



Formby High School

Governors' Annual Report to Parents
Academic Year 2021/22

FORMBY HIGH SCHOOL Mission, Values and Vision Statements

Mission Statement

FHS is an exceptional school at the heart of the local community. Our mission is to nurture, educate and inspire our students over a seven year school journey to achieve their academic and personal potential and become caring, engaged and responsible citizens.

Values Statement

FHS has a school culture in which aspirations and expectations for every child are high, which builds inquisitive minds, a love of learning and a determination to achieve.

Our school community is founded on positive relationships, mutual respect and inclusivity. Every student will be supported to find their own pathway to be the best they can be, underpinned by a strong work ethic and belief in their ability to act with initiative, independence and courage.

During their time at FHS, students will develop their own potential to engage and participate, to help and value others and to take responsibility within society. Students will leave FHS as confident, resilient, respectful and kind citizens, having acquired and developed the knowledge, attributes and life skills needed to embrace their future.

Vision Statement (2026 Vision)

In five years, FHS will be the school and Sixth Form of choice in Sefton, supporting every student to achieve their full potential and equipping all young people to thrive and succeed.

Ethos and Community

By 2026, 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.

- Stakeholder feedback confirms that students feel safe, happy and nurtured/challenged and all students can be held up as role models of excellent 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
- Formby High School is an integral partner within a multi academy trust (MAT) that strengthens the quality of education offered to children in the local community and beyond
- The school's facilities provide a boost to the local community and are well used out of school hours, enabling a range of recreational activities and support services to local residents of all ages
- Effective links with businesses and other local organisations enhance educational opportunities for students

Achievement for All

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.

- Students' achievement is consistently excellent: Progress 8 score of at least +0.4 (top 10% nationally) with only a narrow gap between the progress of boys and girls
- High levels of support and challenge for students from disadvantaged backgrounds allow them to make progress which is consistently above national expectations (for all students) with students well-guided to ensure 100% of the cohort progress to education, employment or training each year
- FHS delivers a high-quality, inclusive curriculum to children with SEND, allowing them to flourish and make good progress, ensuring they are prepared with the necessary skills to succeed in life beyond high school
- A carefully planned 'pathways' curriculum is delivered through highly skilled teaching in a supportive and challenging learning environment, ensuring students are secure in their accumulation of knowledge, skills and understanding
- Fully embedded summative and formative assessment across all year groups accurately tracks the acquisition of knowledge, understanding and skills, allowing for effective monitoring, responsive teaching and meaningful reporting to parents

<p>Well-Being and Welfare</p> <p>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.</p> <ul style="list-style-type: none"> • The school's reputation for excellent pastoral care and safeguarding will be maintained and strengthened • The school's excellence in promoting staff and student well-being will be recognised as a model of best practice • To combat growing mental health concerns, the school will be a hub for mental health support services for children and their families • The school will deliver a well-planned, meaningful and responsive personal development programme, ensuring all students are well-prepared for life beyond school • Through carefully planned and targeted support, guidance and intervention, students who were at risk (in terms of their emotional well-being and falling behind in their academic work) as a result of the pandemic will have 'bounced back' sufficiently • The school sustains its position in the top 10% of schools nationwide for attendance which is consistently at or above 96.5% and persistent absence is consistently below 5% 	<p>Leaders for Today and the Future</p> <p>By 2026, the nurturing of leadership skills will 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.</p> <ul style="list-style-type: none"> • FHS has a fully developed CPD and leadership development programme (utilising accredited courses where necessary) for teaching and non-teaching staff throughout all layers of the organisation • A wide range of opportunities exist to enable members of staff to practice and develop ethical leadership in a supportive and structured context • Feedback routinely gathered from members of staff will confirm they are empowered in their roles and well-supported in their leadership and wider professional development • The school has a clear leadership succession plan, ensuring sufficient leadership capacity exists to sustain the transition to multi-academy trust • From Year 7 upwards, an extensive programme of student leadership development will be fully embedded, providing extensive opportunities to practice leadership in a broad range of contexts • Through established and effective systems, students will be recognised and rewarded for their leadership contribution to the school
<p>Post-16 Provision</p> <p>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.</p> <ul style="list-style-type: none"> • Students' achievement in academic and vocational courses is at least in line with the top 25% of sixth form providers nationally • The curriculum offer is broad, inclusive and responsive to local and national demands, inspiring all students and enabling them to achieve • Through excellent preparation and support, all students progress onto meaningful and appropriate post-18 pathways • High quality enrichment, pastoral care and opportunities for community work and leadership development prepare students effectively for life beyond school • Through partnership working and collaboration, the Sixth Form offer is highly valued, ensuring that typically students do not need to pursue their sixth form studies elsewhere • The school's Sixth Form is fully integrated into the wider school community • A reputation for excellence will secure high levels of retention from FHS's Year 11 and recruitment of external applicants, reflected in consistently maintaining at least 300 students on roll • The physical environment is enhanced to allow the latest technology to be integral to teaching, learning and independent study 	<p>Environment and Infrastructure</p> <p>By 2026, FHS will boast the very best educational facilities, providing a safe, stimulating and exceptionally resourced learning environment enabling the delivery of a rich curriculum and extra-curricular programme.</p> <ul style="list-style-type: none"> • The school's site improvement strategy is realised with all major infrastructure projects delivered through successfully securing capital funds • Students and staff have access to an ICT infrastructure which is fit for purpose and flexible to develop as technology advances, supporting the delivery of a digitalised curriculum • A positive and supportive culture of health and safety permeates throughout the organisation • Facilities have been developed that enrich the teaching and learning experience and wider opportunities for staff and students • All site users enjoy a safe, comfortable and very well-maintained learning and working environment

2021/22 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:

- 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.
- 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.
- 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.
- 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.
- 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 pathways 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.
- Implement an ICT network development plan, incorporating cyber-security, in order to future proof and protect the ICT network infrastructure.
- In partnership with the Local Authority, investigate the viability of developing an on-site SEND facility, providing a fit for purpose learning environment for the increasing number of students on roll with complex SEND.
- In readiness for seeking external funding to improve the facilities and teaching and learning environment, develop a live database containing potential fundraising sources for a range of different projects.

Strategic report

Achievements and Performance

2021/22 was the School's eleventh 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 £768,000 into 2022/23 which is well in excess of the Reserves Policy of £300,000 and reflects the careful financial management of the school.

The Headteacher (appointed September 2012) has now been in post for ten years. The structure of the Senior Leadership Team was reviewed in 2021/22 resulting in the appointment of a School Business Manager with overall responsibility for finance, administration, premises and services provided by external contractors (such as catering and cleaning). This post was created to build additional leadership capacity onto the Senior Leadership Team and to ensure representation of the school's support staff. This new structure was implemented in April 2022 and will fully embed during the 2022/23 school year. The School continues to promote leadership development opportunities for its employees. For example, the Deputy Headteacher and one Assistant Headteacher teacher are currently enrolled on the National Professional Qualification for Headship programme whilst another is completing an apprenticeship programme in Senior Leadership. In addition, the Headteacher successfully completed the National Professional Qualification for Executive Leadership in April 2022. The culture of professional development has also been strengthened with the successful implementation of the Professional Growth and Development model for teachers' appraisal, encouraging the identification of areas for professional development and framing objectives to successfully address them. Given the positive impact of this approach to teachers' appraisal, similar principles will be applied to appraisal for support staff in 2022/23.

The School used £935,855 of the ESFA's Condition Improvement Fund (CIF) to complete two projects during 2021/22 which have brought about improvements to the condition of the school's buildings as well as thermal efficiency. Funds were spent on replacing the aluminium roof of P Building (£607,568) with a liquid applied flat roof membrane. This project has reduced heat loss and fully eliminated water ingress. It has also considerably improved the appearance of the building. Capital funds were also spent on replacing heat emitters and the distribution pipework throughout A Building (£328,287), improving efficiency and reliability, and addressing many leaks that existed on the old system. Both projects were delivered on time and within budget and have contributed significantly to the delivery of the School's site improvement strategy. Further funding has been secured through Condition Improvement Funds to enable additional important maintenance and improvement work to be carried out in 2022/23. This will include replacing the existing roof on S Building (£526,166) and upgrading the heating system and heating infrastructure throughout P Building (£152,897). Both projects will be completed by the end of 2022.

Alongside the roof and heating system work undertaken in 2021/22, 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 continued to be invested in strengthening the School's health and safety framework. This involved further 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. Cyber-security was also prioritised for improvement by the School's leadership following a cyber incident in November 2021. Considerable work was undertaken throughout the remainder of the school year to strengthen network security and monitoring systems, upgrade all computers to Windows 10 and provide cyber-security training to system users. To reflect the impact of the work that was carried out, the School was awarded Cyber Essentials Accreditation by the NCSC.

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 came into effect on 1 September 2021 and careful medium and long term planning has continued during 2021/22 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 four years.

Key performance indicators

A robust Raising Achievement Plan (RAP) was in place for the 2021/22 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. In preparation for sitting public examinations, students completed two full sets of pre-public examinations in November 2021 and March 2022. Their preparations were also supported by the awarding bodies that released lists of content for each subject to give focus to students' revision. Students welcomed the opportunity to sit their GCSE examinations (with the previous two cohorts having missed out as a result of the Covid-19 pandemic). Due to their hard work, and that of their teachers, they went into the examinations well-prepared and having addressed any gaps that may have emerged as a consequence of disruption to their learning caused by Covid-19 related absence and school closures).

This year, grades nationally were pitched, broadly speaking, at the midway point between the Teacher Assessed Grades of 2021 and the results from 2019 when students last sat GCSE examinations. 82% of students gained at least a grade 4 in their English and Mathematics GCSEs with 62% attaining at least a grade 5 in both subjects. The measure for 5+ in English and Mathematics compares with 50% nationally. 74% of all grades awarded were at grade 5+ and 89% were at grade 4+. This is an increase of 5% at grade 5+ and an increase of 5% at grade 4+ when compared with 2019 (when examinations were last taken). 39 students attained at least eight grade 7+ and five students gained eight or more grade 9s (with two students attaining grade 9s in all subjects). The proportion of students who achieved the E-Bacc measure of GCSE passes at grade 5 or above was 21% and the School's E-Bacc points score of 4.88 (compared with 4.27 nationally) evidences how strongly students achieved in the E-Bacc subjects. Overall, students received very positive results that were justification for their effort and endeavour throughout the duration of their disrupted GCSE studies. This is reflected in the school's Progress 8 score of +0.13 which means that, overall, students have made better than expected progress from Year 7 to Year 11. Just over half of students from last year's Year 11 have opted to continue their post-16 studies at Formby High School in 2022/23 and are joined by approximately 40 students from other schools.

Like GCSEs, students performed very well in their A Levels. There was a 100% pass rate and 69% 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 2022 was very significant, evidences good progress in outcomes for students in recent years. 18 students completed the Extended Project Qualification (EPQ) and achieved excellent results with 67% attaining A*/A grades and 94% achieving A*-B. In addition, a further 10 students completed their Level 3 Core Mathematics qualification with 50% attaining A*-B grades. The performance in

Vocational and Technical Qualifications (VTQs) such as Level 3 BTEC qualifications was very good with 67% of entries awarded Distinction* or Distinction. Improvements in the higher grades in VTQs since 2019 indicates that teachers have a good understanding of the assessment framework for these qualifications and are guiding students well to ensure strong outcomes.

92 students from the cohort are starting university degree courses this Autumn with 79% securing a place at their first choice university. 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, two students successfully gained places to study Medicine and one student has progressed to read English at Cambridge University. 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. In 2022, 10 students progressed onto Higher Apprenticeship or Degree Apprenticeship programmes.

During 2021/22, a degree of normality returned to school life following the disruption of the previous two years. 'Bubbles' were removed and the single lunch break was reinstated. School trips and extra-curricular activities were gradually reinstated, and students started to engage with and appreciate the enrichment opportunities offered by school. Despite these changes, some measures remained in place; for example, students and members of staff continued to test and self-isolate if required, and parents' evenings continued to take place on line rather than as face-to-face events. Furthermore, considerable time and resource was spent on managing the effects of the pandemic on the school community, including dealing with untypically high levels of staff and student absence, positive Covid-19 cases (that required regular engagement with the local Public Health team and at one point required a mobile testing unit to be brought on site to enable mass testing) and the detrimental impact of Covid-19 on young peoples' resilience and mental health. The school retained additional capacity within the Pastoral Support team and engaged more readily with external support services in order to assist students who have suffered as a consequence of the pandemic.

The school's landmark events, Open Evening, Sixth Form Open Evening and Presentation Evening, all took place as face-to-face events and were very positive experiences. It was uplifting to invite members of the school community back into school and pleasing that so many families took advantage of the opportunities afforded.

The School has continued to develop robust self-evaluation procedures and the embedding of Class Charts across all year groups has considerably enhanced the School's behaviour and rewards tracking systems. Version Five of the 'Blueprint for Teaching and Learning' was introduced in September 2021 as a guide for all teachers. This has provided a clear framework within which senior and middle leaders carry out regular quality assurance. Through the QA360 process, the school's leaders were able to evaluate the quality of curriculum, teaching and learning in each subject area as well as assess the impact of the 'Blueprint' priorities on developing teachers' pedagogy and classroom practice. 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. The Key Stage 3 curriculum (delivered across Years 7 to 9) provides a valuable learning experience for all students, ensuring the delivery of the school's curriculum vision that is set out in its Curriculum Statement. Provision for SEND children has been further strengthened with the development of the Reaching High curriculum to include a Science pathway as well as the improvement of students' life skills and readiness for life beyond school through the Life, Living and Employability programme that is delivered to the nurture cohort. The curriculum offer for children with complex needs is unique and has gained much positive recognition as a model of best practice from the Local Authority.

Following an extensive consultation exercise in summer 2021 with all stakeholder groups, and detailed discussions between Governors and the school's Senior Leadership Team, a new Five-Year Strategic Vision for the school that was launched in September 2021. This was embedded during 2021-22 and the Senior Leadership Team used the Governors' long-term strategic goals to guide the School Improvement and Development Plan for 2021-22.

The Pupil Premium funding in financial year 2021/22 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 £144,162 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 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. In addition, study support resources and services were purchased for students and additional independent careers provision was arranged to reduce the likelihood of disadvantaged students becoming NEET (not in education, employment or training). 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 £20,576 funding through the government's Catch Up Premium. Some of this was allocated to tutoring in English and Mathematics (supplementing School Led Tutoring funds) as well as providing tutoring in the home to try to re-engage long-term non-attending students. A considerable proportion of these funds was used to recruit an Attendance Officer to support families of students who are persistent absentees.

The school's leaders continue to be ambitious for attendance, despite the global pandemic. In 2021/22 attendance for students in Years 7 to 11 was 91%. Whilst this represents a dip from the previous year, it remained well above the national average of 89.7%. Attendance for students in Sixth Form was a little lower than for Years 7 to 11 in 2021/22, averaging at 87.3% across Years 12 and 13. Of all the challenges emerging from the pandemic, the greatest is attendance and strengthening the culture and habits around attendance to ensure it returns to pre-Covid 19 levels.

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 generously sized tutor groups and teaching groups in all year groups. The Governors resolved to increase the School's Published Admissions Number (PAN) in September 2017, leading to an increase of 20 additional places per year which created the challenge of accommodating and managing more children in school. Central to the Governing Body and Senior Leadership Team strategy for managing more students was an application for funding to build a new teaching block. 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 2021 the School admitted its first 166 cohort to Year 7 (alongside Years 8 to 11 which are year groups with numbers derived from the legacy 186 PAN) and year groups of 166 students will continue to replace the bigger year groups over the next few years. In total, 452 children applied for a place at the School for September 2022 (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 is having an impact on the school's revenue income and continues to 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.

Despite limited revenue funding, cost pressures as a consequence the global fuel crisis and inflation and the impact of the global pandemic, good progress has been made during 2021/22 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 that, despite additional support in recent years through increased per student revenue funding, the Teachers' Pay and Pension Grants and the Schools Supplementary Grant, financial pressures remain as a consequence of squeezed real terms budget allocations, additional costs and reduced PAN. With

this in mind, 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. 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 2022/23:

- Secure commitment to partnership working with other local schools that have shared vision and submit application to the Regional Director for the development of a multi academy trust. If approved, to undertake formal consultation with relevant stakeholder groups.
- In response to the July 2022 student survey on sexual harassment & sexual violence, ensure all members of the school community feel confident and well-equipped to speak out.
- Create opportunities for the school to further engage with and support the most vulnerable in the local community and establish effective links with businesses and other local organisations to improve careers provision for students, particularly those from disadvantaged backgrounds.
- Develop and embed the new 'five a day' approach to basic expectations, including ensuring form tutors are actively and consistently playing their part.

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 2022/23:

- Coordinate a highly focused Raising Achievement Plan to ensure outcomes for boys strong and lead to a positive Progress 8 score for the current boys' cohort in Year 11.
- Develop the Key Stage 3 assessment framework to allow for accurate assessment of students' acquisition of knowledge ('know more, remember more and can do more') against Curriculum Related Expectations.
- Implement the school's Reading Strategy, ensuring progress for, in particular, the school's weakest readers and the development of a broad general and subject specific lexicon that is evident in students' learning.
- Strengthen High Quality Teaching within mainstream classes for students with SEND to enhance their acquisition of knowledge, behaviour for learning and progress through the curriculum.
- Implement the 2022-23 Pupil Premium Plan that enables the current Year 11 cohort to meet national expectations for all students for progress in English and Mathematics. (KBL).

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 2022/23:

- Finalise and implement the Staff Well-Being and Workload Plan and engage with all staff on the development of an FHS Well-Being Charter that will provide the foundations on which staff well-being and workload will be managed.
- Develop and implement a clear plan for re-engaging students who are long-term absentees from school for mental health reasons or emotional based school avoidance.
- As post-pandemic normalisation takes place, continue to strengthen and embed the school's systems and procedures for managing attendance to bring about improvement in overall attendance and Persistent Absence in comparison with 2021-22.

Leaders for Today and the Future

Strategic Objective: By 2026, the nurturing of leadership skills will 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 2022/23:

- Strengthen middle leadership through a planned programme of professional development and leadership opportunities for teaching and support middle leaders.
- Continue to embed and strengthen the professional growth and development approach to appraisal for teaching staff and implement a similar approach for 2022-23 support staff appraisal.
- Undertake a full and independent review of existing opportunities for student voice and leadership; act on the recommendations of the independent review by formulating and delivering an action plan.

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 2022/23:

- Continue to develop the scholarly culture within Sixth Form and further strengthen outcomes through targeted improvement plans in Drama and BTEC Sport.
- Guide students through to the successful completion of the FHSBacc with focus on academic success as well as broadening their experience through enrichment, leadership and citizenship.
- Develop and embed the new Personal Development Programme, capitalising on the additional 40 hours of funding per student that the school has been awarded in 2022-23.
- Through further review of the post-16 curriculum and the school's approach to recruitment, increase the retention of the 2022-23 FHS Year 11 cohort.