



Formby High School

Governors' Annual Report to Parents
Academic Year 2020/21

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.

2020/21 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 +0.15) 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 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.
- 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 is 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.
- 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.
- 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.

- Review existing procedures for teaching and support staff appraisal, and implement and embed any newly developed systems.
- Continue to develop effective governance.
- 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.
- Develop an effective health and safety culture and engagement across the school.
- 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.
- 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.

Strategic report

Achievements and Performance

2020/21 was the School's tenth 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 and general restricted figure of £625,318 into 2021/22 which is well in excess of the Reserves Policy of £300,000 and reflects the careful financial management of the school that has taken place during the Covid-19 pandemic.

The Headteacher (appointed September 2012) has now been in post for nine years. The structure of the Senior Leadership Team was reviewed in 2020/21 resulting in the appointment of an additional Assistant Headteacher with responsibility for Years 11, 12 and 13. This post was created to maintain additional leadership capacity following the expiry of the Associate Senior Leader role in Summer 2021, allowing the wider distribution of whole school leadership, and to ensure strategic oversight of Years 11, 12 and 13 in order to support good retention into Sixth Form for students completing Year 11. The new structure was implemented in July 2021 and will fully embed during the 2021/22 school year. The School continues to promote leadership development opportunities for its employees. For example, one Assistant Headteacher is currently enrolled on the National Professional Qualification for Headship programme whilst another is completing the Apprenticeship Levy. In addition, the Headteacher is part way through the National Professional Qualification for Executive Leadership which will be completed in January 2022.

The School used £792,000 of the ESFA's Condition Improvement Fund (CIF) to complete site wide fire safety work during 2020/21. Funds were spent on replacing the fire alarm system, upgrading fire doors throughout the buildings, replacing all safety lighting and improving fire safety signage. In addition, where required, fire stopping has been improved and additional fire detection has been located in several areas around the school campus. The end result of the project is a fit for purpose, reliable and effective fire alarm system, ensuring better safety for all site users and buildings across the campus. A further £935,855 has been secured through Condition Improvement Funds to enable further important maintenance and improvement work to be carried out in 2021/22. This will include replacing the existing roof on P Building (£607,568) and upgrading the heating system and heating infrastructure throughout A Building (£328,287). The roof project will be completed by January 2022 whilst the heating project work will take place during Spring term 2021/22. Alongside the fire safety work undertaken in 2020/21, these two CIF funded projects will further enhance the appearance and performance of the school's buildings.

Alongside building improvement, considerable investment of time and financial resource was made to strengthen the school's health and safety framework. This involved improving systems and procedures for compliance, addressing a backlog of health and safety issues and enhancing the culture of health and safety across the organisation through awareness raising, training and consultation. The impact of this work is tangible and has been recognised through an external audit of health and safety completed in September 2021 which recognised best practice in several areas, including in relation to statutory compliance.

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 has continued during 2020/21 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 Raising Achievement Plan (RAP) was in place for the 2020/21 cohort of Year 11 students to support them in working towards challenging GCSE targets. The RAP included the implementation of additional teaching in core subjects, a wide range of intervention and support offered by all Curriculum Areas, targeted 'catch up' support and individual mentoring and monitoring by the Senior Leadership Team of a small group of students. A wide range of resources were provided to students and parents to support their preparation for GCSEs and several virtual events for parents were hosted by the Achievement Leader for Year 11. 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 6 January 2021 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, students received Teacher Assessed Grades.

Teachers entered into the process of determining Teacher Assessed Grades with great care. The school set out its guiding principles to ensure fairness and consistency and provided detailed clarity on the grading process. Students completed in-class assessments during the first half of summer term which allowed their teachers to accurately assess the standard at which they were working. Performance in these assessments, alongside marks awarded for Non-Examination Assessment (such as coursework and scores for practical tasks), were used to determine grades. Subject Areas developed within-department standardisation and moderation processes and all Teacher Assessed Grades were subject to internal quality assurance undertaken by the Senior Leadership Team. Furthermore, some subjects were selected for external quality assurance by the awarding bodies. As a consequence of the stringent approach to grading, based on Ofqual guidance and set out in the school's Assessment and Grading Policy, students received fair grades and were neither advantaged or disadvantaged in comparison with the national cohort.

85% of students gained at least a grade 4 in their English and Mathematics GCSEs with 69% attaining at least a grade 5 in both subjects. 78% of all grades awarded were at grade 5+ and 91 % were at grade 4+. This is an increase of 4% at grade 5+ compared with 2020, and an increase of 3% at grade 4+ when compared with 2020. Comparing the increase in GCSEs graded 4+ and 5+ at Formby High School with the national increase between 2019 and 2021 indicates that the overall trend at Formby High School reflects the national three year trend. Overall, students received very positive results that fairly reflected their effort and endeavor throughout the duration of their disrupted GCSE studies. The proportion of students who achieved the E-Bacc measure of GCSE passes at grade 5 or above was 24% and the School's E-Bacc points score of 5.04 evidences how strongly students achieved in the E-Bacc subjects. A good proportion of students from last year's Year 11 have opted to continue their post-16 studies at Formby High School in 2021/22 and are joined by 30 students from other schools.

A Level results, like GCSEs, were determined by Teacher Assessed Grades, with a very similar approach applied, and were very solid. There was a 100% pass rate and 64% 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 2021 were very similar to the increases witnessed nationally. 12 students completed the Extended Project Qualification (EPQ) and achieved excellent results with 100% attaining an A-B grades. In addition, a further nine students completed their Level 3 Core Mathematics qualification with 78% attaining A-B grades. The

performance in Vocational and Technical Qualifications (VTQs) such as Level 3 BTEC qualifications was very good with 72% 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 the decision being taken to cancel examinations.

79 students from the cohort are starting university degree courses this Autumn and it is pleasing that students have opted to study at universities across the length and breadth of the United Kingdom, with a high proportion securing a place at a Russell Group or other prestigious universities. This year, one student successfully gained a place to study Medicine and there is considerable diversity in the range of courses although a considerable proportion have opted for degree courses in the sciences. An emerging trend in terms of post-18 opportunities is the increasing number of students opting for higher apprenticeships or Degree Apprenticeships as a more financially viable and secure route.

The impact of the Covid-19 pandemic has been significant on the school. A detailed series of control measures were implemented for the 2020/21 school year with students being taught in 'bubbles' and the wide range of activities typically offered to students being placed on hold. Considerable time was spent managing the effects of the pandemic on the school community, including dealing with untypically high levels of staff absence, positive cases amongst students that required contact tracing and regular engagement with the local Public Health team.

In January 2021 school was closed for over two months as a consequence of national lockdown. The school community's response to this was significant and impressive, ensuring continuity in students' education as well as providing ongoing pastoral care and support, particularly for the most vulnerable. Through Remote Classroom, students received live lessons that were delivered by their teachers and accessed other high quality learning resources. Teachers very rapidly developed the skills to teach online via MS Teams. Supported by a comprehensive programme of CPD and support, they quickly adapted to teaching in a new environment and rose to the challenge with which they were confronted. Through Open School, the school was able to maintain daily provision for children of key workers and disadvantaged students. In addition, students with Education, Health and Care Plans (EHCPs) continued to attend school on a daily basis, following a bespoke curriculum designed and delivered by the Special Educational Needs and Disabilities (SEND) department. Open School was a successful initiative, supporting those parents who work for the National Health Service and other frontline professions, and providing vital continuity for many young people. During January, February and March 2021 the numbers attending Open School increased steadily with up to 100 students attending each day. The school ensured all students not attending school had access to suitable technology at home to enable them to access live lessons and complete the work set by their teachers. This involved the delivery of approximately 100 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 SEND (without EHCPs) was adopted. Students entitled to Free School Meals continued to receive important financial support through the School's engagement with the national vouchers scheme. The positive feedback from parents on the strategies put in place to support students' learning and welfare during school closure was overwhelming and the school was pleased to welcome back students in all year groups when lockdown ended in March 2021, although students and staff were required to wear face coverings for much of the remainder of the school year.

Teachers, students and parents have adapted very well to the need for some aspects of school life to be delivered remotely. For example, digital assemblies replaced face-to-face assemblies in 2020/21 and Subject Consultation Evenings took place via an online format (with very positive feedback received from teachers and parents). In addition, the school's landmark events, Open Evening, Sixth Form Open Evening and Presentation Evening, all took place in a virtual format.

During the summer term of the 2020/21 school year some extra-curricular activities were reintroduced to the school calendar and it was pleasing to be able to finish the school year with celebration assemblies in the Sports Hall.

The School has continued to develop robust self-evaluation procedures and the implementation of Class

Charts across all year groups has considerably enhanced the School's behaviour and rewards tracking systems. Version Four of the 'Blueprint for Teaching and Learning' was introduced in September 2020 as a guide for all teachers. This has provided a clear framework within which senior and middle leaders carry out regular quality assurance although much of this was suspended during the 2020/21 school year. Considerable work has been undertaken by middle and senior leaders to audit the school's curriculum and develop it in line with the National Curriculum to ensure it provides sufficient breadth and depth of learning. Whilst progress on this has only been gradual due to the operational demands of the pandemic, the work undertaken so far 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.

During the summer term, the Governing Body undertook an extensive consultation exercise with all stakeholder groups to determine their Strategic Vision for the school. Overwhelmingly, they received positive feedback from stakeholder groups on the quality of education provided at Formby High School as well as some sensible and helpful suggestions for how the school can build on its existing strengths. The product of this consultation and detailed discussions between Governors and the school's Senior Leadership Team is a new Five Year Strategic Vision for the school that is to be launched in September 2021.

The Pupil Premium funding in financial year 2020/21 was an additional £935 for each eligible student and £300 for service children. We also received additional funding for Previously Looked After Children and this resulted in a total grant of £158,245 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), adapted curriculum provision for our 'Reaching High' cohort of students with SEND and enhanced pastoral support for students across all year groups who have been particularly impacted by the Covid-19 pandemic. Funding supported the appointment of a Pupil Premium Coach to provide careers guidance and learning mentoring to Pupil Premium students, an Attendance and Outreach 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. 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 where appropriate. Pupil Premium funding is used to pay for Class Charts which, alongside regular text messages and the purchase of IT equipment, is one of the successful methods used to engage parents of students from disadvantaged backgrounds.

In addition to Pupil Premium funding, Formby High School received £74,000 funding through the government's Catch Up Premium. This was spent on the school's 'Bounce Back' initiative in 2020/21, focusing on recovery in English and Mathematics as well as providing online tutoring, 'catch up' sessions and the provision of resources in a wide range of subjects across the curriculum. Approximately £20,000 of this funding has been carried forward to 2021/22.

The school's leaders continue to be ambitious for attendance, despite the global pandemic. In 2020/21 attendance for students in Years 7 to 11 was 94.5%. Whilst this represents a dip from the previous year, it remained well above the national average of 89.7%. Students in Sixth Form achieved similar levels of attendance in 2020/21 with Year 12 achieving 95% attendance and Year 13 just slightly lower at 94%. All of this suggested healthy attendance rates were maintained despite the disruption of Covid-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, 9 and 10. 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, 453 children applied for a place at the School for September 2021 (for 166 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 impact of the reduced PAN in terms of diminishing student-led funding will require very careful monitoring of expenditure, regular review of staffing levels and exploitation of additional funding opportunities (including recruiting additional students into the school's Sixth Form) in the future.

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. The SIDP has been restructured to align with the Governors' Mission, Values and Vision Statement which was reviewed and updated in summer 2021. A summary of the key plans for the future are set out below:

Ethos and Community

Strategic Objective: By 2026, the 'Team Formby High' ethos will be fully embedded and FHS will have established its role as a community hub, with strong and reciprocal partnerships with other local schools and organisations, to the benefit of the school, its students and the wider community.

Short term inputs for 2021/22:

- Explore the viability of closer partnership working with other local schools and the possible development of a multi academy trust serving the local community.
- In response to the emerging picture regarding sexual harassment & sexual violence, to ensure a culture where sexual harassment and violence are not tolerated and members of our community feel confident speaking out.
- Capitalise on existing links to establish opportunities for the School to engage with and support the most vulnerable members of the local community.

Achievement for All

Strategic Objective: By 2026, founded upon the quality of and passion for teaching, FHS will be identified by its aspirational and inclusive curriculum, offering diverse and clear pathways to allow every student to achieve their full potential within an exceptional learning environment.

Short term inputs for 2021/22:

- Implement the final stages of the Key Stage 3 curriculum transition plan, ensuring that all subjects at least cover the full breadth of the National Curriculum in sufficient depth and detail.
- Develop a new Key Stage 3 assessment framework that will place the curriculum at its core and will accurately assess whether students 'know more, remember more and can do more'.
- Through engaging in the SSAT's Embedding Formative Assessment project, develop and embed high quality formative assessment practice across all subject areas.
- Strengthen High Quality Teaching within mainstream classes for students with SEND to enhance their engagement in lessons, behaviour for learning and progress.
- Implement an effective Pupil Premium Strategy, grounded in the principles of EXCELLENCE and EQUITY, which facilitates post-pandemic recovery (using Catch-Up funding) and secures progress for the Pupil Premium cohort in line with the progress of the national non-Pupil Premium cohort.

Well-being and Welfare

Strategic Objective: By 2026, FHS will be celebrated and admired as an exemplar for its happy, supportive and nurturing environment for work and learning. The care for students and staff and their well-being will be a demonstrable priority and personal development will be integrated into all aspects of school life, ensuring excellent attendance and productivity.

Short term inputs for 2021/22:

- Adopt the DfE's Education Staff Well-Being Charter and implement measures which will enable the school's leadership to deliver on the different elements of the charter.
- Develop a range of strategies for FHS parents to help them more effectively support the mental health of their children.
- Strengthen systems for recording, monitoring and reporting attendance, and develop a coordinated approach to improving attendance to pre-pandemic levels.

Leaders for Today and the Future

Strategic Objective: By 2026, the nurturing of leadership skills be fully embedded throughout all levels of the organisation, providing staff and students with rich opportunities to develop the skills and experience that will equip them to take on the challenge of leadership.

Short term inputs for 2021/22:

- Reintroduce the Year 7 'character' programme, providing students with a coherent structure through which they can engage with a wide range of enrichment and character-building activities and receive recognition for their engagement.
- Develop collaborative leadership opportunities for curriculum middle leaders, focused on strengthening the quality of curriculum, teaching and learning, and support managers, focused on embedding a culture of 'customer service'.
- Introduce and embed the new professional growth and development approach to teachers' appraisal.
- Initiate a coordinated and comprehensive programme of student leadership, creating a broad range of opportunities to lead in different contexts.

Sixth Form

Strategic Objective: By 2026, FHS will have an oversubscribed and thriving Sixth Form, integrated into the broader life and work of the school. It will be renowned for the quality of teaching and learning, as well as its aspiration for all students, the leadership skills they develop and the diverse destinations to which they progress.

Short term inputs for 2021/22:

- Undertake a root and branch review of the existing Sixth Form curriculum and wider aspects of provision to ensure the Sixth Form offer is fit for purpose, meeting the needs and interests of prospective students and responsive to national curriculum change.
- Promote student leadership and integration with the 'main school'.
- Create and sustain a more scholarly culture of high aspiration and achievement amongst all students, translating into strong outcomes for students following A Level and vocational pathway in comparison with their peers nationally.
- Improve the physical environment for students in Sixth Form, with particular focus on private study facilities and access to resources to support independent study.