

# WEATHERHEAD HIGH SCHOOL



## SELF-EVALUATION

November 2017

The information in this report is based on the initial DfE feed, **09/10/2017**, and does not contain data-checking amendments

Basic characteristics of the school		
Characteristic	National (2017 figures)	School (effective date: 11 October 2017)
Total number of pupils on roll (all ages)	946	<b>1583</b>
% with SEN Support (incl. EHC)	14.4%	<b>12.8%</b>
% with EHC plan	2.8%	<b>0.06%</b>
% from ethnic minority groups	29.1%	<b>6.8%</b>
% with English not as first language	16.2%	<b>2.4%</b>
% pupils eligible for free school meals	12.9%	<b>15.6%</b>
% CLA	No data	<b>1.6%</b>
% of Yr 11 (2017) Disadvantaged	No data	<b>37%</b>
% Disadvantaged pupils carrying on in full time education	No data	<b>92%</b>

Weatherhead is an over-subscribed, successful 11-18 girls' comprehensive with 1583 students on roll, including a mixed Sixth Form of 327 students.

In September 2014, the school became a Teaching School, working with alliance partners to improve opportunities and standards for young people and the wider community.

Last year Weatherhead High School became part of the new Peninsula Multi Academy Trust and the current Headteacher is the former Head of School with the Chief Executive Officer of the MAT being the former Executive Headteacher, who is a National Leader of Education (NLE). The Chair of Governors is a National Leader of Governance (NLG).

Weatherhead was inspected in 2012 and was rated Outstanding in all categories. High academic standards are achieved by students and school works very hard to promote values of respect, courtesy and consideration and tolerance. A very caring and supporting environment ensures that each student is able to develop their self-confidence and belief and realise their ambitions. Parents and students are very supportive and the community is very proud of the school.

At the time of the last inspection, it was recognised that students make outstanding progress, whatever their starting point and that all leaders and managers are uncompromising in their quest to give students a first class opportunity to learn. The Leadership specialism is at the heart of the school and outstanding leadership from everyone contributes to the school's success. There is a culture of excellence which is shared by all members of the wider school community and everyone works together to provide the best possible experience for students at Weatherhead. Students enjoy their school experience, they are open, friendly and very caring and display the best qualities of young people today and are a pleasure to teach.

Current Assessment of Standards	
Key aspect	Judgement
The achievement of pupils at the school	1
The quality of teaching at the school	1
The behaviour and safety of pupils at the school	1
The quality of leadership in, and management of, the school	1
Overall effectiveness	1

### The Achievement of Students – Grade 1 (Outstanding)

#### Attainment GCSE – KS4

The school operates a curriculum that is best suited to the needs of students and provides the necessary breadth and depth to access the next stage of education. We believe that the vast majority of students should study History or Geography and that a significant proportion of students at KS4 should study a language.

We recognise that for many students their lowest grade in bucket 2 will be a language and this grade will be recorded in Bucket 3. We **do not** off roll students and we **do not** enter students for easy courses to maximise Bucket 3 scores. Consequently, in interpreting our Progress 8 score, the greatest focus should be on the quality of Buckets 1 & 2 (see page 4).

	Wirral Local Authority Average	Weatherhead High School – all students	Weatherhead High School - disadvantaged
<b>Progress 8</b>	<b>0.00</b>	<b>0.25</b>	<b>-0.31</b>

During this time of educational change, we are proud that a proportion of our students achieved the prestigious new grade 9 in English Language, English Literature and Mathematics, in a truly comprehensive school. The success of our high ability students is reflected in the +0.20 P8 score. Equally, the achievements of our middle ability students should be celebrated, with those students achieving a P8 score of +0.39, which is higher than the P8 score for the school. The Progress 8 score of -0.31 for the low ability students is, in part, a reflection of the school's inclusive curriculum. The school's curriculum planning matches the needs of individual learners. Nine of the low ability cohort were entered for BTEC Science and Childcare, even though these qualifications had no value in terms of P8 points, 100% achieved pass 3 BTEC qualifications. Many of the students have continued to study Childcare at Post-16.

#### Disadvantaged Students and Outliers

Historically, disadvantaged students have made good progress at Weatherhead. This year we had a significant number of outliers who achieved GCSE qualifications in Maths and English, but did not take a full set of P8 qualifications. Many of these students followed a vocational curriculum and achieved qualifications in Sport, Childcare and Hair and Beauty. The students have continued their studies at a Vocational College. In addition to this, two students had babies during Y11: one during the exam season, so as a consequence, she was unable to sit her exams. As mentioned in an earlier section, the school does not

off roll students or use the Alternative Provision Census. These highly vulnerable students had very personalised programmes of study to increase attendance, encourage engagement and to support their individual needs.

The P8 score for school not including the outliers is **+0.39**.

Raising the progress and attainment of all disadvantaged students is one of the main school improvement targets for 2017/18. We have a clear improvement plan and this, alongside rigorous tracking of all the disadvantaged students, led by the Senior Leadership Team, should lead to improved progress and attainment of the disadvantaged cohort.

	Weatherhead High School – all students	Weatherhead High School – disadvantaged
English Element	0.60	0.09
Maths Element	-0.11	-0.68

It is pleasing to note that disadvantaged students in English achieved a positive progress score. 25 students from the disadvantaged cohort achieved an individual P8 score for English that is higher than the overall school's English P8 Score of +0.60, with 18 disadvantaged students achieving a P8 score over +1. One middle ability disadvantaged student achieved a P8 score of +4.09. Overall, the progress made by the disadvantaged students in English is pleasing, with 46% of the cohort achieving a P8 score for English greater than the school's overall P8 score of +0.25. In part, this reflects the school's extensive Literacy Programme across the curriculum and the school's investment in a primary trained English teacher.

In relation to Maths, the results across the school were below expectation because students failed to cope with the new challenging Maths curriculum, especially with problem solving and reasoning questions.

This year, the Senior Leadership Team is focusing on raising attainment in Mathematics and an extensive improvement plan has already been implemented.

	Weatherhead High School – all students	Weatherhead High School – disadvantaged
EBacc Element	0.39	-0.21
Open Element	0.13	-0.41

The P8 for the EBacc pillar is particularly pleasing because, in the academic year 2016-17 the Senior Leadership Team focused on raising attainment in all the EBacc subjects for all students by improving the A\*-C grades in Core and Applied Science, History, Geography and Languages and securing improved Grades at A\*/A for Biology, Chemistry and Physics, Languages and Humanities. In Core Science students achieving A\*-C grades increased by 27% with 72% achieving A\*-C and in Applied Science there was an 8% improvement to 76%, both significantly above the national averages. In both History and Geography the percentage of students achieving A\*-C grades increased by 2%, with 65% of students achieving an A\*-C grade in History and 70% in Geography. In History, 22% of students achieved an A\*/A grade, which is improvement of 9% from 2016. The A\*/A achievement in triple science is a cause for celebration. In Biology 45% of students achieved an A\*/A grade, which is an increase of 17% from 2016. The number of students achieving top grades improved in both Chemistry and Physics also improved, with almost a third of students achieving an A\*/A grade in Chemistry and just over one quarter of students achieving

an A\*/A grade in Physics. In French, the percentage of students achieving an A\*/A grade increased by 31%, with 42% of students securing an A\*/A grade.

The scores for the Open Element are pleasing especially as we offer all of our students the opportunity to student a real breath of academic subjects to increase their life chances whatever their ability, this provides the opportunity to study a creative curriculum alongside the core and EBacc subjects which we believe is vitally important and we have real pride in this aspect of our curriculum. Our curriculum is based around the students' need and not to increase bucket scores and no subject is excluded for any student and we treasure this aspect of our provision. We had a number of students who accessed our vocational curriculum whose subjects did not qualify for this bucket as discussed earlier.

### **English/Maths Attainment only information**

<b>Grade 4+</b>	<b>National</b>	<b>Weatherhead</b>
English & Maths	62%	60%
EBacc	24%	25%
<b>Grade 5+</b>	<b>National</b>	<b>Weatherhead</b>
English & Maths	39.1%	32%
EBacc	19.5%	17%

Despite the significant underperformance in Maths across the school, in relation to the percentage of students achieving a standard pass in both English and Maths and the EBacc, the school is in line with National standards.

At GCSE, 19 subjects saw an increase in A\*-A grades including all Science subjects and Textiles retained their outstanding %. Significant improvements were achieved in French, Performing Arts, Biology, Business Studies, Dance and Geography.

### **Wirral Content**

Weatherhead's score of 0.25 is excellent and only Girls' Grammar Schools and one comprehensive school were above Weatherhead in the rank order list. In relation to Bucket 1 for progress in English, Weatherhead's score was 0.6, however, our lowest progress score was Mathematics with a progress score of -0.11 (the reasons for this underachievement have been explained in previous sections).

Our progress score for Bucket 3 was 0.13. On further investigation, it is evident that some schools have adopted courses that maximise success in this area e.g. European Driving Licence, Financial Awareness etc. We have continued to encourage all students to study humanities and languages and for our vulnerable students, where appropriate, a personalised curriculum is created for them. This enables them to progress further in courses that are not considered in Bucket 3, but will help secure their futures e.g. Hair & Beauty, Sports and Childcare courses.

Some of the courses are delivered at a local provider who we work closely with and this enables students to gain apprenticeships, college places etc.

In 2017, 60% of Weatherhead students achieved 9-4 grades in both English and Maths. Equally, 60% of students achieved 5 A\*-C grades (including English and Maths) making Weatherhead a top comprehensive school in Wirral.

Performance in English is outstanding; for the past four years English GCSE performance has been outstanding and we are particularly pleased with the success of students in the new GCSE English courses this year; 83% of students have achieved an A\*-C/9-4 grade. In Maths the performance is good, with 61% of students achieving at least a grade 4. In 2017, the attainment 8 for English was 10.63 and 8.01 for Maths.

The academic virtues of the school are shown by the very good performance in triple Science subjects with 100% of students achieving an A\*-C grade in Biology, 98% achieving an A\*-C grade in Chemistry and 88% achieving an A\*-C grade in Physics.

In relation to the achievement of the most able, almost 30% of students achieved an A\* or A grade in Biology and Chemistry. The school celebrated 100% A\*-C pass rate in both French and German.

The GCSE A\*/A (7-9) results saw an increase of 2% to 19% of students achieving 3+ A\*/A (7-9 for English and maths) and Weatherhead High School was the top comprehensive in Wirral.

In an area of grammar school selection, our academic ethos and highly quality curriculum providing stretch and challenge for all students reflects Weatherhead being rated as 'Above Average' for student progress by the DfE, with 94% high attaining students (those who achieved Level 5 in English and Maths at the end of KS2) achieving 5+ A\*-C/9-4. The School's Attainment 8 score is very good. The score of 45.88 is higher than the national average (44.2) and in line with the average for state-funded schools. The School's Performance 8 score of +0.25 is significantly higher than the local authority average and higher than several local Grammar schools. Both the A8 and P8 scores are amongst the highest for comprehensive schools on the Wirral.

### Progress of Key Groups

	Progress 8	English	Maths	EBacc	Open
All Students (199)	0.25	0.60	-0.11	0.39	0.13
Disadvantaged (74)	-0.31	0.09	-0.68	-0.21	-0.41
CLA (3)	0.00	0.96	-0.66	-0.42	0.23
SEN (35)	-0.25	0.26	-0.56	-0.42	-0.23

The performance of disadvantaged students was below that of 'all students' but it is pleasing to see that positive scores were recorded in English.

Our three Children Looked After did well overall, particularly in English and the Open bucket, but performed poorly in Maths and the EBacc pillar.

SEN performance was pleasing in English with a score of +0.26.

In relation to areas for improvement, the Senior Leadership Team is focusing on raising attainment in Maths and addressing poor performance in Food and Media. There is a focus on securing improved outcomes for all disadvantaged students.

## Sixth Form

Weatherhead Sixth Form is large and successful with 327 students on roll. The school is extremely proud of its inclusive recruitment policy. It is important to celebrate that A Level opportunities are provided for a wide range of abilities. In 2017 there were 20 students with GCSE entry scores below 40 points and all made very positive progress passing their A Levels: 7 of those students secured university places including one student with the lowest GCSE score who achieved an incredible BCC at A level.

The majority of the Year 12 cohort was recruited internally from Year 11 with an additional 41 students recruited from schools in the Wirral locality. Our retention figure for Year 12 into 13 entries was 87%; this is in line with previous figures, with some Year 12 students completing one year courses resulting in a natural course completion and reduction in retention with some on two year programmes leaving in year or at the end of Year 12. In relation to Year 13, the retention rate within the year was 95%. In the analysis of 174 students it is evident that 25 students started the course and did not finish. Weatherhead has a comprehensive policy of accepting students onto its A Level programme with GCSE grades that would prevent some students commencing Level 3 study at a number of other schools. The purpose of this is to give access to A Level success, A Level study and to value and recognise the A Level success across the full broad spectrum of A\*-E. Over several years, many students who have entered with low GCSE grades have been able to secure success at A Level and have gone on to university study. Many of these students are first generation, going to university. All the students who have left have had exit interviews along with, where appropriate, careers interviews and students have left to either take up apprenticeships, further training or jobs. No student left without any appropriate destination. The destination data for students leaving in 2017 indicates that 91% are known to be in education, employment or training; this compares favourably with national figures. Progression into further or higher education stands at 76%.

The average points score per A Level entry is 29.76 the average grade achieved is a grade C.

The Applied General cohort has an average point score of 21.00 however; this is not a significant metric as the number in the sample is nominal. In the English and maths progress measure, 13 students completed English GCSE with progress made in English standing at -0.38 and in mathematics 22 students completed with progress at 0.23. Taking due account of their starting points at KS2 and also success at GCSE most students on the resit programme have made progress but for some grade C remains a very real challenge. The ALPS Grade 4 shows that the school, in relation to progress, is succeeding extremely well for its students and the raw grade average, does not fully reflect the success of the Sixth Form. The number of students achieving AAB in at least 2 facilitating subjects was 2.8%. This reflects the generally broader base Sixth Form entry policy that Weatherhead has. It would be easy to increase this number by restricting the entry numbers by increasing entry requirements for Sixth Form courses; however, this would not be in keeping with our inclusive policy.

### A Level Headline Results:

A\*-E 98%

A\*-B 41%

A\*-C 72%

We doubled our number of A\*s at A level to a record 25 with outstanding achievement in Sociology with 7 A\* grades.

Based on Alps data, the greatest success at A2 was enjoyed by students taking: Applied Business, Biology, Drama & Theatre Studies, Design & Technology, Fine Art, Textiles and EPQ (all of these subjects were in the 75<sup>th</sup> and 89<sup>th</sup> percentile, indicating excellent teaching and learning). There was a significant improvement in Chemistry from an Alps 8 to 4. The lowest graded subjects were Computer Science, History and Physics; all of which had less than 10 entries.

Areas for improvement are Psychology, Maths and Media: internal tracking takes place to ensure that learning and teaching are monitored throughout the academic year and that students fulfil their full potential.



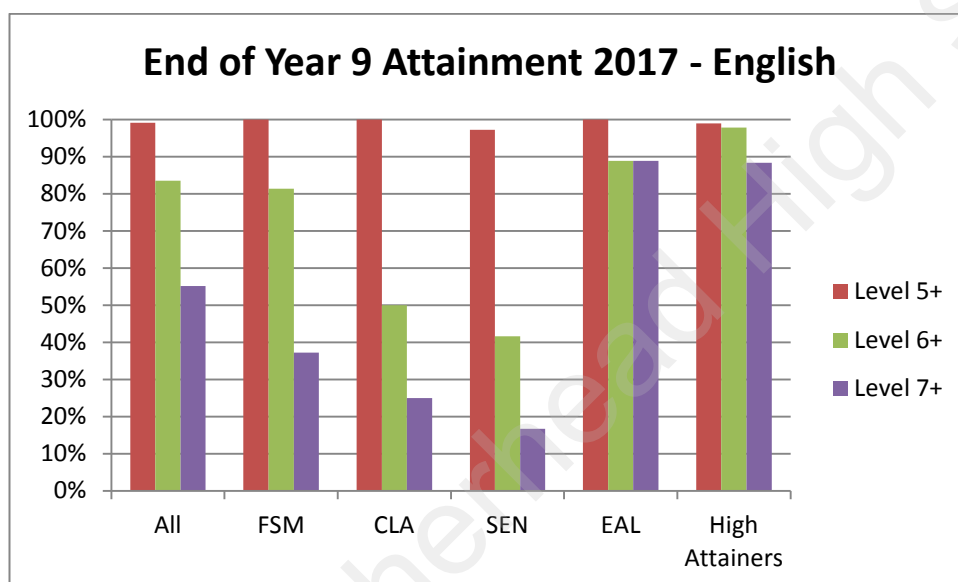
## Key Stage 3 Attainment

Student progress/attainment at KS3 is measured using a levelling system. During the last four years, curriculum areas have designed and refined level descriptors for each subject area, mapping out the skills and knowledge needed for success at GCSE.

The table below illustrates the Weatherhead Levels students should be achieving at the end of each year in Key Stage 3.

	End of Year 7 Expected Weatherhead Level	End of Year 8 Expected Weatherhead Level	End of Year 9 Expected Weatherhead Level
<b>High Ability Students</b>	5+	6+	7+
<b>Middle Ability Students</b>	4+	5+	6+
<b>Low Ability Students</b>	3+	4+	5+

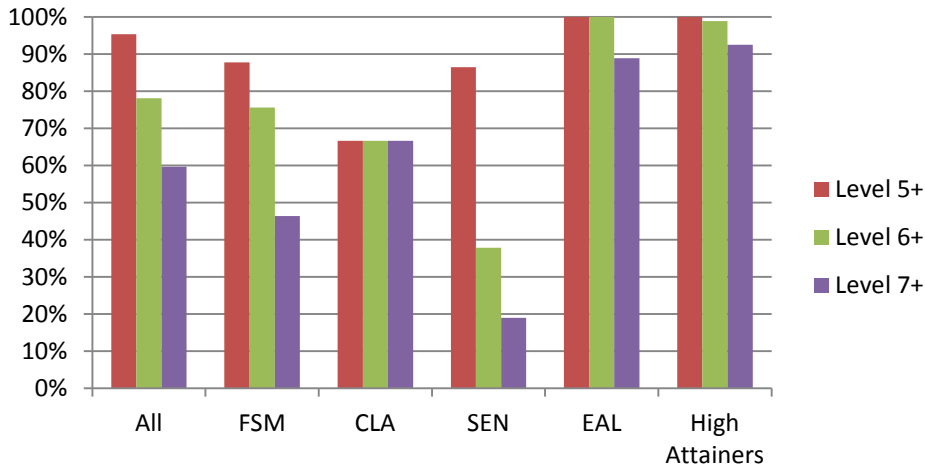
Weatherhead Key Stage 3 levels are not based on legacy National Curriculum levels.



In English, the attainment at the end of Year 9 was excellent in 2017, with 99% of students and 100% of FSM students achieving a Weatherhead Level 5 or above. The attainment of the students who started Weatherhead with Level 5 in Reading and Maths was equally impressive, with over 85% achieving a Weatherhead Level 7+.

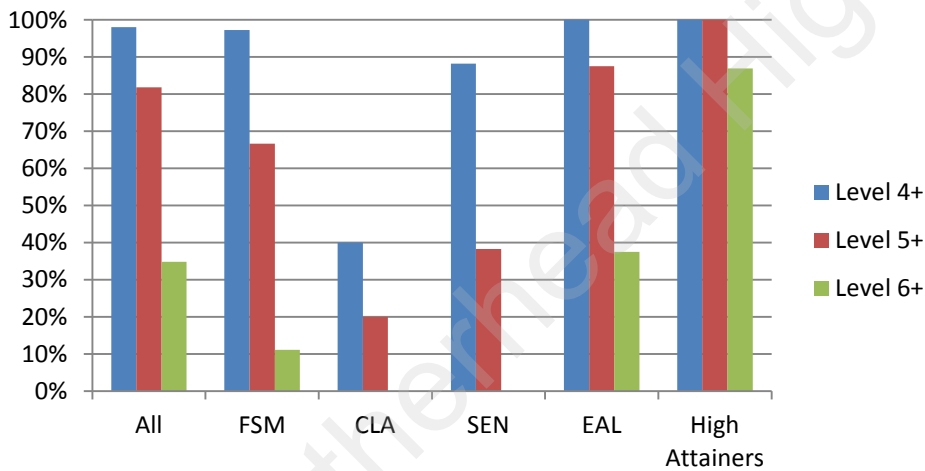


### End of Year 9 Attainment 2017 - Maths

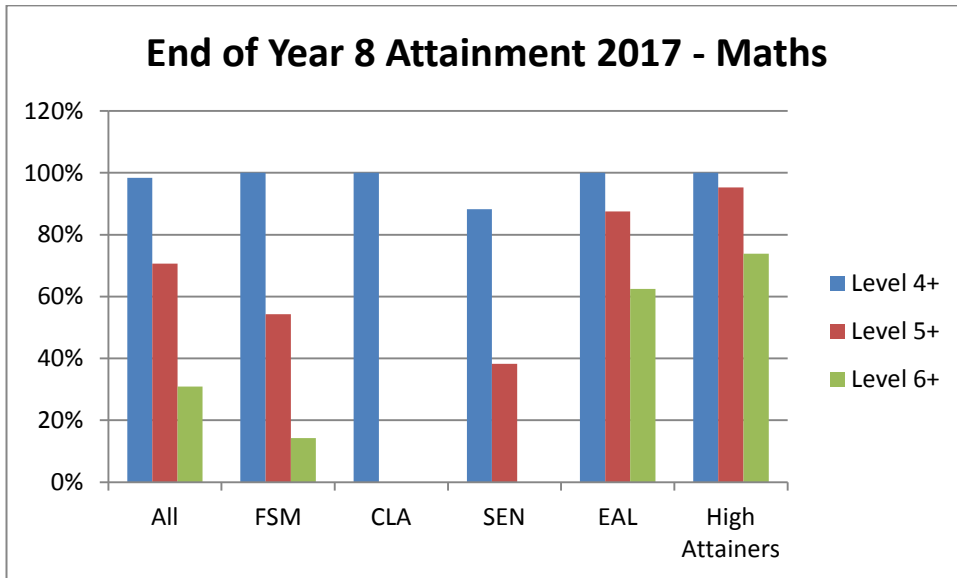


In Maths, the attainment at the end of Year 9 was excellent in 2017, with 95% of students and just under 90% of FSM students achieving a Weatherhead Level 5 or above. The attainment of the students who started Weatherhead with Level 5 Reading and Maths was equally impressive, with over 90% achieving a Weatherhead Level 7+ in Maths at the end of Year 9.

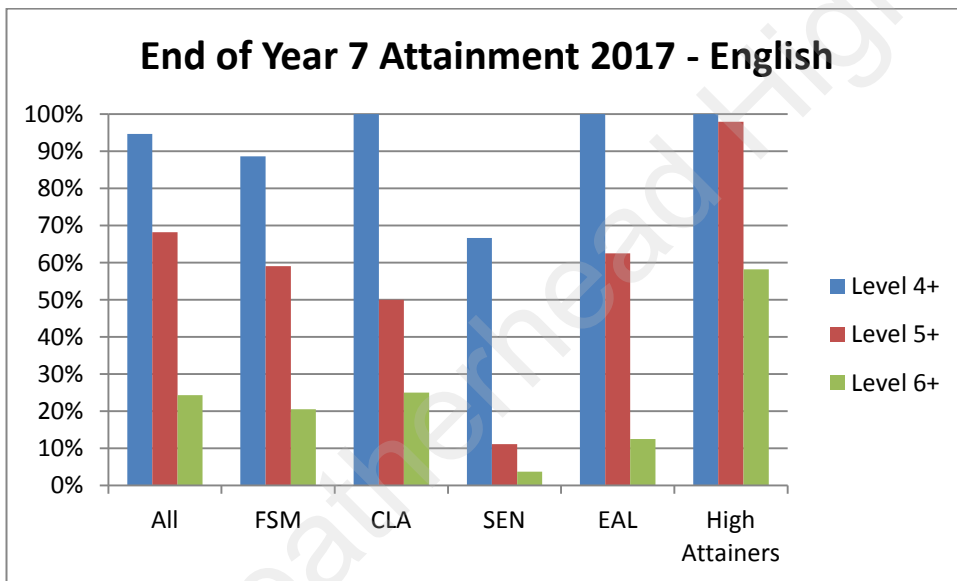
### End of Year 8 Attainment 2017 - English



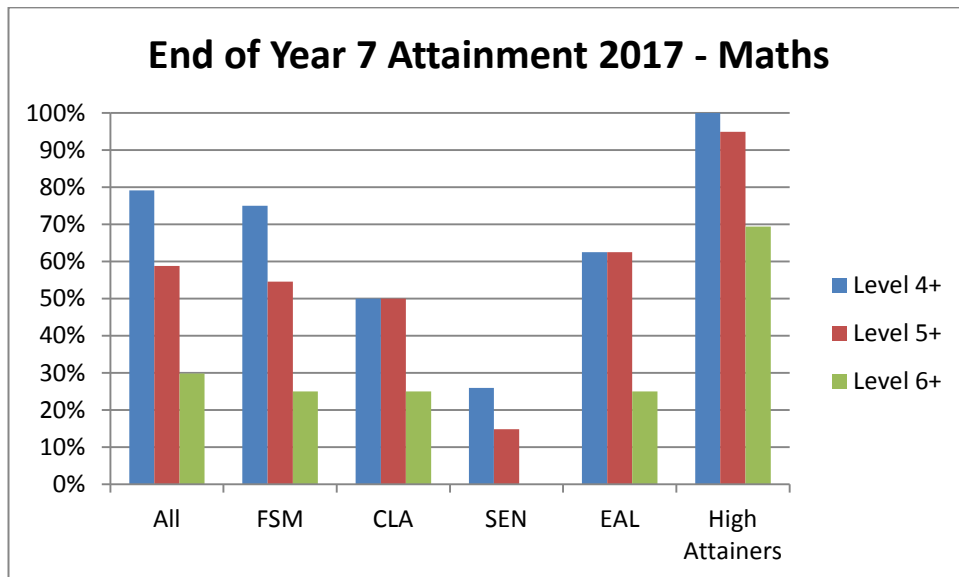
The attainment of students at the end of Year 8 in English in 2017 was very good, with over 80% achieving a Weatherhead Level 5 or above. The attainment of the Key Stage 2 High Attaining students was excellent with 87% achieving a Level 6. Nearly 70% of FSM students achieved a Weatherhead Level 5+.



The attainment of students at the end of Year 8 in Maths in 2017 was good, with over 70% of students achieving a Weatherhead Level 5 or above. The attainment of the Key Stage 2 High Attaining students was very good with almost 75% achieving a Level 6+.



The attainment of students at the end of Year 7 in English in 2017 was very good, with over 90% of students achieving a Weatherhead Level 4 or above. The attainment of the Key Stage 2 High Attaining students was very good with almost 70% achieving a Level 6+.

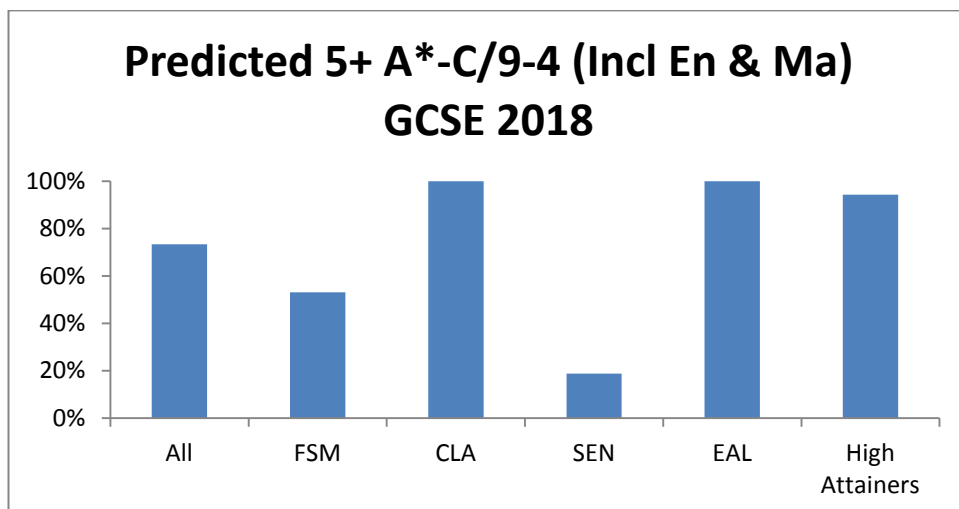


The attainment of students at the end of Year 7 in Maths in 2017 was good, with almost 80% of students achieving a Weatherhead Level 4 or above. The attainment of the Key Stage 2 High Attaining students was very good with almost 70% achieving a Level 6+, which is evidence of the impact of the Maths Mastery programme.

#### Current Year 11 Predictions

#### Year 11 Predictions August 2018 – Figures based on End of Year 10 data (July 2017)

	All Pupils (221)	Disadvantaged (82)
% 5+A*-C/9-4(EM)	73%	66%
% 3+ A*-A/9-7	40%	29%
% 9-7 English	31%	24%
% 9-5 English	89%	84%
% 9-4 English	97%	96%
% 9-7 Maths	29%	20%
% 9-5 Maths	74%	67%
% 9-4 Maths	86%	77%
% 9-7 English & Maths	24%	17%
% 9-5 English & Maths	74%	67%
% 9-4 English & Maths	86%	77%



Through curriculum planning, rigorous pupil tracking and a targeted intervention programme, the school is working to reduce the gap in the progress and attainment between disadvantaged learners and other learners in school.

### Quality Teaching & Learning – Grade 1

Evidence-Teaching and Learning is outstanding because teachers prepare highly effective lessons that motivate the students and gain their attention and provide inspiration for them to succeed. Differentiated lesson planning helps extend the success of all students and tasks are very challenging. This is evident in both our GCSE and A levels results and the increase in A\*-B grades at A Level and A\*-A/9-7 grades at GCSE this year show how we are continuing to stretch and challenge the students, even with the new and more challenging KS4 and KS5 curriculum. Our A\*-A grades increased in 20 subjects at GCSE and overall by 2% and there was a significant improvement in the top grades in A Level in Chemistry, Biology, Art, Textiles, Drama and Sociology this year. Feedback from the Governor Curriculum Link visits last year which focused on achieving top grades at GCSE and A level supports this view and the students themselves reported they felt challenged in every lesson and were always pushed to achieve their best. The governors were impressed by the student and staff commitment and classrooms were described as environments of high expectations.

Assessment for Learning in lessons has been developed over a number of years using a variety of different techniques and there was a real focus on differentiated questioning and effective feed forward marking e.g. the use of *purple pen* to ensure students respond to targets. Students have to respond to assessment targets and this provides a crucial aspect of the learning process. Teachers plan the curriculum to build on what has gone before and accurate assessments help to ensure that students fully understand and that any misunderstandings are identified and addressed. Last year the proportion of appraisal observation lessons judged to be good/outstanding was 99%. Of all appraisal lessons observed 65 % of lessons were graded outstanding. Section F on SISRA Observe shows that marking and feedback is of a very high quality with 99% of staff and the small number of staff who require improvement in this area are set specific targets and placed on a support programme and are monitored closely by curriculum leaders and SLT mentors. As well as the appraisal lesson observations regular 'Learning Focus' drop ins occur as indicated by the whole school tracker as well as additional lesson observations for those subjects requiring improvement and on the KS4 and KS5 Tracker.

Lesson Observations show that children are on task in their lessons. They concentrate fully and they are interested and engaged by the work that is given to them. This is because our teachers are highly qualified and have opportunity for on-going professional development e.g. all 15 Maths teachers have Mathematics Degrees. Pupils enjoy their lessons because they are given plenty of opportunity to solve problems. English lessons foster a love of reading and the Library plays a very significant part in encouraging children to love literature and explore reading activities. Teachers are very skilled at questioning, they used targeted questioning to develop answers and pupils are given plenty of opportunity to discuss their work. Students are keen to learn and they are exceedingly proud of their achievements and value their school. Student voice is monitored regularly by curriculum areas and the Senior Leadership Team as part of our Curriculum Quality Assurance programme and action has been taken swiftly if needed e.g. Yr 11 Computer Science last year extra support provided for all students in half term and Easter break.

New SoW for all subjects at KS3 have been developed ensuring that all Yr9 schemes include GCSE content for all subjects. Students do not opt for their GCSE subjects until January of Yr 9 to start in Yr10 ensuring we still provide students with a real breadth and experience at KS3. All students have a full day of their new option subjects at the end of Yr9. The new Mathematics Mastery programme has introduced problem solving which will help with the new examinations, and this has now rolled into Yr 8. Last year we started KS2- KS3 curriculum links with local primary schools in English, Maths, Science, History and Geography to ensure there is a good curriculum transition and no time is wasted in Yr 7, but we have also been able to support the primary schools in specialist areas e.g. using our staff and laboratories in Yr 6 Science. Whole school Literacy is very effective in KS3 and KS4 and adopted by all subjects and there are many initiatives and strategies across the school. Whole School Numeracy is an area for development as is part of the school development plan this year.

The school has an enviable reputation for the support that it gives its SEND students and its LAC students. There is a high level of commitment from all staff to ensure that all students who have challenging circumstances are supported and helped. We are particularly proud of the success of these students and the right balance is provided between support and allowing students to succeed for themselves. Parents receive written reports and are able to check a student's progress on a daily basis from exercise books and student planners. Parents are encouraged to make contact with the school should they have any concerns.

Areas of teaching and learning requiring improvement are identified in the whole school tracker 2017-18 with just 3 teachers having required or requiring an additional support programme in the last 12 months and subjects requiring improvement this year: Maths, Media, Psychology and Food.

### **Personal Development, Behaviour and Welfare – Grade 1**

Evidence – Students' behaviour is exemplary both in and out of lessons. There has only been three permanent exclusions in the past 6 years and a very small number of fixed term exclusions. Students arrive at lessons ready to learn. They concentrate fully on their studies and have the self-discipline and ability to channel their efforts to engage in challenging learning activities. At break and lunchtime, they display excellent behaviour involving themselves in clubs and activities and there is a very innovative and successful Active Playgrounds Programme for the younger students to engage in as well as whole school lunchtime events organised by the Sixth Form students e.g. Karaoke competitions, Film club and music concerts. Any issues of misbehaviour are tackled through a well-established system in the school which has been refined this year to include more involvement of the Senior Leadership Team at Lunchtime and after school and the students show great respect for each other and staff. Students are very well-mannered and respectful, they listen to the opinions of others and they demonstrate tolerance and are quick to challenge any form of discrimination. They indicate, through focus groups and questionnaires, that they are happy at the school and feel safe in the school. Staff fully support the behaviour programme in the school and the school has an effective 'no phones/device' policy and students fully understand the reasons for restricting their online communication to each other during the school day.

Their PSHCE course provides an excellent basis for students to develop an understanding of e-Safety and other issues. There is a very high quality external speaker visits programme that helps children understand key issues that affect them and the school actively seeks out opportunities for students to extend their knowledge and understanding of other cultures e.g. school visits. Students contribute ideas through School Council and they are keen to be involved with decision making regarding their school.

Attendance is good. A small proportion of students still take holidays during term time and this has been recently exacerbated by a court ruling indicating that 90% attendance is to be considered as good; we believe that students must achieve much higher attendance than 90%. The new initiative of using of the school mini bus in the morning and after school to engage with the hard to reach families and improve student attendance with some is starting to work.

There are detailed improvement plans for the PA students and other cohorts in each year group.

## Leadership & Management – Grade 1

Evidence – progress since the last inspection has been excellent. Examination results continue to improve despite new and more challenging examinations and new performance measures. Our recent P8 score of 0.25 rated above average and placing us in the top 18% of schools and an Alps Score of 4, representing very good performance at A Level, supports this. Behaviour is outstanding and the extra-curricular provision for students across the school is a particular strength. A very successful and expanding DoE Programme continues to provide a wide range of opportunities for our young people. Staff morale is very high and there is a very talented team of teachers who are keen to approve and try new approaches. The school continues its drive to ensure excellence in everything it does.

The Curriculum is excellent and continues to be broad, balanced and challenging at every Key stage and no student is excluded from doing their best at any point and given an appropriate pathway for them. Our Curriculum is fully comprehensive and provides opportunities for Social, Moral and Cultural development as it provides the skills needed to be successful but also teaches them to be world citizens. Spiritual development is focussed through assemblies and creative subjects.

Leadership development is an outstanding feature of the school's work. It is developed at all levels and students and staff have clearly defined opportunities to take leadership opportunity and secure support and training to ensure success. Governors give leadership and succession planning a very high priority and comprehensive and detailed planning ensures that the school is able to ensure that in all key positions the school is preparing for succession.

The quality of teaching continues to improve. Lesson observations are encouraged and staff are keen to be involved so that they may learn from each other and IRIS connect now in its second year, is a new Video recording technology allowing us to do this. The proportion of good and outstanding lessons has continued to rise and it is now very rare to see a lesson that requires improvement at Weatherhead. The monitoring of teaching is comprehensive and leads to accurate evaluations. The role of Curriculum Leader is highly effective and since the last inspection, the school has become a Teaching School and many staff have been involved in supporting colleagues both in Weatherhead and beyond. Targeted professional development ensures that areas identified as needing support receive the necessary help and established and successful members of staff have an opportunity to refresh and renew skills.

We have very effective tracking systems which provide a very detailed measure of student progress for each class and subject, this data is broken down by groupings e.g. LAC, HADs, LADS, SEN etc. and used to measure current progress throughout the year and monitor the effectiveness of our focused improvement plans, department high leverage targets, key initiatives and intervention. Our Whole School Tracker allows us to focus on particular areas for 2017-18.

Results are analysed in detail and shared with all staff and Governors. Governors are very effective and support the school in identifying the main priorities. They make formal visits to the school to challenge in relation to school improvement and other issues and they are tenacious in following up any areas of the school not on track to meet its targets.

Safeguarding remains a high priority and has been successfully co-ordinated by our Senior Assistant Headteacher, who has ensured that all statutory requirements are met and vulnerable students are protected. The team has in place an excellent support system for vulnerable students and staff are very committed and well-trained.

Parents are highly satisfied with the education their children receive and complaints are very rare. We have an open door communication policy and the Headteacher holds a half termly drop in for parents with no appointment needed which is well received by parents and carers. In a recent Year 7 Parents' Evening for new parents and carers, the feedback and comments received in our questionnaire were outstanding.

**Effective communication with parents and carers is a crucial to the effectiveness of the school and ways to develop this even further is part of the school development plan for 2017-18 e.g. The Weatherhead App.**

## Governors

Leadership is outstanding – The Chair of Governors is a NLG and all Governors are well aware of their roles and the committee structure works well, and they are particularly proud of the link visit programme. Last academic year Governors implemented a very strong transition and succession planning programme in relation to the appointment of the new Headteacher for September 2017. The Head of School was appointed as Headteacher in the Autumn Term and then took significant responsibility from January 2017, working closely with the Executive Headteacher. On appointment from September, there is continued support for the Headteacher from the CEO of Peninsular Multi Academy Trust.

Weatherhead is an outward facing school in the community and Governors played a significant role in the investigation and setting up of the Peninsular Multi Academy Trust for 2017.

Governor link visits last academic year focused on A\*-A/9-7 at GCSE and A\*-B at A Level. During the link visit programme 17 visits were completed and 17 reports received highlighting examples of excellence practice and possible action for improvement. Governors were overwhelmingly impressed with the challenge in all areas and the support and guidance given by staff. Governors were impressed by the student and staff commitment, and classrooms were described as environments of high expectations.

**ACTION for 2018 - Governors considering a more formal review of process and practices using the services of the NLG from outside the Wirral.**

Weatherhead High School



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