government 'catch up' funds to effectively target those students who will benefit most from engagement with a 'catch up' curriculum.
- 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

- Develop and embed the 'Discovery Curriculum' for students in Year 9, ensuring all new courses are well-planned with the associated curriculum maps and schemes of work.
- Considering potential learning loss during closure, to consolidate and strengthen students' literacy skills, vocabulary and reading through the on-going development of teaching and the further incorporation of the library into the curriculum and extra-curriculum.
- Building on the experience of Remote Classroom, to review and develop the school's approach to homework to ensure it effective in supporting catch up and provides meaningful and well-planned learning opportunities, taking advantage of teachers' newly developed technology skills.
- 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. (To include baseline assessment of new Year 7, focus on quality formative assessment in light of closure, ARR).

Behaviour and Attitudes

- Maximise attendance for all students and strengthen measures to address persistent absenteeism and poor punctuality where it exists.
- Following a long period of absence from school, quickly develop and embed student routines and expectations from the outset, monitoring their implementation through the interpretation of data and feedback, and acting on it accordingly.
- Develop clear Standard Operating Procedures for all students and staff to follow to maintain conduct in accordance with the School's Risk Assessment in the event of students being organised into 'bubbles' for the new school year.

Personal Development

- Following a long period of absence from school, ensure the effective implementation and delivery of a recovery curriculum for students, using the RESTORE approach, including, where necessary, identifying and addressing the well-being needs of individual students.
- Adapting to the current climate, ensure students, particularly those who are disadvantaged, have opportunities to engage in a meaningful extra-curricular programme and participate in activities that promote cultural capital.

Leadership and Management

- Review existing procedures for teaching and support staff appraisal, and implement and embed any newly developed systems.
- Continue to develop effective governance.
- Implement an action plan in response to the Summer 2019 external Pupil Premium review and incorporate into the Pupil Premium Strategy.
- Initiate a well-being action plan, including reviewing elements of workload to ensure teachers and support staff are able to focus on the essentials during this 'catch up' year.

Sixth Form

- Implement a clear and focused development plan for Sixth Form that will build on the improvements of 2019-20 (that were not fully realised) and support the raising of achievement at A Level (positive L3VA score and ALPS Quality Indicator score of 4) continue to strengthen performance in the reformed BTEC qualifications (L3VA of +0.20 and ALPS Quality Indicator score of 3), and fully develop and embed wider expectations, provision and support for students in Sixth Form.

Environment and Infrastructure

- Independently review all elements of the School's health & safety compliance framework to ensure statutory requirements are met.
- Continue to develop and improve the School campus through the implementation of the site development plan and applications for capital funding.