



# **HILBRE HIGH SCHOOL HUMANITIES COLLEGE**

**HEADTEACHER'S REPORT TO THE GOVERNORS  
EXECUTIVE SUMMARY  
AUTUMN 2019**

**Establishment  
as at 4<sup>th</sup> November 2019**

	BOYS	GIRLS	TOTAL
YEAR 7	112	83	195
YEAR 8	116	82	198
YEAR 9	111	88	199
YEAR 10	115	69	184
YEAR 11	103	85	188
YEARS 12 - 14	109	47	156
<b>TOTAL</b>			<b>1,120</b>

### Headteachers Report to Governors

At the time of writing this report, the school is still celebrating the impact of the results from the summer. The tables below show the position of the school following re-marks and we are clearly incredibly proud of our students achievements as I'm sure Governors are too.

Progress Measure	Serious Concern < -0.5	Requires Improvement -0.5 to -0.15	National Average -0.15 to +0.15	Good Progress +0.15 to +0.5	Outstanding Progress > +0.5
Progress 8		-0.41 (2018)	0.00 (2019)		
English Progress		-0.47 (2018)	0.00 (2019)		
Maths Progress		-0.20 (2018)	-0.01 (2019)		
EBacc Progress		-0.40 (2018)		+0.20 (2019)	
Open Progress	-0.56 (2018)	-0.20 (2019)			

As Governors can see against all five progress measures above, there has been significant improvement in the achievement of Hilbre students. Clearly there is still much more work required to bring about further improvements but the school is currently on a solid footing.

The larger table below also shows the final position for our subjects based on re-marks using the Subject Progress Index Scores. Again we are very pleased with the performance of most subjects this year and, where we are less happy, plans are already in place to bring about the required improvement. I think I must highlight in this report the significance of both English and Maths results bringing in scores in line with the National Average to the overall performance of the school. These results coupled with excellent performances in the Sciences, Languages, Computer Science and Geography have ensured very pleasing results in the first two Progress 8 Baskets.

Subject Progress Index	Serious Concern < -0.5	Requires Improvement -0.5 to -0.15	National Average -0.15 to +0.15	Good Progress +0.15 to +0.5	Outstanding Progress > +0.5
Drama Spanish			-0.12 (2018)	+0.35 (2018)	+1.14 (2019) +0.80 (2019)
Music					+1.67 (2018) +0.76 (2019)
Computer Science				+0.39 (2018)	+0.65 (2019)
Business Studies					+0.67 (2018) +0.62 (2019)
Chemistry		-0.41 (2018)			+0.62 (2019)
BTEC Business			-0.10 (2018)		+0.55 (2019)
RE	-0.54 (2018)			+0.37 (2019)	
Physics	-0.95 (2018)			+0.36 (2019)	
Biology		-0.50 (2018)		+0.34 (2019)	
French		-0.31 (2018)		+0.31 (2019)	
Dance			-0.07 (2018)	+0.28 (2019)	
Geography			-0.07 (2018) +0.13 (2019)		
Trilogy Science			-0.08 (2018) +0.12 (2019)		
Food			+0.07 (2019)	+0.27 (2018)	
English Language		-0.34 (2018)	+0.03 (2019)		
Mathematics			-0.12 (2018) -0.01 (2019)		
English Literature		-0.42 (2018)	-0.10 (2019)		
PE	-1.09 (2018)	-0.32 (2019)			
BTEC H&SC	-0.84 (2018)	-0.35 (2019)			
History		-0.40 (2018) -0.40 (2019)			
RMT	-0.83 (2018) -0.78 (2019)				
Art	-0.85 (2019)	-0.28 (2018)			
CIDA	-0.87 (2019)	-0.35 (2018)			
Textiles	-1.44 (2019)				+0.52 (2018)
BTEC Engineering	-1.79 (2018) -2.14 (2019)				

Where we feel there is more work to do specifically, is to ensure that the 'Open Basket' improves. This will form a significant part of our School Improvement work this year.

The final table in this section of the document looks at our final position in terms of students groups. I'm delighted to say that the performance of both boys and girls improved, with the improvements for girls being very significant indeed.

The intervention work carried out with our disadvantaged students also clearly shows considerable impact. The gap between Disadvantaged and Non-Disadvantaged students in 2018 was 0.62. In 2019 the gap has been reduced to 0.41. This has been achieved with the performance of both groups improving.

Performance of students based on the prior attainment can also report good news. There has been a very significant improvement for our most able students. Our middle ability students recorded a positive Progress 8 score and there was a slight decline for least able students.

Our SEND students had mixed fortunes with students with EHCPs making national average levels of progress whilst our SEND support students performed poorly.

Progress Measure	Serious Concern < -0.5	Requires Improvement -0.5 to -0.15	National Average -0.15 to +0.15	Good Progress +0.15 to +0.5	Outstanding Progress > +0.5
All		-0.41 (2018)	0.00 (2019)		
Boys		-0.36 (2018)	-0.07 (2019)		
Girls	-0.50 (2018)		+0.11 (2019)		
Disadvantaged	-0.92 (2018)	-0.30 (2019)			
Non-Disadvantaged		-0.25 (2018)	+0.11 (2019)		
Lower Ability			-0.02 (2018) -0.13 (2019)		
Middle Ability		-0.30 (2018)	+0.09 (2019)		
Higher Ability	-0.95 (2018)	-0.16 (2019)			
Not SEND		-0.42 (2018)	+0.09 (2019)		
SEND K	-0.58 (2019)	-0.31 (2018)			
SEND EHCP	-0.61 (2018)		-0.03 (2019)		

At Key Stage 4 it is quite clear what the school's development priorities should be. To improve the performance of underperforming subjects as judged using the SPI data, further improve the performance of our Most Able and Disadvantaged students and look at ways to further support students recorded as K on the SEND register.

The work of the school this year will be based around the following six key development priorities:

- Curriculum Intent:** To ensure a broad and balanced curriculum is provided to Hilbre students in all Key Stages, following Schemes of Work that reflect our values, to ensure we provide the students with the essential knowledge to become Educated Citizens and with Progress Leaders accountable for the Quality Assurance of their areas.
- Curriculum Implementation:** To ensure the effective implementation of our new Teaching, Learning & Assessment policy focussing pedagogy on the following critical areas: Challenge, Explanation, Modelling, Questioning, Feedback and Reading.
- Curriculum Impact:** To further improve progress of PP and HA students, to address the decline in performance of SEN K students and support/challenge subject areas that are underperforming in each Key Stage.
- Personal Development:** To further develop student character with the introduction of our 'Hilbre Pledges, reforming the work of the Student Council, reviewing our Relationships & Sex Education programme and to ensure our Careers Education programme is fully compliant with the Gatsby Benchmarks.
- Behaviour & Attitudes:** To ensure our new Pastoral system works effectively to support students' both pastorally and academically, to introduce a new 5 stage intervention plan to help further reduce exclusions of all types, to continue our drive to improve attendance and reduce levels of persistent absence and to continue to focus on positive attitudes.
- Leadership & Management:** To further improve Leadership and Management by reviewing the structure of Governing Body, commissioning a review of Governance, to effectively monitor progress towards School Development Priorities, to ensure staff well-being remains a clear focus for the school and to ensure all colleagues are supported through the Performance Management and CPD programme.

In relation to **Key Priority 1** we are currently right in the middle of a 'Whole School Review'. Our new Quality Assurance process is being supported by external consultants Neil Dymont and Pat Young. We have looked in detail at the work of our core subjects English, Maths and Science modelling the new 'Deep Dive' format adopted by Ofsted (reports to follow). Colleagues from History and Geography are presenting this term to Governors, Music and Modern Languages presenting at our Curriculum Leadership meetings and all departments producing a Quality Assurance written report. This new approach allows the SLT and Governors to get updates from all subject areas every term.

In relation to **Key Priority 2** the term started with an excellent INSET Day focussing on teaching and learning. All teaching staff across the school are looking at ways to improve the following aspects of pedagogy in their own lessons: challenge, explanation, modelling, questioning, feedback and reading. Lesson observation now focus on the RAG rating of these issues when seen in lessons.

**Key Priority 3** has been focussing our attention on underperforming subject areas and what support can be offered to bring about improvement. Our Teacher Coach is being deployed to work in some departments to help support improvements. The key focus of this aspect of school improvement is clearly in response to results from the summer at both Key Stage 4 and Key Stage 5.

Work for **Key Priority 4** has focussed so far on election of a new student council. Work continues to develop further our careers programme in school and our new personal development programme. Plans for next term include re-writing our Relationships & Sex Education programme. Hilbre pledges have been developed but this area of work still needs to be established with staff and students. Considerable work has also been carried out around our Single Central Register to ensure it is fully compliant.

There continues to be an improvement in Behaviour and Attitudes at Hilbre. **Key Priority 5** has focussed initially on embedding our new Pastoral System and ensuring the Year system works as (if not more) effectively than the previous House system. Our 5 stage model for Behaviour and Intervention has been consulted on within the pastoral team and we will soon be launching this fully with students. The school continues to do all it can to improve further levels of attendance and punctuality.

Finally **Key Priority 6** is well underway. The Governance Review is underway and is being delivered by Jane Owens. A staff Well-Being working party has been established and has met so far on at least two occasions. Performance Management has completed successfully and colleagues are being supported by appropriate CPD to help ensure they meet their targets.

I hope Governors will agree that a significant amount of work has been carried out by the school in this first term and I look forward to being able to share further developments with you as the academic year progresses.

**Mark Bellamy**  
Headteacher

## EXTERNAL EXCLUSIONS

Students are identified by colours, ie. 1 colour relates to 1 student and the number of exclusions they have received.

Gender	Year	Date from	Date to	Reason
M	7	16.09.2019	16.09.2019	Assaulted another student
M	8	26.09.2019	01.10.2019	Bringing an offensive weapon, vape and lighter on to school site
M	12	20.09.2019	20.09.2019	Physical aggression used towards a fellow student
M	12	20.09.2019	20.09.2019	Physical aggression used towards a fellow student
M	12	03.10.2019	03.10.2019	Offensive language used towards a member of staff
F	10	08.10.2019	09.10.2019	Verbal and physical aggression shown towards another student
M	7	11.10.2019	14.10.2019	Physical aggression used towards a fellow student
M	9	17.10.2019	18.10.2019	Bringing a multi-tool which contained a knife into school
M	7	18.10.2019	21.10.2019	A serious incident towards a fellow student off school site
M	7	18.10.2019	21.10.2019	A serious incident towards a fellow student off school site
M	11	22.10.2019	22.10.2019	Aggressive behaviour towards a member staff

**Breakdown of permanent exclusions for the period 03.09.2019 to 04.11.2019 - None**

**Breakdown of external exclusions for the period 03.09.2019 - 04.11.2019 - 11 fixed term external exclusions involving 9 students; 1 of these students re-offended 3 times within the same course of the academic term.**

**Breakdown of internal exclusions for the period 03.09.2019 - 04.11.2019 - 33 fixed term internal exclusions involving 31 students; 2 students re-offended twice within the same course of the academic term.**

**RACIAL INCIDENT LOG - None reported**

