

West Hill School



Headteacher's Report for the Trustees 2013 - 2014

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West Hill School

Headteacher's Report for the Trustees 2013 - 2014

- 1. School re-opened** for pupils after the Summer Holiday on Wednesday 4th September 2013 with the following numbers on roll.

Year 7 - 173

Year 8 – 163

Year 9 – 159

Year 10 – 161

Year 11 – 166

Total number on roll: 822

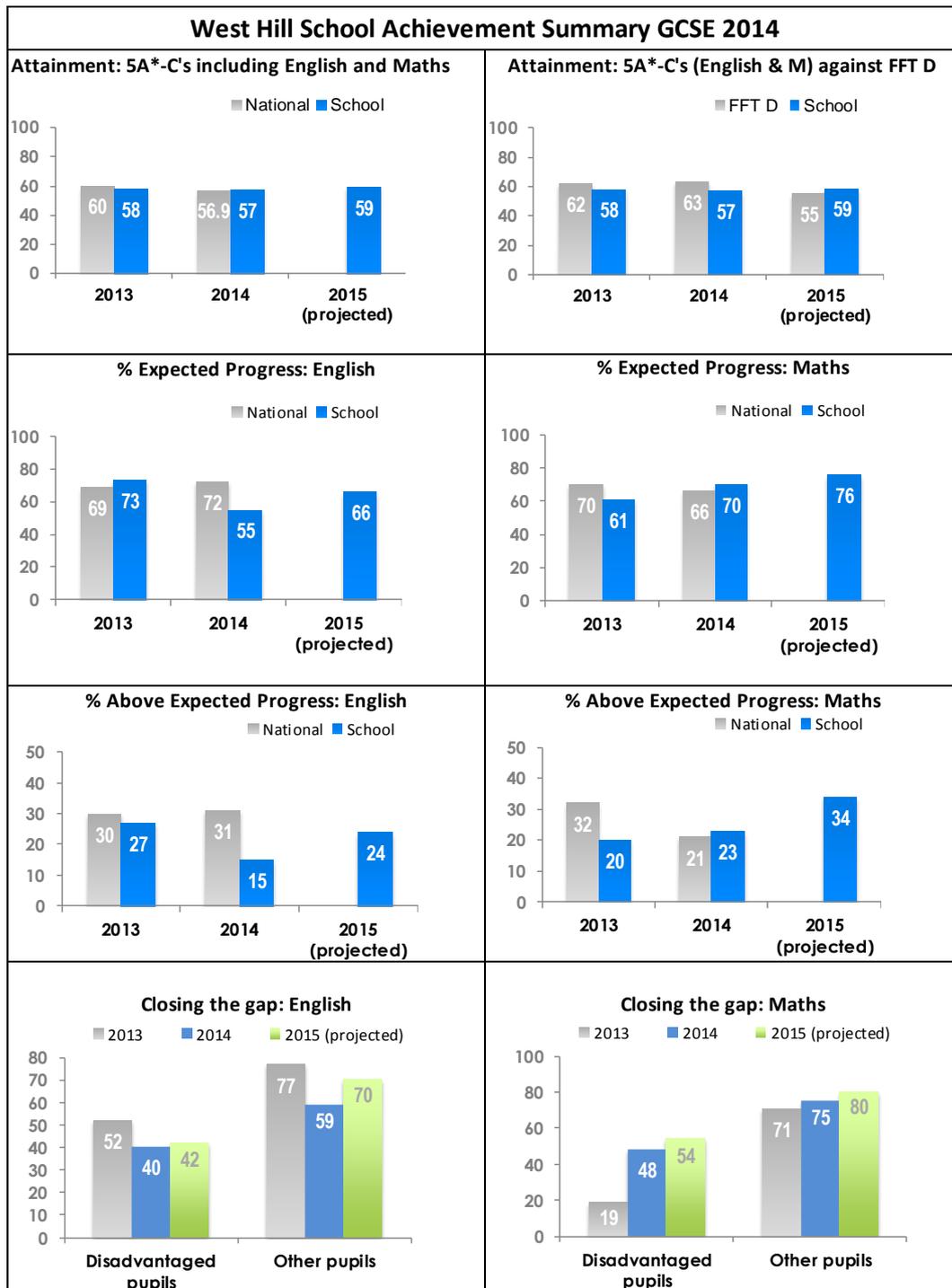
Ofsted inspection Wednesday 11th and Thursday 12th December 2013.

Following the above inspection the school was graded as inadequate and placed into special measures.

This judgement led to a complete re-organisation of the governing body, the development of a Post Ofsted Action Plan and a number of monitoring visits by HMI.

Documents detailing these changes, the POAP and HMI reports are available on the Governors section of the school website.

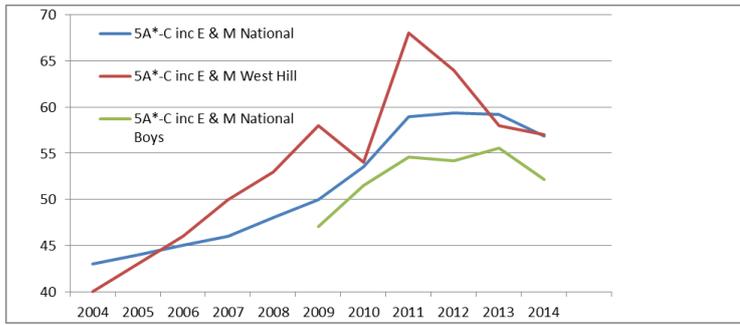
1. Achievement 2013 - 2014



2014

Rapid improvements in teaching are beginning to have an impact on achievement as recognised in the HMI report published July 2014. The impact is also demonstrated by 2013/14 in-school data, GCSE progress in Mathematics and attainment of 2014 leavers in a wide variety of subjects.

5A*-C including English and Maths



Attainment of West Hill School pupils as indicated by the proportion of pupils achieving 5A*-C's (EM) is consistently above that of boys nationally.

Attainment of West Hill School pupils has been above that of all pupils nationally in 7 out of the last 10 years, this is despite girls consistently outperforming boys nationally.

In 2014, 57% of West Hill School pupils gained 5A*-C (EM) in 2014, this compares well to boys nationally at 52% and Tameside boys 48%.

The 2014 outcome was adversely affected by much lower than predicted English results. Our pupils were entered in June. If the same results are analysed using the weightings used for pupils entered in November then 63% would have achieved a C grade, this would have increased whole school 5A*-C (EM) to 63%.

- A*-A attainment was above national averages for all pupils in Art, French, Geography and Mathematics (first entry).
- A*-A attainment was above national averages for boys in Art, French, Geography, Music and PE.

Geography was particularly strong with a 19% positive gap against all pupils nationally.

- A*-C attainment was above national averages for all pupils in Art, Biology, Chemistry, Physics, Business Studies, Geography, Mathematics (first entry), Music, PE and Vocational Studies (IT qualification).
- A*-C attainment was above national averages for boys in Art, Biology, Chemistry, Physics, Business Studies, Core Science, English Language, Geography, Mathematics (first entry), Music, PE and Vocational Studies (IT qualification).
- Art, Geography, Mathematics, Music and Vocational Studies all had positive gaps greater than 10% against all pupils nationally.

- Pupils achieved well in Btec subjects (Engineering) with 32% (34 pupils) achieving Distinction/Distinction* and 97% (104 pupils) achieving a Level 2 pass or above.

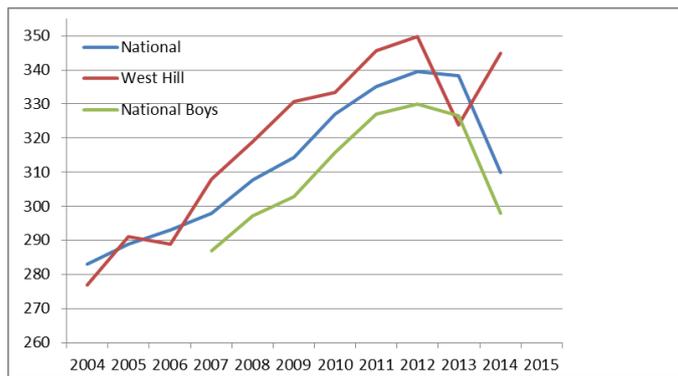
Best 8 – Above national averages

Best 8 shows a clear upward trend indicating consistent progress is being made across a wide range of subjects.

Improvements in KS4 performance across a wide range of subjects from 2013 to 2014 led to an increase in the school Best 8 measure to 344.93. This is well above national figures for 2014 for all pupils (310) despite girls outperforming boys nationally.

Nationally Best 8 performance declined in 2014, at West Hill it increased. West Hill boys consistently outperform boys nationally. In 2014 the school Best 8 was 12.1 points above the boys national figures (297.9) and even further above the local (Tameside) boys figure (290.5).

Using November English weightings further increases the school Best 8 to 346.43.



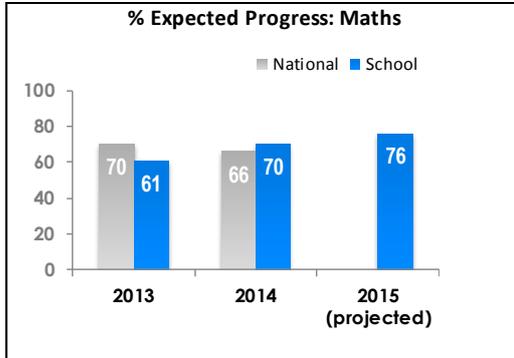
Mathematics Progress and Attainment 2014

Mathematics attainment and progress have rapidly improved since 2013. Staffing changes and restructuring of the departmental leadership have led to improvements in teaching and learning. Marking and feedback is completed more regularly. As a result assessment is more accurate and used well by teachers to plan and differentiate. Improved departmental data analysis has allowed earlier identification of underperforming pupils and helped to provide more effective support for pupils falling behind.

Mathematics attainment of 77% C or above is 15% above national averages for all boys and all pupils in 2014. When second entries are included 81% of leavers achieved a C grade or above.

Mathematics attainment at A-A* was 16%. Based on the latest figures available, this is equal to national averages for boys and 1% above national averages for all pupils.

Mathematics Expected Progress



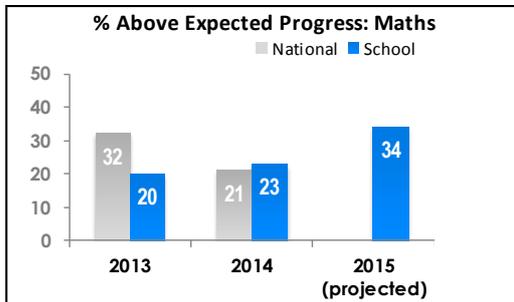
Expected progress (3 levels) increased by 9% on 2013 and is:

- 4% above 2014 national progress for all pupils.
- 5.5% above 2014 national progress for boys.
- 9.5% above 2014 Thameside progress for all pupils.
- When best entries are included 72% of West Hill pupils made expected progress in Mathematics.

Mathematics Above Expected Progress

The proportions of pupils making above expected progress is above national figures and shows an improving trend.

Including Best Entry increases 2014 above expected to 25%.



The proportion of pupils making above expected progress nationally dropped by 11%.

At West Hill School it increased by 3% and is 2% above 2014 national figures for all pupils.

When best entries are included 25% of West Hill pupils made above expected progress in 2014.

Mathematics Disadvantaged Pupils

The attainment and progress of disadvantaged pupils is below that of other pupils but is improving. The in-school expected progress gap has closed from -52% in 2013 to -27% in 2014.

The gap against national figures is also improving from a gap of -52% in 2013 to -28% in 2014.

Projections for 2015 show that the in-school gap will close further as 54% of disadvantaged pupils are forecast to make expected progress, a 7% increase on 2013.

The proportion of disadvantaged pupils making above expected progress is below other pupils. However this is improving rapidly. In 2013 no disadvantaged pupils made above expected progress. In 2014 five disadvantaged pupils made above expected progress, leading to an in-school gap of -7%.

Projections for 2015 show that the in-school gap will close further as 23% of disadvantaged pupils are forecast to make above expected progress. If these figures are realised then disadvantaged pupils at West Hill will be outperforming all pupils in 2014 nationally on this measure.

English Progress and Attainment 2014

English attainment dropped against 2013 and is much lower than is typical for this department. English attainment at A*-C and A*/A were both SIG+ in 2012. English progress was above national averages for all pupils in 2 of the past 3 years despite the large national gender gaps.

West Hill pupils were adversely affected by being assessed in June rather than November. All pupils were entered in June to give them the best chance of achieving their potential by maximising the teaching time available.

A*-C attainment at 57% was above national averages for boys in 2014 but below national averages for all pupils. When June entries are analysed using the weightings used in November, 65% would have achieved a grade C.

A*/A attainment was below national averages for boys by 1% and so also below national averages for all pupils.

English Expected Progress

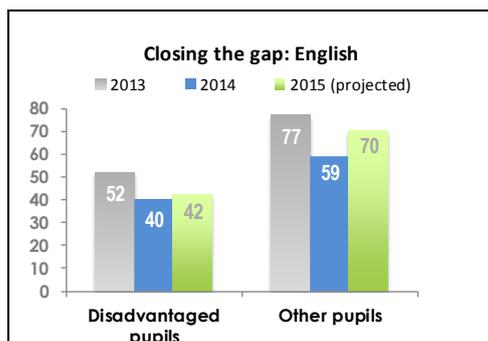
English expected progress of 55% was a 18% decrease on 2013 and was below 2014 national progress for all pupils (72%). When June entries are analysed using the November exam weightings 63% make expected progress. This is 3% below boys nationally and so still a priority for improvement.

English Above Expected Progress

Above expected progress decreased on 2013 and is a priority area for improvement. The English department predicted 23% of 2014 leavers would make above expected progress, the actual figure was 15%.

Current predictions are that this will increase to 24% in 2015. This will still be below the proportion of pupils who achieved this nationally in 2014 (provisionally 31%).

English Disadvantaged Pupils



The progress of disadvantaged pupils improved in relation to other pupils.

The in-school gap closed from -25% in 2013 to -19% in 2014.

Projected gap for 2015 is 28%.

End of Year Achievement Headlines KS3

The end of year data snap-shot was taken in July 2014. As a consequence, some of the initiatives introduced to improve performance are still at an early stage of implementation and the figures should be considered with this in mind.

The proportion of pupils on target to make 3 levels of progress in English is above 2014 national averages for all pupils in **all current years**.

The proportion of pupils on target to make more than 3 levels of progress in English is above 2014 national averages in current Year 8 and 9.

The proportion of pupils on target to make 3 levels of progress in Mathematics is above 2014 national averages for all pupils in **all current years**.

The proportion of pupils on target to make more than 3 levels of progress in Mathematics is above 2014 national averages for all pupils in **all current years**.

End of Year 2013/14	National All pupils 2014	National Boys 2014	Current Year 11	Current Year 10	Current Year 9	Current Year 8
English Expected Progress (MEP %)	72%	67%	74%	79%	88%	81%
English Above Expected Progress (national is provisional) (AMEP %)	31%		21%	17%	33%	43%
Maths Expected Progress (MEP %)	66%	65%	77%	85%	87%	89%
Maths Above Expected Progress (national is provisional) (AMEP %)	21%		36%	26%	26%	65%

At the end of KS3 more than 90% of current Year 10 pupils had made expected progress across the key-stage in IT, PE and RE. More than 80% of pupils had made expected progress in Geography. More than 70% had made expected progress in Art, English, French, History, Mathematics and Technology.

10/12 KS3 subject areas achieved the AMEP target of 40% with current Year 8 pupils, this means these pupils are on target to exceed expected progress at KS4.

Positive progress gaps for EAL pupils in Years 8, 9 and 10 in English and Years 8, 9, 10 and 11 in Mathematics.

Positive/Zero progress gaps for PP pupils in Years 9 and 10 in English. Closing gap for PP pupils in Year 9 Mathematics, -6% at the end of 2013/14.

Positive progress gaps for SEN pupils in Year 9 in English.

Pupils' progress is not held back by an inability to read accurately and fluently. Most pupils read widely and well. Those pupils who have fallen behind are being helped to make rapid progress, for example by the end of Year 7 91% of catch up pupils had made 3 or more SL progress, 100% had made 2 or more SL progress.

Note: All pupils are set targets that would lead to 4 levels of progress (AMEP) from KS2 to KS4. Departments are judged on the proportion of pupils making progress that would lead to 3 levels of progress (MEP) from KS2 to KS4 and 4 levels of progress (AMEP). The 2013/14 benchmark was 80% MEP and 40% AMEP. These have been revised upwards to 90% and 45% for 2014/15 reflecting the schools commitment to raising expectations.

Class of 2018		Progress				Disadvantaged Pupil Gaps						Attainment
		English		Maths		English			Maths			
KS2	Date	Above expected	expected	Above expected	expected	PP	SEN	EAL	PP	SEN	EAL	3 levels of progress incl Eng & Maths
0.7 sig +	FFTD (from KS2)		65		66							
	14th July (F/Year)	43	81	65	89	-16	-21	14	-3	-11	12	75

Class of 2017		Progress				Disadvantaged Pupil Gaps						Attainment
		English		Maths		English			Maths			
KS2	Date	Above expected	expected	Above expected	expected	PP	SEN	EAL	PP	SEN	EAL	3 levels of progress incl Eng & Maths
0.7 sig +	FFTD (from KS2)		63		63							
	14th July (f/year)	33	88	26	87	-7	-2	14	-6	-19	14	80

Class of 2016		Progress				Disadvantaged Pupil Gaps						Attainment	
		English		Maths		English			Maths				
KS2	Date	Above expected	expected	Above expected	expected	PP	SEN	EAL	PP	SEN	EAL	3 levels of progress incl Eng & Maths	
0.7 sig +	FFTD (from KS2)		62		62								
	14th July (f/year)	17	79	26	85	-10	-7	2	-20	-9	10	68	

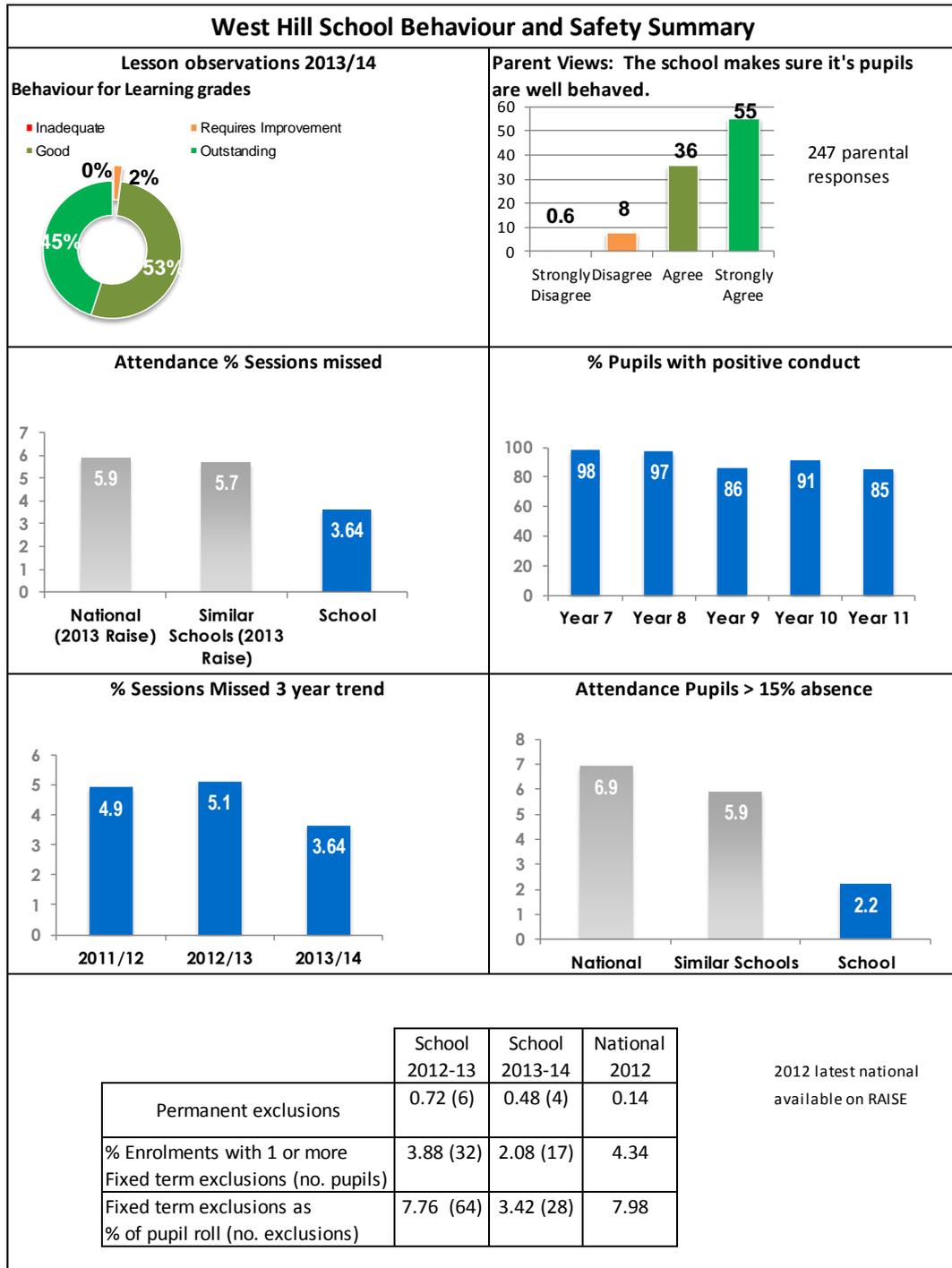
Class of 2015		Progress				Disadvantaged Pupil Gaps						Attainment	
		English		Maths		English			Maths				
KS2	Date	Above expected	expected	Above expected	expected	PP	SEN	EAL	PP	SEN	EAL	5 A*-C incl English and Maths	Best 8 points score
- 0.2	FFTD (from KS2)		61		59							55	343
	23rd June	21	74	36	77	-9	-5	18	-24	-24	15	65	326.23

The proportions of pupils exceed expected progress in English is still causing concern. A plan is in place to address this issue.

PP gaps for PP pupils in Years 8 and 11 in English and Years 8, 9, 10 and 11 in Mathematics are still a concern. These gaps were greater than 10% at the end of 2013/14. A plan is in place and these pupils are being monitored weekly by the Assistant SENCO.

Negative gaps greater than 10% for SEN pupils in Year 10 in English and Years 8, 9, 10 and 11 in Mathematics are also being monitored weekly by the Assistant SENCO and a plan to close these gaps is in place.

2. Behaviour and Safety 2013 - 2014 (including SMSC)



Behaviour and Safety Headlines

Based on lesson observations conducted throughout the academic year 98% of lessons have good or outstanding behaviour for learning.

91% of 247 parental responses agree or strongly agree that West Hill pupils are well behaved. This is further supported by the vast majority of pupils achieving positive conduct points.

Attendance was at all-time high of 96.36% (please see below) compared to a national average in 2013 of 94.4 and persistent absentees is well below national averages.

Attendance by Year Group

Year 7	97.28%
Year 8	96.67%
Year 9	96.61%
Year 10	95.59%
Year 11	95.63%
Overall	96.36%

Attendance	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15 (YTD)
	94.2	94.8	95	95	96.36	96.73

This is the best ever attendance recorded by the pupils of West Hill School.

A total of 109 (61) students, 31 (18) in year seven, 21 (12) in year eight, 25 (6) in year nine, 15 (12) in year ten and 17 (13) in year eleven, achieved 100% attendance in the 2013 – 2014 academic year. Thirteen (Eight) pupils have achieved 100% attendance for two consecutive years, five (two) pupils for three consecutive years, one (two) for four consecutive years and one for five (zero) consecutive years. The figures in brackets refer to last year’s attendance.

The July 2014 HMI monitoring visit report made references to the high standards of behaviour in the school, “It is important to note the unfailing courtesy, maturity and highly positive attitudes to learning shown by students during this monitoring inspection”.

Behaviour and safety profile 2014-15 (YTD 15/11/2014)	Year 7	Year 8	Year 9	Year 10	Year 11	School
% Pupils with positive conduct	100%	98%	95%	95%	91%	96%
% Pupils with negative conduct	0%	2%	5%	5%	9%	4%

The majority of students are keen to learn, pupil attitude to learning was judged to be as Good or Outstanding in almost all lessons observed in 2013/14. Behaviour for learning has been the strongest element of lessons observed so far during 2014/15 A very large majority of pupils are attentive and eager to both ask and answer questions and take an active part in the lesson. Almost all students arrive ready to learn and bring the right equipment.

Almost all students listen well to each other and their teachers. Almost all students respond very quickly to teachers’ instructions which allows lessons to flow smoothly. A very small minority disrupt lessons at a low level. A recent focus on this disruption has focussed staff and students on the issue and empowered staff to tackle it with speed and rigour.

Pupils have positive educational experiences at school, they are punctual and attendance is higher than national averages. The attendance officer and pastoral team work to support the small numbers of pupils who are persistently absent. This includes home visits and re-integration.

The vast majority of students behave well during break, lunch times and when moving around the school. A lunch time detention room is available but rarely used.

Bullying is rare. The vast majority of parents are pleased with the school's control of bullying. Pupils reported to Ofsted in 2013 that reported incidents are, "dealt with effectively and efficiently" and explained that they feel safe during the July visit. Relatively minor incidents are investigated by the pastoral team which helps to ensure that pupils felt confident that staff will listen to their concerns.

A very small minority of pupils are helped to improve their behaviour through wide-ranging additional intervention strategies; all but a tiny minority of these pupils respond positively to the interventions over time. There were four permanent exclusions during the 2013/14 academic year. All of these decisions were reviewed by the governors and found to be regrettable but unavoidable.

Admissions

Places allocated by the Governor's Admission Committee were as follows:

Children with Statements	= 2 (3)
Criteria 1. Children in Public Care (Looked after Children)	= 2 (2)
Criteria 2 Children and families with exceptional medical or social need	= 0 (2)
Criteria 3. Siblings: Boys who have a brother at the school	= 34 (32)
Criteria 4 Children of staff	= 0
Criteria 5 Single sex education: when a preference for single sex education is stated (based on distance due to the number of applications being in excess of 132)	= 132 (113)
Criteria 5 All other applications on distance	= 0 (0)

170 in total

Figures in brackets refer to admissions in September 2013.

Exclusions

Fixed term exclusions continue to show a declining trend and are well below the national average for all pupils and significantly below the national average for boys. The figure for 2013/14 is less than a half of that in 2012/13.

Permanent exclusions are running above the national average.

Summary for the Year

There have been 28 (67) exclusions so far this year representing 3.4% (9%) of the school roll compared to a national average of 7.98% for all pupils and 11.3% for boys.

17 (33) pupils or 2.08% (4%) of the school population have excluded so far this year compared to a national average of 4.34% and 6.12% for boys.

7 (17) pupils or 0.87% (12%) of the school population have been excluded more than once.

4 pupils have been permanently excluded, which is above the national average. However this figure contains two very challenging pupils who were permanently excluded whilst being educated off site as part of our alternative curriculum provision.

The figures in brackets refer to the same period in the previous year.

MIND

In order to recognise and try to deal with the growing issues around mental health and well-being the school has been working with MIND. The link with MIND was organised by Mrs Aylward and Mrs Gorman.

- The service has been popular with 92 out of the 260 sessions available within the contract being taken up.
- The most common presenting issue has been addiction
- All the young people that have accessed the service came with 2 or more presenting issues.
- Year 10 has been the highest user of the service with 50% of use.
- 87% those who used the service reported back that they had improved.

- All users completed the Young Person's Evaluation Questionnaires which were 100% positive.

Ambitious and Achieving

Week beginning 25th November was A & A presentation week. During special extended assemblies 320 pupils identified as Gifted and Talented were presented with their badges.

Debate Mate

The School signed up to "Debate Mate" again this year which is an after school debating club that aims to develop confidence, interpersonal communication and higher order thinking in young people. This is organised by Mrs Millington.

Trips, visits and events

The following trips, visits and events took place throughout the Autumn Term.

- A number of Duke of Edinburgh Award activities, including various expeditions. All the activities were organised by Mrs McCabe and her D of E team.
- Various activities related to the Three Peaks Challenge. All the activities were organised by Mr Hind.
- Year 7 and 8 STEM Clubs.
- Climbing Club.
- The Learning Challenge, where pupils from Year 10 mentor selected pupils from Year 7. Organised by Mr O'Dowd.
- Fund raising events for Uganda.
- Activities relating to the School Council. Organised by Mr André.
- Various Pastoral Support Plan meetings. Organised by Mrs Aylward, Mrs Sanders and Mrs Price.
- Jazz Orchestra practices.
- Pastoral meetings.
- Careers events
- Debate Mate events
- Visits to Willow Wood

Community Relations

Remembrance Services

On Sunday 10th November, the Head Boy and Deputy Head boys laid a wreath at the Remembrance Day Service at Stalybridge. Prefects also helped the British Legion to distribute poppies on the day. In response to a request by the Mayor the school band played at the Remembrance Day Services at Waterloo and Werneth Low.

During Remembrance Week pupils were involved in a workshop led by a visiting speaker on the conditions and experiences of soldiers in the First World War. A number of fund raising activities were also organised these included cake selling, coffee morning etc and a magnificent £508.84 was collected for the Poppy Appeal. The appeal was organised by Mr Lees and the History department.

Carol Services

Our annual school carol service was held on Tuesday 10th and Wednesday 11th December at Holy Trinity Church, Stalybridge. Full congregations of parents and friends enjoyed both evenings. Mr Wells, Mr Cross, Mrs Millington and Mr Palmer deserve congratulation for their hard work in organising this outstanding event.

Musical activities

Individual tuition for pupils in brass, guitar and percussion has continued throughout the year. The Jazz Orchestra continued to practice and perform throughout the year.

A very successful Spring Concert organised by Mr Wells was held at Holy Trinity Church in Stalybridge.

Charity Fund Raising

Last academic year the school has raised a remarkable amount of money for charitable causes. This includes:

OKE (Our Kids Eyes)	£10, 705.13
Macmillan Coffee Morning	£190

Willow Wood (IDP Project)	£1, 323.38
Willow Wood (bag packing)	£1, 139.36
Willow Wood (Christmas Beanies)	£43
Philippines Typhoon Appeal	£663.97
Children in Need	£248.61
Readathon	£1, 498.70
Poppy Sales	£508.84
Remembrance Coffee Morning	£108
Teenage Cancer Trust	£200

A grand total of £15, 120.15. I should like to congratulate pupils, parents and staff for their contribution in raising this outstanding sum for charity.

In addition, 125 boxes have been donated to Operation Christmas Child.

Over the past six years we have:

raised the outstanding sum of £72, 511.81 for charitable causes; and
donated 450 shoe boxes to Operation Christmas Child.

We also raised a remarkable 680Kg and 754Kg for the local Trussell Trust Foodbank in October and April respectively following two non-uniform days.

PA Activities

The association continues to be active, meeting twice per term. The PA Draw continues to be very successful and one prize of £100 and two of £70 are awarded every month.

The PA have donated in excess of £3, 000 to departments this year.

Careers Guidance

Mr Musiol and Mr Dooling provided our usual programme of talks, interviews and advice for pupils in Years 10 and 11.

Representatives from further education providers visited school to talk to Year 11 pupils about post 16 educational opportunities.

A Year 11 Post 16 Moving on event was organised by Mr Musiol on Thursday 24th October.

PE Activities

Sports coaching continued throughout the year.

Congratulations to:

- Alex Meredith, Callum Bolton, Jack Heathcote and Conan Bligh who have been selected to play rugby for Lancashire County U15s. Alex and Callum have also been chosen to attend Sale Sharks Academy.
- Lewis Thompson who became Tameside U14 Cross Country Champion.
- The U12, U14 and U16 cross country teams who became Tameside Cross Country Team Champions.
- Archie Palmer who qualified for the National Final Golf Competition of the GB Tour by winning the regional competition of this national event. He later won the Cheshire Boys U14 Golf Championship.
- Luke Kelly who won the U16 English Schools Golf Championships and subsequently represented England in an international match against Wales
- Jordan Connor (Y9) who was selected to be a member of the National Sea Cadet Physical Training Display Team who performed the Royal Navy Hornpipe Dance and Club Swinging in the Trafalgar Day Parade.
- Keir Hankinson (Y8) who was selected to represent England in the World Union of Karate Federations. European Karate Championships.
- Joseph Burns (Y7) who was selected to represent England in the Kickboxing World Championships held in Italy.
- Sports Ambassadors who had a training session with British Judo Star Sophie Cox.
- Lewis Thompson (Y9) and George Broadbent (Y8) who continue to play and attend weekly training sessions with Manchester United. Lewis was also selected to play for England U16s against Belgium.
- Danny Paul who represented Greater Manchester at football.
- Harley Tennant who represented Greater Manchester at swimming.
- Sunday Muka (100m), Charlie Headock (Discus), Lewis Hannah (Pole Vault), Lewis Walker-Ward (Shot) and Matthew Smith (High Jump) who all became Greater Manchester Athletics Champions

by winning their events at the recent Greater Manchester Athletics Championships.

- Sunday Muka, Charlie Headdock, Lewis Hannon and Jaryd Fletcher (100m) who represented Greater Manchester in the English Schools Athletics Championships held in Birmingham on 10th and 11th July.
- Lewis Thompson (300m) represented Greater Manchester at the Inter-Counties Athletics Championships held in Birmingham on 21st June.

Former Students Congratulations to:

Ajayesh Mistry who has qualified as a Doctor at Birmingham University.

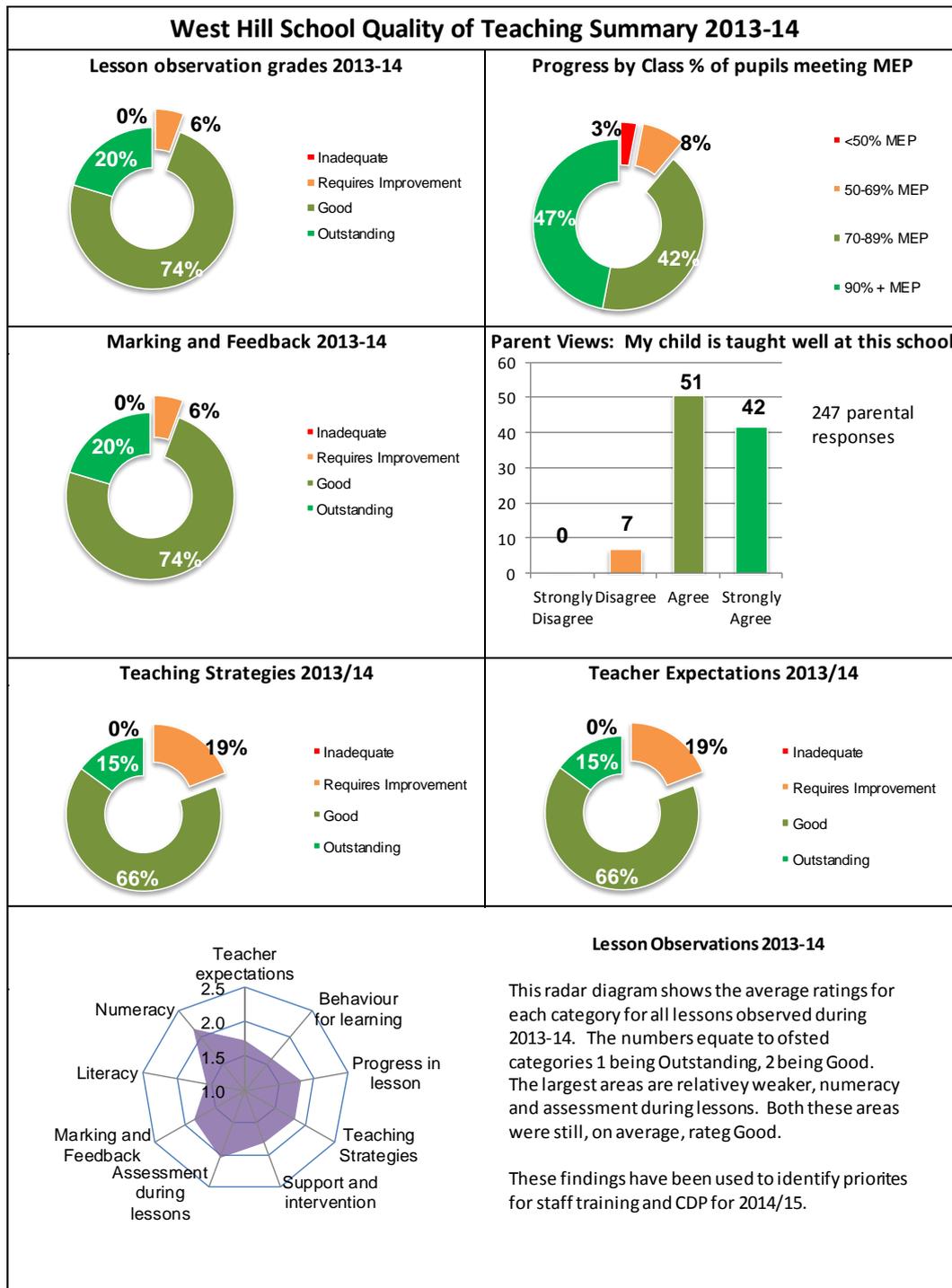
Nick Vernon who has been awarded a First Class Honours Degree in Professional sound and Video Technology at The University of Salford (Media City Campus)

Andrew Robertson who, after securing a bronze medal at the World Relay Championships held in the Bahamas won a silver medal as part of GB 4x100m squad in the Glasgow Commonwealth Games.

Zak Miller and Jack Crabtree who left in 2013 and were selected to represent Great Britain in the European U20 Cross Country Championships.

Former student Joe Gregory who has been accepted to study Natural Science at Sidney Sussex, Cambridge University

3. Quality of Teaching



Quality of teaching

The second HMI monitoring inspection recognised nine areas of strength in teaching at KS3.

Teaching over time is consistently good. Most pupils currently in the school are making good progress over time and the rate of progress is increasing. The improvements in teaching are leading to improvements in achievement data,

however there are still some significant gaps between school and national figures.

Teachers have high expectations. Targets are set for pupils to make at least 4 levels of progress to be made from KS2-4. Planning has improved so that teachers take more account of prior learning.

Observed lessons (20 in the first half-term of 2014-15) show that the students have a positive attitude to learning, teachers have high expectations, teachers provide many opportunities for students to use literacy skills, teachers assess throughout the lesson and adapt their teaching to meet students needs, a wide variety of teaching strategies are in use. The positive climate for learning is also evident in behaviour and achievement monitoring data.

A wider evidence base is now being used to assess the quality of teaching provided by each teacher. Unannounced learning walks have identified clear strengths in 90% of lessons visited. Areas for development have been identified in the remaining 10% which have been followed up with middle-leaders.

Self-evaluation of teaching quality has been subjected to quality assurance. Observations conducted with external advisors from the LA, outstanding schools and lead Ofsted inspectors have shown in-school judgements to be in line with the external standards. External consultants have worked with the English and Maths departments in the past year to advise on further improvements.

Homework levels have increased since Ofsted 2013. Homework is set and marked regularly and provides opportunities for students to extend their studies outside the classroom. Homework clubs, sports practices, music rehearsals, STEM club and outdoor education are well attended and are a strength of the school.

Work scrutiny carried out by middle leaders (at least every six weeks) shows that work is marked and assessed regularly and good quality marking gives clear and precise guidance on their strengths (WWW) and ways to improve (EBI). Some students are taking more time to get used to responding to this feedback, this is a current priority.

Pupils are encouraged to read widely and often. An E-library has been introduced and pupils are encouraged to read during some form periods. Reading age testing and monitoring has been increased. Early literacy intervention has had a positive impact on pupils involved.

The progress data of pupils currently in the school shows that most are able to communicate, read, write and apply mathematics well.

Appointments - New Staff

This year we welcomed the following new staff:

1. Miss Butler as Head of Maths;
2. Mrs Capper, Mr Garcia Reyes, Mrs Hanifian and Mrs J Taylor who join the SEN team;
3. Mrs Jones who joins the mid-day team; and
4. Mr Clegg who joins the PE department.
5. Mrs Parkes as Head of English (from 1st January 2014)

Staff Absence

Several meetings have been held with staff as part of the absence policy and school has received a number of occupational health reports.

Mr Lees absent was much of the first term.

Miss Berry, Assistant SENCO, was absent for a significant part of the year.

Mrs Taylor was absent for much of the year and following a Governor's Medical capability Hearing her contract was terminated.

Maternity Leave

Miss Mason, Food Technology, was on maternity leave until May 2014.

Miss Diaczuk, Maths, commenced her maternity leave in April 2014

Parents Consultation

A consultation afternoon was held for parents of pupils in Year 7 on Thursday 14th November.

The following parents evening were also held on the following Thursdays:

*Year 7 on 19th June
Year 8 on 1st May
Year 9 on 13th March.
Year 10 on 6th February
Year 11 on 12th December.*

Professional Development

Staff Training

Staff and governors attended twilight Teaching and Learning training sessions on Wednesday throughout the year.

Staff continue to attend a wide variety of training courses linked to the school priorities identified in the POAP including:

assessment, outdoor education leadership, First Aid, Diabetes, Apprenticeships, Photoshop, Autism, DofE, SENCO, Maths retraining, OFSTED, PHSE, SIMS, Child Protection, Enterprise, NPQSL, NPQH, use of the Climbing Wall, NQT Mentoring, ITT, Assertive Mentoring, Gifted and Talented, Outstanding Teacher, Inter-faith, Careers, Access Arrangements for GCSE, Controlled Assessments, Exams Officer training, PHSE, Improving Teacher, Teacher Appraisal, ICT Network Management, Raising, Co-ordinating EPC, Maths in Science, Improving Behaviour Management and a number of subject specific courses.

Shadowing opportunities continue in which staff volunteer to develop their skills set by shadowing a senior member of staff in their area of responsibility.

The following CPD activities continued throughout the term:

- Leaders of Literacy meetings
- Departmental CPD
- Middle Leaders meetings
- Heads of Year meetings
- Year Group meetings
- Twilight training sessions

Global Entrepreneurship Week 18th to 22nd November

The wealth of activities during Global Entrepreneurship Week was recognised with the award of High Impact Status for the fourth year running. The events were co-ordinated by Mr Butterworth.

Finance

During previous years, small surpluses have accrued and this has enabled the school to invest in improving the school premises. The school continued these sound financial operations during 2013/14 and once again, the current financial year has ended with a small surplus.

The accounts were audited during the last week of September and the first in October and are due to be presented by the auditors to the Headteacher and Chair of Governors during the first week of December.

Improvements to the school premises

During 2013/14, due to a successful bid to the Academies Capital Maintenance Fund (ACMF), we were allocated £735, 754 in order to refurbish the roof of the Main block and replace the windows to the same building.

We also invested an additional £460, 000 on building a storage area to replace a number of containers and an extension to the sports hall in the form of a fitness suite.

Allocation of the ACMF capital grants for 2014 – 2015.

West Hill has had further success in bidding to the ACMF in January 2014 for a grant to replace the existing Portakabin building with an 11 classroom brick built block.

In total 2,015 academies applied for 3,300 projects worth more than £1.4 billion.

Following assessment and moderation £393 million was allocated to 1,134 academies for 1,388 projects at an average of £346, 560 per academy and £283, 141 per project.

West Hill has been allocated £1,523, 587 or 4.4 times more than the average per academy and 5.4 times more than the average project.

Since converting to an academy we have been awarded £2, 948, 341 following competitive bidding rounds to the ACMF.