

WHITMORE HIGH SCHOOL



GOVERNORS' ANNUAL REPORT TO PARENTS

2018/2019

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GOVERNORS' ANNUAL REPORT TO PARENTS

January 2020

Introduction from the Chair of Governors

On behalf of the Governing Body at Whitmore High School, I am delighted to present this, the first annual report to parents for our new school.

Whitmore High opened its doors in September 2018 as part of the project to transform secondary education in Barry. For the first time, parents and students in the town had the opportunity to study to sixth form level through the medium of English in a co-educational establishment. We have been gratified at the number of students who have decided to join us, and at the overwhelming levels of support that their families have invested in Whitmore High.

This report covers the second year of a five-year project (2017/18 was spent setting up the new school, developing staffing structures, interviewing teachers and support staff, etc.). The results of this first full year of operation have been particularly pleasing as this report shows, and we congratulate every student who has worked so hard to fulfil their potential.

Our thanks to all staff at the school, who have worked so tirelessly to ensure students have the best possible opportunities, not just academically, but in sports, drama, music and other extra curriculum activities.

Our thanks also to the Executive Head, Head of School and members of the Senior Leadership Team who have provided such excellent direction and guidance through this first, innovative year.

Finally, I would like to extend my sincere appreciation to my colleague Governors who work hard to provide support and challenge to the Executive, giving of their time freely out of a genuine desire to improve the academic life and educational opportunities of young people living in Barry.

In the final year of the project (Autumn 2021), we will be moving into our new building, providing a teaching and learning environment that is truly fit for the 21st century. This is possibly the most exciting educational development that has happened to Barry since the 1960s. We hope that you are as happy as we are to be creating a school which values and supports each student to be their best.

Antonia Forte
Chair of Governors
Whitmore High School
January 2020

The 'Schools Standards and Organisation Act 2013' has removed the requirement for School Governing Bodies to hold an Annual Meeting with parents. However, new arrangements mean that parents and guardians have the right to request up to three meetings in any school year with the Governing Body. For this to take place, certain conditions need to be met, and these, together with further advice for parents can be found on the Welsh Government's website at: <http://wales.gov.uk/topics/educationandskills/publications/guidance/parents-meetings-statutory-guidance/?lang=en> or [Click here for Welsh Government Website](#)

Summer Examination Results 2019

In 2018/19, new interim performance measures were published for the first time which are based on an average point score system in which grades are converted to points. See appendix 1.

In terms of the capped points score which represents the best nine qualifications obtained by a pupil, students obtained an average score of 351 compared to 353 which was obtained as a national average. In the case of the literacy indicator, students obtained an average score of 36.9 compared to the national average of 39, whilst in terms of numeracy, students obtained a score of 38.9 which is above the national average of 38.1.

The School confidently expects to see these successes to continue to be built upon through the dedication and commitment to learning of the students at Whitmore High. This confidence is based not only as a result of the feedback received from staff at the school, but also on the basis of the outstanding performance of the last year's Year 9 cohort. At the end of the Key Stage 3 section of their education, National Curriculum performance in Year 9 at Whitmore High School was ranked in the top quartile of similar schools in the vast majority of subjects. The results from these students were significantly above the average performance seen both across the Vale of Glamorgan and across Wales.

Welsh Assembly Government outturns of the school's examination results for 2019 are found in the appendices as follows:

1. Appendix 1: explanation of the terms used in the WAG documents
2. Appendix 2: 2019 summary of school performance report

Targets

All schools in Wales are required to set aspirational targets for individual pupils so that the performance of these pupils can be monitored closely and potential underachievement addressed promptly. At Whitmore High School we set and monitor pupils targets closely in an attempt to ensure that all students meet their potential. A global summary of student targets for the summer of 2020 can be found in Appendix 3.

Attendance

The School achieved 93.9% attendance for the 2018/19 academic year, with an authorised figure of 3.9% and unauthorised figure of 2.9%. This is 0.4% above the Welsh Assembled modelled outcome for the school and places the School in the top 50% of similar schools.

Exclusions

In the academic year 2018-2019, there were 98 fixed term exclusion days and one permanent exclusion.

Curriculum and Teaching Methods

The school offers a broad balanced curriculum to suit both the age range and ability range of students in the school. The school is also actively engaged in planning the implementation of the new Welsh curriculum which will be launched in year 7 in September 2022. In terms of the teaching and learning methodologies employed, the school has a clear vision of the strategies it employs to ensure that students maximise their potential. This vision is outlined in Appendix 4.

School Improvement Plan

The School improvement priorities outlined below were identified during 2018/19 and they continue to be the main focus and drive in terms of School improvement plan (SIP) for the current academic year (2019/20):

- Raising standards across the School;
- Developing more consistency in teaching strategies based on a 'direct teaching' approach;
- Improving the monitoring procedures across the School to more accurately identify areas for improvement, and implementing improved support structures to help secure that improvement;
- Improving engagement of all students, with particular emphasis on the re-engagement of disaffected, and low attaining students;
- Effectively implementing new national priorities including the new curriculum and ALN bill;
- Ensuring sound financial and resource management supports the most effective resourcing of the curriculum;
- Building further on the School's developing 'community ethos' and ensuring that effective communication is in place to support this ethos.

Statutory Information for Parents

Senior Leadership of Whitmore High School as at January 2020

Executive Headteacher: Vincent Browne Head of School: Innes Robinson

Assistant Headteachers: Nick Emery, Mark Kennedy, Emma Price, Stephen Jones

Head Boy/Head Girl: Ellora Goodwin
Mark Williams

Membership of the Governing Body as at January 2020

LEA Appointed: (Nominated by the Local Education Authority to serve on the Governing Body)	Antonia Forte (Chair) Sian Davies Matthew Griffiths Victoria Baldwin (Vice Chair) Vacant post (Vice Chair)
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Parent: (Elected as representatives of pupils currently attending the school)	Jon Hewitson Lisa Berrigan Lara Sargent Richard James Angela Boffy Ghislaine Van Der Burgt
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Community: (Invited by other governors to join the Governing Body. Act as a link with the Community)	Julian Forsyth Kathy Riddick Zuzanna Rowles Hayley Rees Ian Protheroe
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Teacher: (Elected as representatives of the teaching staff of the school)	Audra Ellis John Lloyd
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Staff: (Elected as a representative of the support staff of the school)	Clare Viney
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Clerk to the Governing Body: Clerk to the Committees	Tracey Ralphs Jackie Rule
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School Information

Address: Whitmore High School
Port Road West
Barry
Vale of Glamorgan
CF62 8ZJ

Type: Comprehensive

Age Range: 11 -18

Number of pupils on roll (September 2019): 933 (67 in Sixth Form)

Number of full-time equivalent teaching staff: 44

Pupil/Teacher ratio: 23 students per teacher

Term Dates

	2019-2020
Term Begins	Monday 02.09.19
Half Term Begins	Monday 28.10.19
Half Term Ends	Friday 01.11.19
Term Ends	Friday 20.12.19
Autumn Total	75 Days
Term Begins	Monday 06.01.20
Half Term Begins	Monday 17.02.20
Half Term Ends	Friday 21.02.20
Term Ends	Friday 03.04.20
Spring Total	60 Days
Term Begins	Monday 20.04.20
Half Term Begins	Monday 25.05.20
Half Term Ends	Friday 29.05.20
Term Ends	Monday 20.07.20
Summer Total	60
Year Total	195 Days

Financial Statement

The financial out-turn statement for 2018/2019 is shown in Appendix 5.

Governors' Expenses

No claims for expenses were submitted.

Guidance Information

A comprehensive range of guidance, assessment and reporting information is produced for students and parents annually at the school. In line with the school's commitment to sustainability this information is increasingly accessible digitally from the school website.

Special Education Needs

Following the School's policy on the identification of pupils with SEN, the number of pupils who were registered at each stage of the Code of Practice is:-

School Action	-	123
School Action Plus	-	69
Statemented	-	7

All pupils registered as School Action plus or statemented have Individual Educational Plans which are regularly reviewed in order to establish their continued relevance and appropriateness.

The Learning & Wellbeing Department

The Learning & Wellbeing department provides support and intervention for any students who are identified as needing support in order to fulfil their potential. External pastoral agency support is also coordinated through the Learning and Wellbeing staff e.g. counsellors, educational psychologist, links with Families First, and FACT.

There is a range of extracurricular provision (e.g. tutoring, I2A, Youth Wellbeing mentoring, Elevate, breakfast nurture club, homework club and leadership courses).

School Achievements

Through a combination of the Executive Head and Head of School's Reports to the Governing Body, termly letters by the Head of School, communication through the School website and Twitter, and regular local media coverage, all the major achievements of the School have been identified and recognized.

Action taken to Review School Policies

Policies and Procedures are regularly updated and are available to the relevant parties from the School's website.

School Links with the Community

The School offers a comprehensive range of activities, both curricular and extra-curricular. Extra-curricular opportunities are available in music, drama and sport, in particular with community clubs working collaboratively with the School to enhance or link provision:

- Links with Atlantic College where students have exposure to discussions on civil rights and voting;
- Collections, donations and distribution to the homeless charity in Barry, Llanmau;
- Links with local businesspeople through talks and presentations to the pupils;
- Litter picking at Barry Island;
- Forging links with primary feeder schools;

- Collaborative project working with Barry Island Primary;
- Helping organise triathlon at Barry Leisure Centre for adults with a physical impairment.

The School has also maintained and fully utilised its excellent links with Careers Wales, Cardiff and Vale college and MCPT college to continue to provide a diverse range of courses and educational Guidance to pupils in all Key Stages.

Sporting Opportunities

Classes in years 7, 8 and 9 are taught a range of activities including football, rugby, hockey, netball, basketball, gymnastics, health and fitness, athletics, cricket and rounders.

GCSE PE is running in years 10 and 11 as well as the introduction of a new vocational course Sport and Coaching Principles which we will have the first cohort completing this summer.

Btec National Sport is running in years 12 and 13 and we have continued success with such a course with pupils attaining grade Merit or above on a regular yearly basis.

There are many opportunities for pupils of all year groups to take part in a number of regular extracurricular sports clubs and activities. The range of activities are aimed at both boys and girls with the addition of basketball, football and rugby for girls.

Traditional sports such as football, rugby, basketball take place throughout the academic year up to Easter while there are opportunities to take part in athletics and cricket in the summer term. A large number of boys and girls competed for the school in the county cross country league and championship programme throughout the autumn and winter to great effect.

Girls' rugby and football teams competed for Whitmore for the first time in competitive matches held within the Vale of Glamorgan and Cardiff Schools. There are plans to include a girls' team in the prestigious Rosslyn park 7s competition in the 2019 / 20 academic year for the first time.

Regular training and fixtures have taken place for rugby and football teams from years 7 – 13 with the added bonus of a small number of teachers outside the PE department giving time to help with such teams. There have been regular training and fixtures for basketball teams for boys and girls ranging from year 7 to 11.

Athletics teams from year 7 to 11 for both boys and girls have been successful in the summer term, competing in county championships and Knockout Cup competitions.

Last year we had 2 football teams that reached the finals of the Cardiff and Vale Schools Cup competitions and also had 3 different age group teams competing in the Rosslyn Park Rugby 7s. The school extracurricular programme is boosted by a number of other activities being offered at lunchtime and after school by the 5 x 60 activities programme that attracts many pupils that may not have traditionally been involved in school sport. This is assisted by a number of 6th form pupils that act as sports ambassadors. The range of activities have included martial arts, dance, badminton and football.

Welsh Language Provision

Formal Welsh provision in the School is provided at KS3, KS4 and KS5. At GCSE all pupils study Welsh as a second language. Outside lessons, the School promotes the use of the Welsh language, reflecting the Welsh Government document 'Our Language: Its Future, Iaith Pawb'.

Destination of Pupils

Year 11 (2018-2019) – This is the most up to date data at the time of publication

62	-	Students returned to Year 12
16	-	In College
1	-	Apprenticeship
0	-	Other Schools
0	-	Part-time Education
4	-	Employed
0	-	Left Area

Year 13 (2018-2019)

36	-	Students placed in Higher Education
4	-	FE College
0	-	Returned to Year 13
1	-	Apprenticeship
4	-	In employment/seeking employment
0	-	Gap year then higher education

**Appendix 1 - Notes and Explanation of Terms to Accompany SSSP Updated
Nov 2019**

Appendix 2 - The SSSP – Summary of Secondary School Performance (Provisional)

This document is produced by Welsh Government to provide a summary of Exam performance at KS4 and KS5. It remains provisional until all data has been checked and re-marks have been processed. Much of the local and national data on this document is yet to be finalised so is not available at this time.

Page 1 – KS4 Headline Data

Page 1 has three tables providing data, first about the whole cohort, then about the boys Y11 cohort and then about the girls Y11 cohort. Each table has five rows of data which cover the following:

- 1) *Most recent academic year data for Whitmore High School*
- 2) *Most recent academic year data Local Authority*
- 3) *Most recent academic year data for Wales*
- 4) *Most recent 3 year average for Whitmore High School*
- 5) *Previous 3 year average for Whitmore High School*

The data provided in the 5 columns shows figures for the following indicators:-

<u>Average Points Measures</u>	
<i>For these measures points are assigned to grades where A*=58, A=52, B=46, C=40, D=34, E=28, F=22, G=16 The points achieved by each pupil are added up and this total is divided by the number of pupils in the cohort to give average points per pupil measures</i>	
<i>Capped 9 Measure (Interim)</i>	<i>Three of the nine slots in the total must be the best of English Literature or English Language, the best of Numeracy or Maths and the best Science grade achieved. The other six slots are then the pupil's best other six results.</i>
<i>Literacy Measure</i>	<i>This counts each pupil's best grade from English Language or English Literature</i>
<i>Numeracy Measure</i>	<i>This counts each pupil's best grade of Numeracy or Mathematics</i>
<i>Science Measure</i>	<i>This counts each pupil's best Science grade</i>
<i>Skills Challenge Measure</i>	<i>This counts each pupil's skills challenge grade</i>

Page 2:- KS5 Headline Data

The Level 3 Threshold, Average Wider Points Score, 3 A* to A Grades and 3 A* to C Grades

The two tables on Page 2 provides data about post 16 performance measures according to the following definitions:-

<i>Level 3 Threshold</i>	<i>The proportion of the Y13 cohort achieving at least 2 A* to E grades</i>
<i>Average Wider Points Score Per Pupil</i>	<i>Average points per pupil including all grades where the following A2 grade to point equivalences apply:- A*=300, A =270, B=240, C=210, D=180, E= 150</i>
<i>3 or more A Level A* to A grades or equivalent</i>	<i>The proportion of Y13 students achieving at least 3 A* to A grades</i>
<i>3 or more A Level A* to C grades or equivalent</i>	<i>The proportion of Y13 students achieving at least 3 A* to C grades</i>

The above data is provided for the whole cohort and is then split by gender

Page 3 - Contextual Data

Page 5 provides contextual data about the following:-

The number of pupils in National Curriculum Year 11 (NYC 11)

Three year average of the proportion of pupils entitled to Free School Meals (FSM) The proportion of Y11 on the Special Educational Needs (SEN) register

Appendix 2

Whitmore High School
Summary of School Performance (1) (2)

SSSP 2019
LA/School No. 673 / 4068

Pupils in Year 11

Number of pupils in Year 11 who were on roll in January 2019 : **160**

Average points score per pupil:

	Capped 9 measure (interim)	Literacy measure	Numeracy measure	Science measure	Welsh Baccalaureate Skills Challenge Certificate measure
School 2018/19	351	37	39	35	33
LA Area 2018/19	..	42	41	40	..
Wales 2018/19	..	39	37	37	..
School 17/18/19	..	37	39	35	..
School 16/17/18

Number of boys in Year 11 who were on roll in January 2019 : **160**

Average points score per boy:

	Capped 9 measure (interim)	Literacy measure	Numeracy measure	Science measure	Welsh Baccalaureate Skills Challenge Certificate measure
School 2018/19	351	37	39	35	33
LA Area 2018/19	..	40	41	39	..
Wales 2018/19	..	36	36	35	..
School 17/18/19	..	37	39	35	..
School 16/17/18

Number of girls in Year 11 who were on roll in January 2019 : **0**

Average points score per girl:

	Capped 9 measure (interim)	Literacy measure	Numeracy measure	Science measure	Welsh Baccalaureate Skills Challenge Certificate measure
School 2018/19	0	0	0	0	0
LA Area 2018/19	..	44	41	41	..
Wales 2018/19	..	42	38	38	..
School 17/18/19	..	0	0	0	..
School 16/17/18

(1) For details on approved qualifications, point scores and contribution to thresholds, please see the Qualifications Wales website (QiW) at <https://www.qiw.wales/>

(2) For details on the calculation of these indicators please see the guidance note at: <https://gov.wales/interim-key-stage-4-school-performance-arrangements>

.. Data not available.

Whitmore High School

SSSP 2019

Summary of School Performance (1)

LA/School No. 673 / 4068

Pupils aged 17

Number of pupils aged 17 who were on roll in January 2019: 82

Number of boys aged 17 who were on roll in January 2019: 39

Number of girls aged 17 who were on roll in January 2019: 43

	Achieved the Level 3 threshold	Average wider points score	Achieved the Level 3 threshold	Average wider points score	Achieved the Level 3 threshold	Average wider points score
School 2018/19	100	780	100	799	100	762
LA Area 2018/19	98	829	97	812	100	844
Wales 2018/19	98	741	97	693	98	781
School 17/18/19	100	780	100	799	100	762
School 16/17/18	..	..	..	..	..	..
	Achieved 3 or more A level grades A*-A or equivalent	Achieved 3 or more A level grades A*-C or equivalent	Achieved 3 or more A level grades A*-A or equivalent	Achieved 3 or more A level grades A*-C or equivalent	Achieved 3 or more A level grades A*-A or equivalent	Achieved 3 or more A level grades A*-C or equivalent
School 2018/19	20	57	27	51	13	63
LA Area 2018/19	17	66	19	59	14	72
Wales 2018/19	13	58	12	51	14	64
School 17/18/19	20	57	27	51	13	63
School 16/17/18	..	..	..	..	..	..

(1) For details on approved qualifications, point scores and contribution to thresholds, please see Qualifications Wales website (QiW) at <https://www.qiw.wales/>

Whitmore High School

SSSP 2019

School Type: 0

LA/School No.

673 / 4068

Linguistic Delivery: 0

Number of SEN Unit/Special Classes 2019: 0

Number of Pupils on Roll in NCY 11 2019: 160

Percentage of compulsory school age pupils eligible for FSM 17/18/19 ⁽¹⁾: 18.4

Percentage of pupils in year 11 on SEN register 2019: 24.4

⁽¹⁾ Used for all Free School Meal benchmarking tables. This indicator is only shown for mainstream secondary schools.

.. Data not available.

Pupils in Year 11

Number of pupils in Year 11 who were on roll in January 2019 : **160**

Percentage of pupils in Year 11 who:

	achieved the Level 1 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language or literature and mathematics	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Achieved 5 or more GCSE grades A*-A or equivalent
School 2018/19	94	52	48	11
LA Area 2018/19	94	65	62	28
Wales 2018/19	93	54	50	18
School 17/18/19	94	52	48	11
School 16/17/18	..	..	..	..

Number of boys in Year 11 who were on roll in January 2019 : **160**

Percentage of boys in Year 11 who:

	achieved the Level 1 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language or literature and mathematics	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Achieved 5 or more GCSE grades A*-A or equivalent
School 2018/19	94	52	48	11
LA Area 2018/19	94	63	59	23
Wales 2018/19	91	49	44	14
School 17/18/19	94	52	48	11
School 16/17/18	..	..	..	..

Number of girls in Year 11 who were on roll in January 2019 : **0**

Percentage of girls in Year 11 who:

	achieved the Level 1 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language or literature and mathematics	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Achieved 5 or more GCSE grades A*-A or equivalent
School 2018/19	0	0	0	0
LA Area 2018/19	95	67	65	33
Wales 2018/19	95	59	56	22
School 17/18/19	0	0	0	0
School 16/17/18	..	..	..	..

(1) For details on approved qualifications, point scores and contribution to thresholds, please see the Qualifications Wales website (QiW) at <https://www.qiw.wales/>

.. Data not available.

Pupils in Year 11

Number of pupils in Year 11 who were on roll in January 2019 ⁽¹⁾ 160

Percentage of pupils in Year 11 who achieved grade:

	A*	A	B	C	D	E	F	G	U/X
English Language	1.25	6.88	21.25	21.88	19.38	15.63	6.88	4.38	2.5
English Literature	0	20.73	35.37	32.93	7.32	1.22	3.66	0	0
Welsh Language (2)	0	0	0	0	0	0	0	0	0
Welsh Literature (2)	0	0	0	0	0	0	0	0	0
Mathematics	8.13	13.75	18.75	21.25	8.75	5.63	10.63	6.25	6.88
Numeracy	4.38	15	21.88	15	10	14.37	8.13	5.63	4.38
Science (best)	2.5	10	20.63	16.88	14.37	15.63	10	1.88	8.13

Number of boys in Year 11 who were on roll in January 2019 : ⁽¹⁾ 160

Percentage of boys in Year 11 who achieved grade:

	A*	A	B	C	D	E	F	G	U/X
English Language	1.25	6.88	21.25	21.88	19.38	15.63	6.88	4.38	2.5
English Literature	0	20.48	34.94	32.53	7.23	1.2	3.61	0	0
Welsh Language	0	0	0	0	0	0	0	0	0
Welsh Literature	0	0	0	0	0	0	0	0	0
Mathematics	8.13	13.75	18.75	21.25	8.75	5.63	10.63	6.25	6.88
Numeracy	4.38	15	21.88	15	10	14.37	8.13	5.63	4.38
Science (best)	2.5	10	20.63	16.88	14.37	15.63	10	1.88	8.13

Number of girls in Year 11 who were on roll in January 2019 : ⁽¹⁾ 0

Percentage of girls in Year 11 who achieved grade:

	A*	A	B	C	D	E	F	G	U/X
English Language	0	0	0	0	0	0	0	0	0
English Literature	0	0	0	0	0	0	0	0	0
Welsh Language	0	0	0	0	0	0	0	0	0
Welsh Literature	0	0	0	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0	0	0	0
Numeracy	0	0	0	0	0	0	0	0	0
Science (best)	0	0	0	0	0	0	0	0	0

⁽¹⁾ For details on approved qualifications, point scores and contribution to thresholds, please see the QI website (QiW) at <https://www.qiw.wales/>

⁽²⁾ Note that the denominator for this indicator is the number pupils in Year 11 who entered rather than the total number of pupils in Year 11

.. Data not available.



**SCHOOL TARGETS
2019/20**

Key Stage 3

1. Progress of vulnerable groups where relevant (eFSM/MAT)

Number of Year 9 pupils

Number of Year 9 pupils	Boys		Girls		All Pupils		
	eFSM	nFSM	eFSM	nFSM	eFSM	nFSM	All
Total	30	91	12	41	42	132	174

English	% Boys			% Girls			% of All Pupils		
	eFSM	nFSM	All Boys	eFSM	nFSM	All Girls	eFSM	nFSM	All Pupils
Level 3 and below	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Level 4	10.0	6.6	7.4	8.3	2.4	3.8	9.5	5.3	6.3
Level 5	36.7	18.7	23.1	8.3	14.6	13.2	28.6	17.4	20.1
Level 6	43.3	54.9	52.1	58.3	24.4	32.1	47.6	45.5	46.0
Level 7	6.7	18.7	15.7	25.0	53.7	47.2	11.9	29.5	25.3
Level 8 and above	3.3	1.1	1.7	0.0	4.9	3.8	2.4	2.3	2.3

Mathematics	% Boys			% Girls			% of All Pupils		
	eFSM	nFSM	All Boys	eFSM	nFSM	All Girls	eFSM	nFSM	All Pupils
Level 3 and below	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Level 4	6.7	6.6	6.6	0.0	0.0	0.0	4.8	4.5	4.6
Level 5	43.3	22.0	27.3	25.0	4.9	9.4	38.1	16.7	21.8
Level 6	33.3	36.3	35.5	66.7	68.3	67.9	42.9	46.2	45.4
Level 7	16.7	31.9	28.1	8.3	26.8	22.6	14.3	30.3	26.4
Level 8 and above	0.0	3.3	2.5	0.0	0.0	0.0	0.0	2.3	1.7

Science	% Boys			% Girls			% of All Pupils		
	eFSM	nFSM	All Boys	eFSM	nFSM	All Girls	eFSM	nFSM	All Pupils
Level 3 and below	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Level 4	3.3	4.4	4.1	0.0	0.0	0.0	2.4	3.0	2.9
Level 5	33.3	13.2	18.2	0.0	7.3	5.7	23.8	11.4	14.4
Level 6	36.7	36.3	36.4	66.7	48.8	52.8	45.2	40.2	41.4
Level 7	26.7	45.1	40.5	33.3	39.0	37.7	28.6	43.2	39.7
Level 8 and above	0.0	1.1	0.8	0.0	4.9	3.8	0.0	2.3	1.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Core Subject Indicator	% Boys			% Girls			% of All Pupils		
	eFSM	nFSM	All Boys	eFSM	nFSM	All Girls	eFSM	nFSM	All Pupils
Yes	90.0	93.4	92.6	91.7	97.6	96.2	90.5	94.7	93.7
No	10.0	6.6	7.4	8.3	2.4	3.8	9.5	5.3	6.3

2. **Review and re-launch student support services to ensure that they integrate more effectively to provide the most comprehensive support possible for vulnerable students.**

3. **Improve the readiness of the school to launch the new curriculum specifically by running departmental collaborative projects within AOLEs at Key Stage 3 to identify opportunities for these departments to link curricular provision.**

Key Stage 4

1. **Increase the percentage of eFSM learners achieving 5 A*-A grades at GCSE so that it is at least in line with CSC average**

2. **Improve the outcomes of all eFSM learners in capped 9 point score so that there is less than 80 point difference (Current Vale difference is -128)**

3. **Ensure all pupils have a curriculum that meets their individual needs and affords them the opportunity to gain 9 qualifications that contribute to the capped 9 point score**

4. Capped 9 Overall All Pupils

- Comparison against modelled expectation [$\exp(6.00478+-0.0066*19.8)$] = 355.7
- Highest performing Family Member above modelled 2019 = School 4
 - Modelled regression school 4 2019 at 23.9% eFSM = 346.2
 - Actual outcome school 4 2019 = 370.4 = +7.0% above modelled
- Target 2019-20 = Modelled + Best Performing Family School above Modelled

$$= 355.7 + 7.0\% = \mathbf{380.6}$$

5. Literacy Indicator Average Points Score

- Comparison against modelled expectation [$\exp(3.83911+-0.00894*19.8)$] = 38.9
- Highest performing Family Member above modelled 2019 = School 2
 - Modelled regression school 2 2019 at 22.0% eFSM = 38.2
 - Actual outcome school 2 2019 = 42.0 = +9.9% above modelled
- Target 2019-20 = Modelled + Best Performing Family School above Modelled

$$= 38.9 + 9.9\% = \mathbf{42.8}$$

6. Numeracy Indicator Average Points Score

- Comparison against modelled expectation [$\exp(3.78528+-0.00907*19.8)$] = 36.8
- Highest performing Family Member above modelled 2019 = School 11
 - Modelled regression school 11 2019 at 18.4% eFSM = 37.3
 - Actual outcome school 11 2019 = 38.9 = +4.3% above modelled
- Target 2019-20 = Modelled + Best Performing Family School above Modelled

$$= 36.8 + 4.3\% = \mathbf{38.4}$$

Appendix 4

'The Whitmore Way'

An evidence-based report to underpin the teaching and learning vision at Whitmore High School

Executive summary

This report leads to five major conclusions

1. A broadly direct teaching approach is supported by statistical evidence and personal experience.
2. Inquiry-based learning has a place in schools as long as the inquiry takes place after students have cemented the key knowledge and skills in their long-term memory.
3. The term direct teaching has negative connotations linked to its association with the term didactic teaching. Due to this, the teaching sequence at Whitmore High will be called 'modelling and scaffolding towards independence.'
4. Change is most effective when it is aligned to existing culture. The vast majority of teachers at Whitmore High School teach in what could be described as a direct teaching style. We have had significant early buy in from the staff because they can see the approach that is being advocated aligns with their core belief in what works in the classroom. We can then focus on improving each and every element of their teaching pedagogy, within a process that they understand and are comfortable with.
5. There is an importance of giving staff the professional freedom to use different methods of teaching when they feel there is a need for it in the classroom. For a minority of the time, e.g. 20%, teachers should have the freedom to use other teaching methods for example, discovery learning, hands on experience, doing projects or setting up open ended tasks.

There is a currently a heated debate in Welsh education, often polarised on Twitter, between the 'traditionalists' who believe guided instruction leads to superior outcomes, and 'progressives' who advocate an inquiry-based model. Schools in Wales are currently encouraged to experiment with their pedagogy in search for a model that satisfies the 12 pedagogical principles of the Donaldson report. At Whitmore High School, we have taken the approach that all decisions in terms of teaching and learning must be backed with research and be evidence based. We argue that whilst schools are currently being provided with flexibility in terms of reduced Estyn scrutiny to experiment, the life chances of the students currently in our school are too important to use wildly experimental teaching strategies without clear evidence of their effectiveness in a similar context elsewhere.

This report will debate the values of different pedagogical approaches with the goal of creating a 'Whitmore Way' in terms of pedagogy that is evidence based, suits the skill set of the staff and ultimately provides students with the best life chances.

Inquiry based learning

There is a clear argument for inquiry-based learning that can often be seen when observing a lesson. Students often become engrossed in the task, with all available working memory applied to the task in hand. This condition has been studied and is called flow, athletes refer to this as being 'in the zone.' 'People report flow as a very positive experience; put simply, flow feels good.' (Kirschner, Sweller & Clark 2006)

However, whilst this flow feels good for the student and to the observer looks impressive, Kirschner, Sweller & Clark (2006) argue that without prior knowledge, novices become overwhelmed with new information. This view is backed by Crippen and Brooks (2009), 'Well-designed, open-ended projects bring about flow and flow feels good. Experiencing flow, however, may not be the best way to learn. In fact, without working memory energy set aside for self-regulation and input from a teacher, learning is not likely to occur.'

In addition, minimally guided instruction appears to proceed with no reference to the characteristics of working memory, long-term memory, or the intricate relations between them.' (Kirschner, Sweller & Clark 2006) The problem with this is experienced teachers, who though experience understand how students in their class learn, find it challenging to implement the teaching method as it does not fit with what they know about how students learn. Most dangerously this can lead to lip service being paid to the strategy, with methods being brought out just for observation lessons. (Christodoulou 2014)

Kirschner, Sweller, and Clark (2006) argue: 'The major fallacy of [the inquiry-based] rationale is that it makes no distinction between the behaviours and methods of a researcher who is an expert practicing a profession and those students who are new to the discipline and who are, thus, essentially novices.' Once again this creates a situation where students, when observed, present as being in the flow and fully engaged when in fact they are actually struggling to commit any information to their long-term memory. This is because they are experiencing cognitive overload where their working memory is overwhelmed by new information.

Hattie (2008) backs up this concern when he says that we have to be careful when we cite increased engagement as a key reason for adopting a pedagogy, arguing that children will often be engaged in a computer game or snooker but sometimes they just have to understand that work can be hard. He goes on to explain that whilst project-based learning feels like it makes sense, in terms of evidence, it has a statistically small effect on the outcomes of students. (0.31)

The above provides a convincing argument against the theoretical benefits of inquiry-based learning however it is important to couple this with real work examples of the effect of this method of learning. The education endowment trust conducted a year-long pilot of Project based learning (PBL) involving eight schools. (EEF 2016) There were a number of key conclusions:

- Adopting PBL had no clear impact on either literacy (as measured by the Progress in English assessment) or student engagement with school and learning.
- The impact evaluation indicated that PBL may have had a negative impact on the literacy attainment of pupils entitled to free school meals

Most concerning was the impact of the PBL project on student's progress. The EEF found that the project had a -2 months effect on students' progress, which meant the students using the project-based learning model made 2 months less progress in the year compared to expected progress. Whilst this is concerning, the actual affect may have been significantly worse because a high proportion of the schools pulled out of the project before the end of the year.

The major argument in my view against this approach is explained in the final paragraph. Schools involved argued against the implementation of PBL, cautioning against the opportunity-costs of implementing a new, large scale whole-school approach to teaching, in particular the time it takes to train teachers to deliver a new pedagogical approach.

An often-cited argument for such significant change is the long-term effect will allow a school to reach a new level of attainment. This follows the Satir change model (1991) in which significant change causes a dip in performance followed by a new higher status quo. My concern is there is very little, evidence-based research that shows that this immense change management process will result in improved performance in the long run.

Finally, Hattie (2006) explains a concern with inquiry-based learning. 'Often the key issue with inquiry-based learning is it is introduced too early, before students have the surface level knowledge required to interact with the inquiry effectively.' At Whitmore High we believe that if inquiry-based learning is introduced after students have gained the key knowledge and skills required for the inquiry, then potentially it will have a positive impact on students learning.

Direct Instruction

Direct instruction has received significant bad press in the time that I have been involved with education. In many PGCEs, students are reminded about the importance of being 'the guide on the side, rather than the sage on the stage.' But there is clear evidence that in terms of progress, direct instruction has a significantly more positive impact on students learning than other approaches.

Hattie (2006) found a 0.81 effect on students learning from direct teaching compared to a 0.31 effect from inquiry-based learning. What makes good teaching, (Coe et al 2014) warns that many common practices can be harmful to learning and have no grounding in research. 'Allowing learners to discover key ideas for themselves, enthusiasm for 'discovery learning' is not supported by research evidence, which broadly favours direct instruction.' (Stockard et al 2018) supported this view by arguing 28 studies over 50 years show that direct instruction (structured guidance for teachers, teaching discrete skills before application, daily checks on learning, regular testing for mastery) has consistent, large positive effects on student achievement.

In terms of my own experience as Deputy Head of Eastern High School, staff performance in terms of lesson observations and outcomes improved significantly when a clear direct teaching model was introduced. Good or better lessons improved from 27% to 86% (Estyn findings) and Level 2+ increased from 14% to 36% in three years. On reflection this is due to a number of factors. Firstly, one of the top impactors on student performance is according to Hattie (2006) is teacher credibility (). Staff felt comfortable with the method of teaching as expectations from SLT were very clear. The direct teaching model had clear steps and was

simple to implement in all lessons. The mantra became 'being good every lesson is excellent' rather than trying to bring out 'Estyn' lessons when observed. (Christodoulou 2014)

A major disadvantage of using a direct teaching approach is the association of the term with didactic teaching. Didactic teaching is known as a teacher lecturing students for an extended length of time. As shown by numerous studies, many students struggle to listen to an extended lecture therefore do not make progress in a purely didactic teaching method. (Wilson & Horn 2007) The direct teaching method proposed at Whitmore is not lecturing and we would expect teachers to chunk learning accordingly to ensure there is not excessive cognitive load on students working memory. Following this initial modelling, students would then be given structured tasks to practice the new information culminating in independent work. To mitigate this negative association that direct instruction has with didactic teaching, the 'Whitmore Way' of teaching will be called 'modelling and scaffolding towards independence.'

Sturdy and Grey (2003) claim that 66% of change management approaches fail. Often this can be because the change is so significant that staff find it challenging align themselves with it. Oakland and Tanner (2006) argue that change is most effective when it is aligned to existing culture. The vast majority of teachers at Whitmore High School teach in what could be described as a direct teaching method. We have had significant early buy in from the staff because they can see the approach that is being advocated aligns with their core belief in what works in the classroom. We can then focus on improving each and every element of their teaching pedagogy, within a process that they understand and are comfortable with. At Eastern High School, staff were so comfortable with what was being asked of them that they happily allowed SLT to observe them once a week. (90% of teachers felt supported by SLT, Keel survey 2018) This led to rapid improvement. I believe that this is likely to happen at Whitmore High School.

For an inquiry-based approach to be introduced at Whitmore High School, the potential positive long-term effects would have to be so overwhelming that a clear argument could be given to staff, explaining that whilst the change would be challenging, the long-term benefits would be worth it. This burning platform (Kotter 2008) is simply not backed by evidence therefore cannot be advocated.

Despite this, there is an importance of giving staff the professional freedom to use different methods of teaching when they feel there is a need for it in the classroom. In his blog post 'Mode A + Mode B', Tom Sherrington (2018) argues convincingly that for a minority of the time, 20% in his opinion, teachers should use other teaching methods for example, discovery learning, hands on experience, doing projects or setting up open ended tasks. This will lead to a truly great curriculum model where students are given a range of experiences. I have seen this work effectively in the English department, where for the majority of the time they follow 'the Whitmore Way,' however they have the confidence to use other strategies when appropriate. For example, their use of Talk 21, inspired by School 21, which effectively scaffolds class debates.

Conclusions

The above argument leads to a number of conclusions. Firstly, a broadly direct teaching approach is supported by statistical evidence and personal experience in schools. Due to this a broadly direct approach will be the basis of 'the Whitmore Way.' Despite the benefits of this direct approach, it is important that we do not polarise opinion by using this term to describe the process. Whilst speaking to primary heads in the Whitmore cluster and to the school's challenge advisor, I noticed an aversion to the term direct teaching. There was a

clear association being made to a didactic, lecture-based approach that we were in no way advocating. Once the model was explained fully, these professionals realised that we were not following a lecture-based approach and were in favour of our pedagogy. Due to this confusion we will call our teaching and learning structure, 'modelling and scaffolding towards independence.'

Although the majority of the learning at Whitmore will follow this approach, we recognise that other methods of teaching are valid and have an important place in the curriculum diet at the school. There is an importance of giving staff the professional freedom to use different methods of teaching when they feel there is a need for it in the classroom. For a minority of the time, e.g. 20%, teachers should have the freedom to use other teaching methods, for example, discovery learning, hands on experience, doing projects or setting up open ended tasks. However, when they use inquiry-based learning, there is clear evidence that it has a place in schools as long as the inquiry takes place after students have cemented the key knowledge and skills in their long-term memory.

This report is the first stage of creating a sector leading teaching and learning culture at Whitmore High School and developing the school as a learning organisation. Using the OECD model for developing a school as a learning organisation (OECD 2016) it provides the first stage which is a clear vision, centred on the learning of the students. Our approach for the remaining stages of the school as a learning organisation model will be explained in later documentation.

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Appendix 5

Financial Summary

Vale of Glamorgan Council School Outturn Report 2018/19 Revenue Summary			
Cost Centre:102071	Description:Whitmore High School	Period Name:2018/P12	Budget Name:VOG 18/19 RE
	Level3	Annual Budget	Total Actual
CUSTOMER RECEIPTS	CHARGE FOR SERVICE	-25,160.00	-4,829.80
	DONATIONS	0.00	-3,061.62
	RENTAL INCOME	-1,750.00	-222.00
	SALE OF PRODUCTS	0.00	-78,390.87
		-26,910.00	-86,504.29
EMPLOYEES	GRANT EMPLOYEES	31,653.00	78,529.40
	NON TEACHING EMPLOYEES	380,762.00	333,389.85
	OTHER DIRECT EMPLOYEES	0.00	-1,500.32
	TEACHING EMPLOYEES	1,830,723.00	1,830,272.60
		2,243,138.00	2,240,691.53
GOVERNMENT GRANT	WG GRANTS	-158,516.00	-245,456.21
		-158,516.00	-245,456.21
INTEREST (RECEIVABLE)	INTEREST (RECEIVABLE)	0.00	-283.06
		0.00	-283.06
INTERNAL RECHARGES EXPEND	INTERNAL RECHARGES EXPEND	64,139.00	219,420.87
		64,139.00	219,420.87
INTERNAL RECHARGES INCOME	INTERNAL RECHARGES INCOME	-68,173.00	-66,328.19
		-68,173.00	-66,328.19
OTHER GRANTS	INCOME FROM OTHER LAs/HAs	-4,000.00	-19,074.00
		-4,000.00	-19,074.00
PREMISES	CLEANING AND DOMESTIC SUPPLIES	100,270.00	95,290.47
	ENERGY	42,000.00	52,877.94
	GROUNDS MAINTENANCE	3,903.00	2,161.04
	RATES	64,464.00	64,464.00
	RENTS	0.00	0.00
	REPAIRS & MAINT OF BUILDING	35,000.00	24,725.80
	WATER SERVICES	42,750.00	7,195.51
		288,387.00	246,714.76
SUPPLIES AND SERVICES	CATERING	50,805.00	441.50
	COMMS AND COMPUTING	27,900.00	29,833.60
	EQUIP, FURNITURE & MATERIALS	32,220.00	40,453.00
	MISC EXPENSES	60,076.00	53,908.18
	PRINTING STATIONERY & OFFICE EXPS	0.00	13,544.25
	SERVICES	33,040.00	98,283.20
		204,041.00	236,463.73
TRANSPORT	CAR ALLOWANCES	300.00	121.50
	CONTRACT HIRE AND LEASING OF VEHICLES	2,300.00	3,071.49
	DIRECT TRANSPORT COSTS	2,000.00	2,161.85
		4,600.00	5,354.84
		2,546,706.00	2,530,999.98