



BLACON HIGH SCHOOL SUCCESS THROUGH PARTNERSHIP

Head's Report for Governors – July 2021

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Covid Update

Over the last academic year, we have had a total of 64 cases of Covid within school at the point of writing. 18 staff and within this 5 teachers, 13 support staff and then a total of 46 students covering every year group in school. After a period of calm towards the end of April and May, cases picked up once more in June which led to mass PCR testing on the 17th June to which we had an 80% response from students.

Our recent cases have affected students in all year groups and whilst students are more familiar with the expectations around using Google Classroom, it is no replacement for students being in school. As we make plans for the next academic year, we hope that as staff are double vaccinated, that this will help us to continue to deliver quality learning without as many disruptions.

Staff and students continue to do twice weekly Lateral Flow tests to help us to identify cases early and to keep everyone safe. The school community have responded so well to the challenges of Covid and we look forward to more settled times ahead.

Part 1 - Update on progress towards 2023 Strategic Plan

1. To raise levels of attainment, standards and progress to outstanding and to close gaps in performance between disadvantaged and non-disadvantaged students nationally.

Centre Assessed Grades for Year 11

The Department for Education announced at the end of February that students were to be awarded teacher assessed grades for the summer examinations. Grades will be awarded and determined by teachers, based on what students have covered, taking into account the disruption to learning over the last 12 months due to the pandemic. The points below outline the process that has been undertaken in school to determine the grades;

- Centre policy created and approved by JCQ, reviewed by Governors in the summer.
- Assessment evidence from the duration of the course used to assign grades (mini tests, mock exams, coursework, classwork, practical work)
- Planned testing took place between Monday 22nd March and Friday 28th May
- Authenticity of student work was checked
- Where possible evidence used was consistent across a class or cohort
- Where evidence was not available or appropriate, other evidence was used and the rationale documented
- Grade descriptors were used to help assign grades
- Grades were based on a holistic judgement, balancing different sources of evidence and data
- Decisions about potential, behaviour and attendance were excluded from the awarding process
- Historical 3 year trend data was analysed, comparisons contextualised and significant divergences accounted for (Not taking into account 2020)
- Quality assurance meetings took place in subject areas between 7th and 14th June
- Subject leaders met with the Head and Deputy to review grades and approve final CAGs

- All teacher-assessed grades were submitted to the exam boards by Friday 18th June
- Sample evidence called for by awarding organisations:
 - Eduqas – English Language (5 students)
 - Eduqas Geography (5 students)
 - OCR Health & Social Care (5 students)
- GCSE/Level 2 results day has been brought forward to 12th August to allow time for any appeals to be held.

CONFIDENTIAL – The data below is confidential for Governors and this section of the report will not be made public as we are not allowed to release any grades or discuss them with students before the 12th August. This is to give an indication of the standards achieved which are still subject to change.

This report was not shared on the website until the autumn term. No grades were changed by the examination boards.

Due to the pandemic, it is not possible to make comparisons with other schools on the data for 2020 and for 2021 due to each school submitting assessment grades in the absence of external examinations. Progress data is unlikely to be available for 2021 as the DfE have disallowed SISRA to continue calculating it, due to the potential inconsistencies across schools of the way the grades have been awarded. As a school, we have acted with integrity and students have been awarded the grades they deserve and we are satisfied that there is a robust quality assurance system in place. Students will be awarded grades which are fair, taking into account the disruption they have experienced over the last 12 months. The results are on a positive trajectory in line with the improvement journey on which the school is travelling, but there are still improvements to be made in key areas. There is no doubt that the pandemic has had a significant impact on our students and the research is highlighting the additional impact on disadvantaged students, which will be felt for some time to come.

It is pleasing to see that English 9 – 4 achieved 80% compared to the KPI of 70% and are close for Grades 9-5 in English at 53% compared to the KPI of 60%.

Similarly in Maths, we have hit the KPI of 70% for 9 – 4 at 71% and again are below for 9-5 at 53% compared to the KPI of 60%. For Maths and English combined, we have hit both KPIs for 9-4 – 66% against the KPI of 60% and 9-5 43% against the KPI of 40%. This is a good achievement but of course, the KPIs set in 2019 will be reviewed as part of the strategic review update with Governors this summer.

Performance Indicators from Strategic Plan	Results 2018	Results 2019	CAGs 2020	Targets for Year 11 based on prior attainment	Year 11 CAGs 2021
	62 students	69 students	88 students	113 students	113 students
KPI – Progress 8 score 0.1	-0.55	-0.67	-0.09	0.16	NA
KPI - English and Maths 9 - 4 - 60%	47%	62%	69%	80%	66%
KPI - English and Maths 9 - 5 - 40%	19%	23%	49%	43%	43%
KPI - English 9-4 - 70% and 9 -5 - 60%	61% / 37%	72% / 48%	81% / 60%	93%/66%	80%/53%
KPI - Maths 9-4 - 70% and 9 -5 - 60%	52% / 26%	67% / 28%	75% / 53%	80%/43%	71%/53%
KPI - Progress 8 for English	-1.05	-0.73	-0.01	0.18	NA
KPI - Progress 8 for Maths	-0.58	-0.66	-0.23	0.25	NA
KPI – Student Premium 0 Progress 8	-0.45	-0.83	-0.18	0.19	NA
KPI Open Bucket Progress 8 score 0.2	0.07	-0.39	0.22	0.21	NA
High Ability Progress 8	-1.43 (15 students)	-1.02 (26 students)	-0.16 (33 students)*	-0.01	NA
Middle Ability Progress 8	-0.37 (34 students)	-0.51 (38 students)	-0.11 (43 students)*	0.21	NA
Lower Ability Progress 8	0.11 (11 students)	0.06 (4 students)	0.29 (8 students)*	0.25	NA

** no official DfE definition of Higher Ability, Middle Ability, Lower Ability for scaled scores 2020 & 2021 - converted to KS2 Fine levels*

KPI - PP Progress 8 matching non disadvantaged nationally for English English Student Premium	-0.95	-0.90	-0.06	0.25 (in school target)	NA
KPI - PP Progress 8 matching non disadvantaged nationally for Maths Maths Student Premium	-0.57	-0.79	-0.43	0.32 (in school target)	NA

Profile of Year 11 for Current Cohort compared to last year

	Current Year 11 2020/21		Last Year 11 cohort 2019/20	
	No. of students	% of students	No. of students	% of students
Total	113		88	
Males	68	60%	44	50%
Females	45	40%	44	50%
Student Premium	56	50%	50	56%
English as an Additional Language	6	5%	4	5%
SEND Special Educational Needs and Disabilities	26	23%	18	20%
Number of In Year Transfers to Year 11	17	15%	15	17%
Number affected by safeguarding currently	10	9%	8	9%
High Ability **	27	24%	33	38%
Middle Ability **	71	63%	45	51%
Lower Ability **	8	7%	8	9%
No prior data	7	6%	4	5%

* Number of In Year Transfers to Year 11* that arrived after normal year 7 admission in September 2015.

**no official DfE definition of High Ability, Middle Ability, Low Ability for scaled scores 2020 & 2021 - converted to Key Stage 2 Fine levels

Contextual Data –whole school

Covid-19 has had an impact on the number of students eligible free school meals and a rise in pupil premium students. The table shows the figures for last academic year, compared to the Autumn, Spring and Summer terms in 2020/21.

	2019/20		December 2020		March 2021		June 2021	
	No. of students	% of students	No. of students	% of students	No. of students	% of students	No. of students	% of students
Total no. of students	618		672		669		664	
FSM	258	42%	279	42%	286	43%	287	43%
Pupil Premium	321	52%	354	53%	360	54%	358	54%

Pupil Premium = (Ever 6 FSM, LAC, Post LAC* and Service Children)

*Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order.

SEND Overview

Total number of SEND students 159 which is 23.91% of the school compared to the national average of SEND students of 15.50%. The top up and EHCP numbers are already included within the areas of need. The amount of funding submitted has changed since last term. There has been an increase from 122 SEND students in 2019, to 159 pupils on the SEND register, which is almost one quarter of the school. This is 8.64% higher than the national average. The national average has also gone up since last year.

Overview of SEND numbers and applications for funding

Year Group	Social & Emotional	Cognition & learning	Physical &/or sensory	SLCN	Top Up Funding	EHCP	Funding application submitted
Year 7	14	18	3	6	6	5	1 EHCP waiting for assessment
Year 8	15	15	1	5	2	4	1 Draft plan through 1 waiting for Draft plan 2 had assessment and returning to panel for final decision 2 EHCP assessment accepted
Year 9	15	14	2	7	4	4	1 awaiting assessment but PEX – still on roll 1 awaiting assessment
Year 10	5	12	0	1	1	3	0
Year 11	17	7	1	1	0	6	1 EHCP awaiting draft plan
Totals	66	65	7	20	14	22	10

SEND Funding

Two and a half years ago, we identified SEND as a significant area of need within the school and have invested heavily in staffing to enhance the Inclusion and Safeguarding team with appointments of an additional Family Support Worker, Learning mentors and Teaching Assistants to work both in and out of the classroom along with a specialist SEND teacher and specialist staff to support Orion groups in Years 7, 8 and 9. Along with the appointment of 2 SENDcos sharing the role, this has allowed us to support a wider range of students and the increased funding shown below, has supported the investment in this key area of school. The SEN income has doubled in the last 3 years. There will be challenges ahead due to the reduction in top up funding now available (a reduction of £6000 to £3000) however the work of Catrin Kenyon Owen and Vicki Rose Davies, our 2 SENDcos has been key to this and will continue to do so.

Year	Total number of students	Amount of Funding received
2018	22	£119,490
2019	32	£145,398
2020	25	£153,248
2021	38	£242,542

Platform for Life

The funded pilot scheme has launched this term for counselling which has been targeted at Year 11. This involved students self-referring to the service via text, and we had an uptake for all 4 sessions. Now year 11 have finished within school, 2 students have decided to end these sessions. Therefore, we have now expanded the service to year 10 for the remainder of this term.

This now brings our session total to 15 sessions per week (9 sessions which are funded, and 6 which are paid for). We are now part of two pilot schemes (2 sessions for those pupils who are at risk of exclusion/school refusal, and 4 sessions for support of a transition year group).

Key Stage 3

We are continuing with the planning for the Sanctuary and Orion groups by liaising with primary schools and reviewing documentation from this academic year.

Primary school transition had started for those identified as vulnerable in the new cohort. The plan for this would have been for students to come in once per week within their school bubble (between 2 and 6 pupils dependant on school) and their key member of staff. They would have a tour of the school, attend lessons with a year 7 group, spend break time in the sanctuary, and then incrementally increase their lesson attendance to then encompass lunch time as the week's progress. However, due to the current change in Public Health guidance, this plan can now not take place. Therefore, pupils will now be offered a tour/tours whilst other pupils are in lesson to ensure there is now mixing.

Key Stage 4

KS4 Transition

This term we have supported three year 11 pupils who have EHCP plans to complete their college transition visits. This has involved visiting the colleges, meeting staff, planning any further visits, and obtaining uniforms/equipment etc. We have also been involved in submitting travel applications for those colleges out of area to support students getting to college and maintaining good attendance. This has helped pupils to alleviate some of the apprehension around transition, and has allowed them to meet key staff and familiarise themselves with the routines they will need for September. Further support has been provided for pupils who need to apply for permits such as Health and Safety permits to attend certain college courses, for example construction.

Safeguarding

TAFs - Team around the Family			
Year Group	Dec 2020	March 2021	June 2021
Year 7	2	2	3
Year 8	7	3	5
Year 9	7	4	3
Year 10	3	6	4
Year 11	5	0	1

CIN Child In Need			
Year Group	Dec 2020	March 2021	June 2021
Year 7	3	4	3
Year 8	3	6	4
Year 9	2	3	2
Year 10	1	1	
Year 11	1	2	3

CP – Child Protection			
Year Group	Dec 2020	March 2021	June 2021
Year 7	1	1	2
Year 8	2	2	2
Year 9	0	0	0
Year 10	0	1	2
Year 11	3	2	2

CIC/LAC Children in Care / Looked after Children			
Year Group	Dec 2020	March 2021	June 2021
Year 7	2	2	3
Year 8	4	5	5
Year 9	5	5	5
Year 10	1	1	1
Year 11	1	3	3

There has been an increase at Child Protection, for those in care, (CIC/LAC), and an increase at Child in Need indicates that the impact of COVID is being shown that for families that already had pressures this situation has been exacerbated. These were the families with the least resilience to cope with the pandemic.

The SHARP System (Student Help Advice Reporting Page System) is being relaunched this term [SHARP](#)

SHARP allows young people to report any incidents which occur within the school and local community anonymously and without fear. Aside from the reporting tool, SHARP delivers educational content to raise awareness on a wide range of subjects including bullying, Health, Community Issues, Weapons and Hate Crime.

Progress Evenings

As a result of COVID restrictions progress evenings have been carried out remotely this year. The school has used the Schoolcloud system to interact with parents, carers and students via a video call. The system is efficient allowing parents to book online and carry out appointments by simply signing in to the site on a phone, tablet or PC.

Feedback on the system from both staff and parents has been very positive with good engagement figures across most year groups.

The school will explore the use of online progress meetings again in 2021-22.

Year group	Yr7x	Yr7yz	Yr7	Yr8x	Yr8yz	Yr8	Yr9	Yr10	Yr11
Date	12/05/21	13/05/21	All	27/04/21	28/04/21	All	23/03/21	03/03/21	11/02/21
Cohort	74	76	147	77	70	147	139	120	104
No. parents making appointments	61	54	115	57	40	97	93	80	55
No. parents asking for alternative feedback	5	2	7	7	11	18	26	16	7
% engagement with progress evening	89%	77%	78%	83%	73%	66%	86%	80%	60%
No. appointments made	581	456	1037	459	317	776	582	380	332
No. of appointments completed	525	346	871	424	243	667	492	345	319
No. of appointments missed	56	110	166	35	74	109	90	35	13
No. families linked to missed appointments	10	16	26	6	9	15	11	7	5
% appointments completed	90%	76%	84%	92%	77%	86%	85%	91%	93%

2. To develop an inclusive, broad and balanced curriculum that will underpin progress and ensure all students achieve their maximum potential.

KPI Performance Indicator from Strategic Plan	Current Performance up to June 2021
KPI Open Bucket Progress 8 score 0.2	Not available
KPI Attendance up to national average - 95%	89.6%/91.6% (Including/Excluding lockdown) overall Pupil Premium 86.8%
KPI 80% sport participation, 100% Learning outside the classroom	(Impacted by Covid Lockdown)

Attendance – 01.09.2020 – 18.06.2021 compared to full year of for academic year 2019/20

During the first lockdown SIMS was not used between 23.03.20 – 08.06.20 to record attendance, which reduced the number of possible sessions. During this academic we have been asked to use SIMS throughout and so vulnerable students who chose not to attend school were coded C during lockdown (this is classed as an authorised absence from school and has negatively impacted our attendance figures). As a result of this, the tables below for this year will include ‘minus lockdown’ figures, this is to allow for a more accurate comparison to be undertaken. However, due to the circumstances of the last two years, it is no longer possible to undertake a simple year on year comparison. All the data below will need to be understood in context.

NB: Please note all the 2019/20 figures exclude the 2019 lockdown and run from 01.09.19 – 20.03.20

Attendance by year group including lockdown

	NUMBERS ON ROLL	2019/20	2020/21
YEAR 7	151 (149)	93.1	90.3
YEAR 8	154 (141)	93.5	84.0
YEAR 9	142 (121)	92.9	88.3
YEAR 10	121 (115)	89.2	86.2
YEAR 11	113 (91)	90.8	74.1
TOTAL	618 (617)	92.1	85.0

Attendance by year group excluding lockdown

	NUMBERS ON ROLL	2019/20	2020/21
YEAR 7	151 (149)	93.1	93.3
YEAR 8	154 (141)	93.5	88.5
YEAR 9	142 (121)	92.9	91.7
YEAR 10	121 (115)	89.2	89.4
YEAR 11	113 (91)	90.8	83.4
TOTAL	618 (617)	92.1	89.6

Pupil premium students by year group including lockdown

	NUMBERS IN COHORT	2019/20	2020/21
YEAR 7	80 (89)	88.1	85.2
YEAR 8	94 (70)	89.1	80.3
YEAR 9	70 (66)	88.9	84.6
YEAR 10	68 (60)	83.0	81.8
YEAR 11	56 (50)	86.0	74.7
TOTAL	368 (335)	87.2	81.7
TOTAL FOR NON PP	313 (285)	93.8	91.5

Pupil premium students by year group excluding lockdown

	NUMBERS IN COHORT	2019/20	2020/21
YEAR 7	80 (89)	88.1	90.6
YEAR 8	94 (70)	89.1	86.2
YEAR 9	70 (66)	88.9	89.7
YEAR 10	68 (60)	83.0	86.4
YEAR 11	56 (50)	86.0	78.2
TOTAL	368 (335)	87.2	86.8
TOTAL FOR NON PP	313 (285)	93.8	92.9

- It is important when looking at the attendance figures for pupil premium students that we focus on the data that excludes lockdown. This is because any student who was identified as being vulnerable were coded as C during lockdown (an authorised absence), whereas other students were coded as X (Not required to be school due to covid related reasons - this code does not count as a possible session in school).
- As is historically the case, students who are in receipt of pupil premium funding have lower attendance than those who are not. However, we have noticed that this year that gap is very slightly reduced. This is reassuring that our pupil premium students were not further disadvantaged by the pandemic in terms of school attendance. Obviously, our focus remains on closing this gap further.

Persistent absence - 2020/21 including lockdown

	% OF STUDENTS	NO. OF STUDENTS	NO. OF PP STUDENTS	% OF PP STUDENTS	NO. OF STUDENTS SEN	% OF SEN STUDENTS	NO. OF CLA STUDENTS	% OF CLA STUDENTS	NO. OF STUDENTS IN COHORT
YEAR 7	31.13	47	38	80.85	19	40.43	3	6.38	151
YEAR 8	44.16	68	54	79.41	26	38.24	4	5.88	154
YEAR 9	33.80	48	30	62.50	18	37.50	3	6.25	142
YEAR 10	35.54	43	34	79.07	8	18.60	1	2.33	121
YEAR 11	49.56	56	33	58.93	16	28.57	3	5.36	113
TOTAL	38.47	262	189	72.14	87	33.21	14	5.34	681

- Again it is important that we focus on the data for PA students that excludes lockdown. Vulnerable students were all coded as C during lockdown which meant that a lot of these students became classed as persistently absent when they hadn't missed any more compulsory sessions than anyone else.

Persistent absence - 2020/21 excluding lockdown

- If we assume that any absences due to isolation (X codes) and sessions of school closure were actually present marks, then the number of PA students reduce to **179 (26.2%)**. This is still high but we have had 43 students who have tested positive for Covid.
- (For the full academic year report it should be possible for the same level of data will be available as above for PA students excluding lockdown.)

Persistent absence – 2019/20

	% OF STUDENTS	NO. OF STUDENTS	NO. OF PP STUDENTS	% OF PP STUDENTS	NO. OF STUDENTS SEN	% OF SEN STUDENTS	NO. OF CLA STUDENTS	% OF CLA STUDENTS	NO. OF STUDENTS IN COHORT
YEAR 7	14.57	22	19	86.36	6	27.27	0	0.00	151
YEAR 8	17.61	25	18	72.00	12	48.00	0	0.00	142
YEAR 9	17.36	21	15	71.43	4	19.05	0	0.00	121
YEAR 10	21.74	25	17	68.00	7	28.00	0	0.00	115
YEAR 11	16.48	15	12	80.00	3	20.00	0	0.00	91
TOTAL	17.42	108	81	75.00	32	29.63	0	0.00	620

Vulnerable groups attendance including lockdown

	NUMBERS IN COHORT	2019/20	2020/21
PUPIL PREMIUM	368 (335)	87.2	81.7
FSM	294 (248)	85.4	80.1
SEN	141 (125)	88.9	83.5
EHCP	23 (12)	74.4	64.8
CLA	16 (11)	84.3	76.1
EAL	43 (30)	94.9	93.6

Vulnerable groups attendance excluding lockdown

	NUMBERS IN COHORT	2019/20	2020/21
PUPIL PREMIUM	368 (335)	87.2	86.8
FSM	294 (248)	85.4	85.6
SEN	141 (125)	88.9	87.3
EHCP	23 (12)	74.4	75.2
CLA	16 (11)	84.3	92.2
EAL	43 (30)	94.9	95.3

Students coded x 2020/21 including lockdown (isolation due to covid / awaiting test results / school closure)

	NUMBER OF STUDENTS	NUMBER OF SESSIONS
YEAR 7	151	16270
YEAR 8	150	15399
YEAR 9	142	15173
YEAR 10	121	12399
YEAR 11	110	10328
TOTAL	674	69569

STUDENTS CODED X 2020/21 EXCLUDING LOCKDOWN

	NUMBER OF STUDENTS	NUMBER OF SESSIONS
YEAR 7	151	15676
YEAR 8	150	14335
YEAR 9	125	14591
YEAR 10	119	11852
YEAR 11	110	9514
TOTAL	650	65968

- If we were to assume that the X codes would have been present codes (still excluding the lockdown) then the schools attendance would be **91.6%**. Therefore, although that X code does not count as absence it reduces the number of possible absences for students, thus making any absences have a bigger negative impact on the overall percentage attendance.

Students coded I&M (illness and medical) 2020/21

	2019/20		2020/21	
	NUMBER OF STUDENTS	NUMBER OF SESSION	NUMBER OF STUDENTS	NUMBER OF SESSION
YEAR 7	125	1185	122	4105
YEAR 8	116	1138	131	2088
YEAR 9	98	1014	116	1619
YEAR 10	100	1417	104	1320
YEAR 11	68	647	84	1387
TOTAL	507	5401	557	7819

There has been an increase in absences related to illness and medical appointments. The main reasons for this is due to the cautions taken around having other illnesses spreading around school. We had been advised in September that with any illnesses, we needed to wait until a student's temperature had been in the normal range for 48 hours. We are also cautious about having general colds spreading around school and the impact this would have on students needing to be tested and isolating for their results (this was particularly the case in the first term, when tests were not as

easily accessible and the wait for the results was longer) so students are advised to remain at home until they are symptom free. In terms of colds and mild illnesses, this is not our usual stance, we usually advise that a general cold or mild illness does not warrant any time of school. This extra precaution taken to ensure the health of students, staff and the wider community has contributed to our attendance figures being lower than previous years.

Students coded C including lockdowns (authorised absence)

	2019/20		2020/21	
	NUMBER OF STUDENTS	NUMBER OF SESSION	NUMBER OF STUDENTS	NUMBER OF SESSION
YEAR 7	60	1757	55	1537
YEAR 8	32	1234	78	3008
YEAR 9	34	862	49	1725
YEAR 10	76	1393	53	1694
YEAR 11	22	350	113	5069
TOTAL	224	5596	348	13033

- One of the reasons for such high numbers of C codes is because every student who was classed as vulnerable was coded C during lockdown. **This accounted for 9481 C codes.**

Students coded c excluding lockdowns (authorised absence)

	2019/20		2020/21	
	NUMBER OF STUDENTS	NUMBER OF SESSION	NUMBER OF STUDENTS	NUMBER OF SESSION
YEAR 7	60	1757	49	297
YEAR 8	32	1234	70	575
YEAR 9	34	862	44	373
YEAR 10	76	1393	57	597
YEAR 11	22	350	127*	1710
TOTAL	224	5596	347	3552

**Year 11 were all coded C for the last week of term but this will be including in all variations of the data and will lower our overall attendance.*

Authorised and unauthorised absence including lockdown

	2019/20		2020/21	
	NUMBER OF SESSIONS	PERCENTAGE	NUMBER OF SESSIONS	PERCENTAGE
AUTHORISED ABSENCE	6448	4.5	28492	10.7
UNAUTHORISED ABSENCE	3375	2.4	5975	2.2

Authorised and unauthorised absence excluding lockdown

	2019/20		2020/21	
	NUMBER OF SESSIONS	PERCENTAGE	NUMBER OF SESSIONS	PERCENTAGE
AUTHORISED ABSENCE	6448	4.5	11898	7.8
UNAUTHORISED ABSENCE	3375	2.4	3889	2.6

- The percentage of authorised absences has unsurprisingly risen dramatically this year. On a positive, our unauthorised absence has remained relatively stable, which shows that we have hadn't any additional concerns with students refusing to attend school.

Student examples – impact of coding on attendance percentage

Examples of the impact of lockdown coding for vulnerable student's attendance:

Student A – Despite only having had 1 day of illness student A's attendance is 75.9%. This is because this student A is looked after and had to be coded C during lockdown, which is counted an absence from school (see red box for breakdown).

Attendance marks (Attendance Year 2020/2021)

View: Session week view

Week	Mon	Tue	Wed	Thu	Fri					
Beginning	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
01-09-2020	/	/	/	/	/	/	/	/	/	/
07-09-2020	/	/	/	/	/	/	/	/	/	/
14-09-2020	/	/	/	/	/	/	/	/	/	/
21-09-2020	/	/	/	/	/	/	/	/	/	/
28-09-2020	/	/	/	/	/	/	/	/	/	/
05-10-2020	/	/	I	I	X	X	/	/	/	/
12-10-2020	/	/	/	/	/	/	/	/	/	/
19-10-2020	/	/	Y	Y	Y	Y	Y	Y	Y	Y
26-10-2020	#	#	#	#	#	#	#	#	#	#
02-11-2020	/	/	/	/	/	/	/	/	/	/
09-11-2020	/	/	/	/	/	/	/	/	/	/
16-11-2020	/	/	/	/	/	/	/	/	/	/
23-11-2020	/	/	/	/	/	/	/	/	/	/
30-11-2020	/	/	/	/	/	/	/	/	/	/
07-12-2020	/	/	/	/	/	/	/	/	/	/
14-12-2020	/	/	/	/	/	/	/	/	/	/
21-12-2020	#	#	#	#	#	#	#	#	#	#
28-12-2020	#	#	#	#	#	#	#	#	#	#
04-01-2021	#	#	C	C	C	C	C	C	C	C
11-01-2021	C	C	C	C	C	C	C	C	C	C
18-01-2021	C	C	C	C	C	C	C	C	C	C
25-01-2021	C	C	C	C	C	C	C	C	C	C
01-02-2021	C	C	C	C	C	C	C	C	C	C
08-02-2021	C	C	C	C	C	C	C	C	C	C
15-02-2021	#	#	#	#	#	#	#	#	#	#
22-02-2021	C	C	C	C	C	C	C	C	C	C
01-03-2021	C	C	C	C	C	C	C	C	C	C
08-03-2021	X	X	X	/	/	/	/	/	/	/
15-03-2021	/	/	/	/	/	/	/	/	/	/
22-03-2021	/	/	/	/	/	/	/	/	/	/
29-03-2021	/	/	/	/	/	/	/	/	/	/
05-04-2021	#	#	#	#	#	#	#	#	#	#
12-04-2021	#	#	#	#	#	#	#	#	#	#
19-04-2021	/	/	/	/	/	/	/	/	/	/
26-04-2021	/	/	/	/	/	/	/	/	/	/
03-05-2021	#	#	/	/	/	/	/	/	/	/
10-05-2021	/	/	/	/	/	/	/	/	/	/
17-05-2021	/	/	/	/	/	/	/	/	/	/
24-05-2021	/	/	/	/	/	/	/	/	/	/
31-05-2021	#	#	#	#	#	#	#	#	#	#
07-06-2021	/	/	/	/	/	/	/	/	/	/
14-06-2021	/	/	/	/	/	/	/	/	/	/
21-06-2021	/	/	/	/	/	/	/	/	/	/
28-06-2021	/	-	-	-	-	-	-	-	-	-
05-07-2021	-	-	-	-	-	-	-	-	-	-
12-07-2021	-	-	-	-	-	-	-	-	-	-
19-07-2021	#	#	#	#	#	#	#	#	#	#

Present

Authorised

Unauthorised

Missing

Description	Sessions	%
Present	252	75.9
Authorised Absence	80	24.1
Unauthorised Absence	0	0.0
Possible Attendances	332	0.0
Including	0	0.0
Approved Educational Activity	0	0.0
Late before reg closed	0	0.0
Late after reg closed	0	0.0
Unexplained Absence	0	0.0

Code totals 01/09/2020 - 27/06/2021

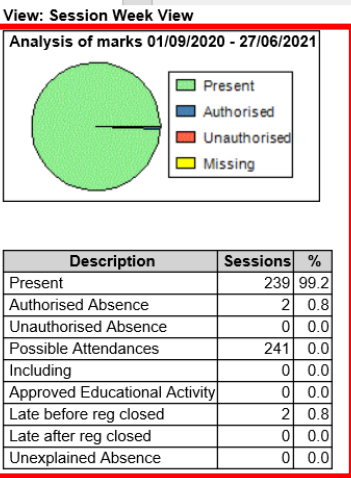
Code	Description	Sessions	%
/	Present (AM)	126	38.0
\	Present (PM)	126	38.0
c	Other authorised circumstances	78	23.5
I	Illness(not med/ dental appointments)	2	0.6

Attendance by session 01/09/2020 - 27/06/2021

	AM %	PM %
All	75.9	75.9
Monday	78.1	78.1
Tuesday	72.7	73.5
Wednesday	75.8	75.8
Thursday	77.1	76.5
Friday	75.8	75.8
Saturday	0.0	0.0
Sunday	0.0	0.0

Student B – This student has also only had 1 day of illness and their attendance is 99.2% but because they are not vulnerable we could code them as X during lockdown. X did not count as a possible attendance at school.

Attendance marks (Attendance Year 2020/2021)												
Week Beginning	Mon		Tue		Wed		Thu		Fri		Sat	
	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
01-09-2020			#	#	#	#	/	#	#	#		
07-09-2020	/	/	/	/	/	/	/	/	/	/	/	/
14-09-2020	/	/	/	/	/	/	/	/	/	/	/	/
21-09-2020	/	/	/	/	/	/	/	/	/	/	/	/
28-09-2020	/	/	/	/	/	/	/	/	/	/	/	/
05-10-2020	/	/	/	/	/	/	/	/	/	/	/	/
12-10-2020	/	/	/	/	/	/	/	/	/	/	/	/
19-10-2020	/	/	/	/	/	/	/	/	/	/	/	/
26-10-2020	#	#	#	#	#	#	#	#	#	#	#	#
02-11-2020	/	/	/	/	/	/	/	/	/	/	/	/
09-11-2020	x	x	x	x	x	x	x	x	x	x	x	x
16-11-2020	x	x	/	/	/	/	/	/	/	/	/	/
23-11-2020	/	/	/	/	/	/	/	/	/	/	/	/
30-11-2020	/	/	/	/	/	/	/	/	/	/	/	/
07-12-2020	/	/	/	/	/	/	/	/	/	/	/	/
14-12-2020	/	/	/	/	/	/	/	/	/	/	/	/
21-12-2020	#	#	#	#	#	#	#	#	#	#	#	#
28-12-2020	#	#	#	#	#	#	#	#	#	#	#	#
04-01-2021	#	#	x	x	x	x	x	x	x	x	x	x
11-01-2021	x	x	x	x	x	x	x	x	x	x	x	x
18-01-2021	x	x	x	x	x	x	x	x	x	x	x	x
25-01-2021	x	x	x	x	x	x	x	x	x	x	x	x
01-02-2021	x	x	x	x	x	x	x	x	x	x	x	x
08-02-2021	x	x	x	x	x	x	x	x	x	x	x	x
15-02-2021	#	#	#	#	#	#	#	#	#	#	#	#
22-02-2021	x	x	x	x	x	x	x	x	x	x	x	x
01-03-2021	x	x	x	x	x	x	x	x	x	x	x	x
08-03-2021	x	x	x	/	/	/	/	/	/	/	/	/
15-03-2021	/	/	/	/	/	/	/	/	/	/	/	/
22-03-2021	/	/	/	/	/	/	/	/	/	/	/	/
29-03-2021	/	/	/	/	/	/	/	/	/	/	/	/
05-04-2021	#	#	#	#	#	#	#	#	#	#	#	#
12-04-2021	#	#	#	#	#	#	#	#	#	#	#	#
19-04-2021	/	/	/	/	/	/	/	/	/	/	/	/
26-04-2021	/	/	/	/	/	/	/	/	/	/	/	/
03-05-2021	#	#	/	/	/	/	/	/	/	/	/	/
10-05-2021	/	/	/	/	/	/	/	/	/	/	/	/
17-05-2021	/	/	/	/	/	/	/	/	/	/	/	/
24-05-2021	/	/	/	/	/	/	/	/	/	/	/	/
31-05-2021	#	#	#	#	#	#	#	#	#	#	#	#
07-06-2021	/	/	/	/	/	/	/	/	/	/	/	/
14-06-2021	/	/	/	/	/	/	/	/	/	/	/	/
21-06-2021	/	/	/	/	/	/	/	/	/	/	/	/
28-06-2021	/	/	/	/	/	/	/	/	/	/	/	/
05-07-2021	-	-	-	-	-	-	-	-	-	-	-	-
12-07-2021	-	-	-	-	-	-	-	-	-	-	-	-
19-07-2021	#	#	#	#	#	#	#	#	#	#	#	#



Code totals 01/09/2020 - 27/06/2021

Code	Description	Sessions	%
/	Present (AM)	119	49.4
\	Present (PM)	118	49.0
⌊	Illness(not med/ dental appointments)	2	0.8
⌋	Late (before reg closed)	2	0.8

Attendance by session 01/09/2020 - 27/06/2021

	AM %	PM %
All	99.2	99.2
Monday	100.0	95.7
Tuesday	95.8	100.0
Wednesday	100.0	100.0
Thursday	100.0	100.0
Friday	100.0	100.0
Saturday	0.0	0.0
Sunday	0.0	0.0

The impact of the C code usage during lockdown, as explained above, is why it so important for us to focus on the attendance figures that discounts the lockdown period. This is the more accurate picture of our current school attendance.

Examples of the use of X code on a student's attendance:

Student A was coded as C during lockdown, which means it was possible for that student to attend school. They also only have 5 sessions coded as X. In terms of attendance, this means that this student had 332 possible sessions to attend. For this student, one session accounts for 0.3% of the students overall attendance percentage.

Student B was coded as X during lockdown and at any times they were isolating, which means it was not possible for that student to attend school. In terms of attendance, this means that this student had 241 possible sessions to attend. For this student, one session accounts for 0.4% of the students overall attendance percentage.

As the number of days a student needs to isolate for increases, the number of possible sessions decrease. This results in one session accounting for a higher percentage of their overall attendance percentage. As there are some students who have had more periods of isolation than others, most student's possible sessions in school are different to one another and as above, some students may have the same number of absences but end up with different percentages of attendance.

Contextual Attendance Data:

- **The overall school attendance for this academic year, discounting the school closures = 89.6%**
- **The overall school attendance for this academic year, discounting the school closure and assuming X codes would be presents = 91.6%**
- In the full academic year of 2019/20 students lost 69 days (138 sessions) of education due to a national lockdown closure caused by COVID-19. On average each student lost 4 days due to illness (a total of 4997 sessions).
- So far, in 2020/21 students have lost a minimum of 39 days (78 sessions) of education due to school closure and a national lockdown caused by COVID-19. On average, each student has had an additional 11 days (22 sessions) of isolation this year. On average each student also lost 11 days due to illness (a total of 7477 sessions), these additional days lost to illness are down to the approach taken this year from the attendance team. The risk of other illnesses spreading, and students having to take yet more time off, meant that we refrained from pushing parents to send their children into school for what we would normally class as a mild illness and one that wouldn't warrant a day off school. The government understandably ceased issuing Fixed Penalty Notices until the 8th March 2021, this negatively impacted our attendance as it meant that those students who would regularly take time off from school, were able to continue with that pattern without any immediate consequences.
- Up to the 18th June 2021 we have had 40 positive covid cases in students. This has meant a total of 271 sessions have been lost (some cases were during the holidays so the students didn't miss any days of school). The cases themselves don't impact greatly on the schools overall attendance percentage, in fact it remains the same, the true impact is on those students who are a contact of the positive case having to isolate.

Curriculum

Staff have been amending plans to support the recovery curriculum, understanding gaps in knowledge and understanding and sequencing learning to support students as they move through the learning programmes. The fundamental principles underpinning our curriculum, can be defined as mind, body and character. Staff in every subject area consider how SMSC, citizenship, British values, LORIC, careers and key themes from PSHE can be built into learning and teaching and reinforced across the curriculum, building key assessments around the examination and criteria to secure effective sequencing of learning.

Orion groups

A small group of students in Year 7, 8 and 9 access an alternative version of the curriculum. These students have been identified in Primary schools and throughout transition as requiring additional support in accessing the secondary curriculum. The young people in the groups have multiple vulnerabilities and are taught in a base room by a specialist SEND teacher and subject specialist staff who are timetable to teach the group; with additional support from Teaching Assistants. For one day each week each Orion group have a day outside the classroom lead by specialist outdoor professional. These days focus on wider generic social, emotional management, communication, problem solving and team working skills. Aspects of the statutory curriculum are being planned into this provision to also provide a curriculum focus.

Each Orion group will have their own base room in the new build, where the majority of teaching will take place.

Outdoor Education

The aim, COVID allowing, is that students will be able to take part in their outdoor expeditions as in they did prior to the pandemic.

All Year 7 students have the opportunity to go on an activity camping expedition, with woodland adventure activities on day one and a history focused visit to Beeston Castle and the Cheshire Ice Cream Farm on day 2. The activities are aimed at team building, communication skills, strengthening independence and resilience in unfamiliar contexts.

All Year 8 have the opportunity to participate in a Canoe/Kayak expedition. On the first day, the students navigate to a location, set up camp, cook their food and then take part in team building activities. On the second day the students, alternate between canoes and kayaks on a trip along the Cheshire Canal.

Year 9 Curriculum – Planning 2020/21

Subject		Hours over a two-week cycle			
English		8			
Maths		8			
Science (Trilogy)		9 (3 Biology, 3 Chemistry, 3 Physics)			
PSHCE		2			
Core PE		3			
Religious Studies		2			
Computer Science		1			
Cultural Studies		1			
Geography		2			
History		2			
Option B		Option C		Option D	
4 hours/ 2weeks		4 hours/ 2weeks		4 hours/ 2weeks	
Physical Education		Physical Education		Physical Education	
French		Triple Science		Religious Studies	
Music		iMedia		Computer Science	
Business Studies		Graphics		Business Studies	
Graphics		Product Design		Performing Arts	
Child Development		Art		Product Design	
		Food Technology		Health and Social Care	
Students choose one from each option block, with five hours for each option over the two-week timetable					

The Year 9 curriculum plan continues to ensure that all students continue to study key aspects of the statutory KS3 curriculum but are also able to opt for their KS4 courses. For example, students continue to study core Computer Science and Religious Studies and have a Cultural Studies lesson, through which they learn about aspects of language and culture from around the world.

For the academic year 2021/22, all Year 9 students will continue to study both Geography and History in one of the option blocks for two hours each fortnight. In the summer term of their Year 9 (2022), students will then have a second options process when they will opt for their chosen humanity subject. If, after studying and enjoying Geography and History during year 9, they wish to continue to study both subjects they will have to choose which of their other option subjects to replace with either Geography or History.

This model maintains aspects of the two-year KS3-three-year KS4 model, where students have three options at the end of year 8, however all students continue with History, Geography, RE and Computer Science to ensure full access to the National Curriculum.

GCSE Dance Tuesday, after school each week for 2 hours.

Year 10 Curriculum

Subject		Hours over a two-week cycle	
English		9	
Maths		8	
Science		9 (3 Bi, 3 Ch, 3 Ph)	
Physical Education		4	
PSHE		2	
Religious Studies		1	
Option A	Option B	Option C	Option D
Geography	History	Geography	History
Physical Education	Physical Education	Business Studies	Graphics
Food Science	Performing Arts	Product Design	Product Design
Media Studies	Graphics	Art	Child Development
Music	Computer Science	Spanish	Business Studies
Product Design		iMedia	Religious Studies
Graphics		Social Skills	Physical Education
Triple Science			Life Skills
Students choose one from each option block, with four hours for each option over the two-week timetable			

Outdoor Education

Year 10 Expedition to Anglesey, two nights, coasteering, paddle boarding and kayaking, further developing aspects of their character, linked to team building, communication, resilience, confidence and a sense of place in the world.

Year 11 Curriculum

Subject		Hours over a two-week cycle		
English		9		
Maths		8		
Science		9		
PE		3		
PSHCE		2		
Option A	Option B	Option C	Option D	Option E
History	Geography	History	Geography	iMedia
Music	Performing Arts	Media Studies	French	Business Studies
Art	iMedia	Graphics	Business Studies	Physics
Physical Education	Product Design	Health and Social Care	Catering	English/Maths
	Catering		Graphics	

In year 11, for 2021/22 option hours are kept at 5 hours over the two-week cycle, which will allow additional time to revisit topics covered during the lockdowns,

The model for year 10 will run through into year 11 for the academic year, 2022/23 with the increased numbers of hours for PSHE, Religious Studies and Physical Education.

Key aim – To Develop key, personal qualities: aspiration, motivation, confidence, independence, resilience (surveys, personal development).

Duke of Edinburgh Award

This year, we have the following students have signed up for the Bronze Duke of Edinburgh Award.

Year 9 - 23 students. 11 boys 12 girls

Year 10 - 18 students. 11 boys 7 girls

Due to restrictions the expeditions have not been able to take place during this academic year. This is because of Covid and the restrictions this would put on the camping and expedition. The proposed plans, dependant on things being back to normal for next year are to run the expedition towards the end of September. This will allow students to complete the expedition as well as complete all volunteering, physical and skill activities required to pass.

For the current 10s who will be in year 11 it will also mean that they can complete the course in time to concentrate on their exams later in the year. This year, we have received funding for all students to complete the award through The Resilience Fund which has meant that the payment for registering, has been covered and the only expense to students is a small contribution to the expedition costs. In the future, the plan is for students to complete Bronze in Year 9 and then to complete Silver by the start of Year 11.

LORIC

The Blacon Character Award



Mr Cairns has been leading on the development of key leadership skills in the Blacon Character Award as part of his NPQSL. The aim is for students to be recognised outside the academic curriculum in their personal development and to be active and successful members of the wider community. Our aim is to ensure students receive high quality enrichment activities and cultural experiences throughout their five years at Blacon. We have created our own BCA pledges, to ensure all students have access to a wider range of learning experiences outside of the classroom. We want our students to see the real value in these life LORIC skills and be recognised for their personal journey not just the academic outcomes.

Every student is challenged to develop Leadership, Organisation, Resilience, Independence and Creativity – LORIC skills.

To ensure students receive high quality enrichment activities and cultural experiences throughout their five years at Blaen through key stage 3 to key stage 4, our own Blaen Character Award LORIC statements have been designed to ensure all students have access to an all embracing range of learning experiences outside of the classroom.

Over each key stage, students will be expected to complete at least 5 elements of a LORIC skill to be awarded with a school certificate. Students who engage and collate statements will be awarded with a BCA captain badge.

A minimum of 25 statements will be achieved at each key stage and the student will be awarded with a prestigious badge/portfolio, to add to their record of achievement and show colleges, employer's examples of their personal qualities and general aptitudes.

The LORIC skills will form part of a registration activity once a week and tutors are responsible for recording the accomplishment of each statement. This will be recorded on a SIMS mark sheet and achievement of these statements will be celebrated during assemblies, celebration ceremonies led by Progress Leaders. Evidence of each statement achieved will be recorded on SIMS by the form tutor and documented in a student progress portfolio by the students.

Attainment and progress on The Blaen Character Award

The scheme has been launched with Year 7 and 9 students and the plan is for it to be rolled out to all years in September. This is testament to the focus and importance placed on these wider skills, alongside academic success and outcomes. We believe very much that these skills are also about employability skills to support students to be successful in future careers.

Year 9 - 82 out of 119 students, 121 statements achieved

Year 7 – 70 out of 140 students, 95 statements achieved

3. To develop and sustain the BEV partnership by exploring every opportunity for collaboration and the sharing of good practice.

Primary School	2021	2020	2019	2018
The Arches Community Primary School	40	28	30	22
St Theresa's Catholic Primary School	13	21	17	19
Dee Point Primary School	55	47	49	41
Highfield Community Primary School	13	23	15	20
J H Godwin Primary School	20	21	14	23
Other	7	5	17	17
Total	148	149	142	142

4. To ensure the school remains financially viable, meets demand and achieves, or exceeds, progression for students in line with National Average.

KPI agreed surplus - A benchmarking exercise has been completed along with a review of the staffing structure, to make comparisons with similar sized schools.

The school now faces a deficit budget for this financial year due to lost income and additional expenditure during Covid. A 3-year recovery plan is in place and the school has been able to make over £200,000 of savings to ensure that the school is in a surplus budget by the end of 2023 whilst still supporting resources for the growth of the school.

Capital investment - new build 2021. The build is progressing well; school is investing £600,000 along with the LA contribution to ensure that it will meet demand for student numbers and to support the growth of the school. The new build will be completed by the end of the summer term, ready for our new intake in September and we are hoping to move in to the new building in the last week of term.

6th Form Feasibility Study

Exploring the feasibility of post 16 provision at Blacon High School is part of our key strategic plan. We have submitted our views on educational equality as part of Chester's consultation around the One City Plan. Whilst there is much to celebrate in the way the city has moved forward, there remains a fundamental inequality in terms of education. The first aim of the city of the future is to generate opportunities for ALL local communities to prosper by promoting well-being, active lifestyles and learning, and reducing inequalities.

Currently in Chester, there is a huge inequality in terms of access to 16 – 19 provision. All of the secondary schools in Chester (Queens Park High School, Chester Catholic High School, Christleton High School, Bishop Blue Coat, Upton by Chester, The Kings School, The Queens School, Abbeygate College) all have post 16, 6th Form provision to enable young people to continue with their education in an environment where they have built strong relationships, conducive to higher rates of success and completion rates of courses.

However, in the community of Blacon, where there exists the highest levels of social disadvantage, the gap in 6th Form provision means that a significant number of our most vulnerable young people are forced to leave school at 16; the school they know and where their families are known. This is causing many young people to drop out of courses or to go onto courses at a level which is not matched to their true level of ability and without the pastoral support which is so key to the resilience and independence we know which is required for students to be most successful. The community of Blacon should be encouraged to take up the educational offer on an equal footing with any other residents as they too have the potential to be the city's future residents and entrepreneurs.

We have created a 6th Form strategic group comprising of senior staff and Governors to explore and lead a feasibility study to move this plan forwards. Below is a summary of the work undertaken so far which is being led by Miss Thomas, Assistant Headteacher.

The initial meeting to investigate further the first steps and information required took place on 20th April with Carolyn Davies and Rick Turnock from CWAC. The information below outlines the criteria for setting up 6th Form provision.

Statutory Guidance makes the following requirements:

- Quality- Pre-16 must be Good or Outstanding, and history of positive Progress 8 scores (above 0).
- Size- Proposed 6th form must have minimum 200 places, and sufficient demand for places.
- Breadth- Must directly or through partnership offer a minimum of 15 'A' level subjects. Proposal must provide detailed timetabling arrangements of how partnership will work.
- Demand- Must be clear evidence of local shortage of 6th form places and must not cause detriment to other providers in local area.
- Financial viability- Average class size should be 15+. Must be viable and have resilience to withstand fluctuations in demand.

From the meeting, these points were established –

- Currently there is no capital funding available within the Local Authority for a 6th form project. There may be a possibility that basic need would take into account post-16 settings however this is not currently the case. If this were to be implemented as a school, we could be eligible for funding, as our overall net capacity would be under, taking into account any 6th form provision.
- To change the age range, we would need to undertake a public consultation, ideally this would need to be done a year before we planned to make arrangements for the 6th form. For example, if we wished to consult in September, we would be looking for the 6th form to start in September 2023. This gives some time for the consultation and changes, and then a year to make plans for staffing, options and all the necessary planning.
- The LA have suggested that the school would need to run this consultation, they would be able to provide us with some guidance but have suggested that this should be led by school and Governors.
- The business plan will need to include evidence for the demand in the local area, subjects and courses planned, number of students admitted. Consideration will need to be taken whether the school would admit their own pupils only or be open to others. It was felt that we would need to include in the consultation a change to our admissions policy, to enable us to attract external applicants to 6th Form, in the way that most schools do.
- We also need to consult all other Post-16 providers in the area regarding our plans.
- This will then need to be submitted to the LA for approval, the cabinet member for education will have the overall say, advised by David McNaught and Carolyn Davis
- The funding per place comes from the DFE and is currently at £4,188 per full time pupil.

In order to gain information from past students and Parents/Carers, an email has been sent in May to enquire about their course, destinations, retention and drop-out rates and qualifications gained. A copy of the email is below:

Dear Parent / Carer,

We are looking into the possibility of Post - 16 provision here at Blacon High School and would very much welcome your thoughts but also your help with a couple of questions we have which will support our plans.

We have the following information for your son/daughter regarding what they applied for when they were here with us in Year 11.

_____ (insert specific student destination data here)

Please would you be able to reply to tell us if this was the course that your son/daughter did begin and also - did they complete this course and with what qualification did they leave with?

If this wasn't the course that was actually taken, please would you be able to tell us what course was taken instead, where they went to study this and also - what were the reasons for changing?

This information will be very useful for us, it is very much appreciated should you be able to respond.

Furthermore - do you feel that your son/daughter would have stayed with us at Blacon High School if we had been able to offer Post-16 provision for them?

Thank you for your time in responding to this email and we hope that we can use the information to move forward with our 6th Form planning. Please contact me here at school should you have any questions.

Kind regards,
Rachel Thomas
Assistant Headteacher

The above information was discussed with the 6th Form feasibility committee on 30/05/21

Update from meeting 18/06/21. Rachel Hudson/Rachel Thomas/Pete Wilks/David Peachey/Judy Gilmour

The strategic group has met three times and we have started to put actions into place, looking more closely at the issues we need to consider before the Autumn term; when we plan the consultation launch.

Actions arising following the meeting on the 18th June.

1. Disadvantage/Inequality of students' access to post 16 provision in Blacon

- How far students have to travel for their current Post-16 provision
- The cost and journey time
- Social issues and concerns for our students in attending the 6th Forms in the area.
- Only school in Chester without Post-16 Provision

2. Destinations

- We are receiving replies to the email sent out to the leavers 2017 – 2018 with questions regarding the courses they chose, whether they completed these successfully and would they have stayed with us at Blacon High School had we had the provision.
- This email will now be sent to those students from 2018 – 2019 who would have finished their courses around this time (*sent week beginning 21/06/21)
- Alumni information will be planned for the website for former students to get in touch with us.
- Students will be able to provide us with their planned destinations when they return for their GCSE results and we will also ask for an email and permission to contact them in the future regarding their Post-16 success.

3. Curriculum Planning and Organisation

- There have been 15 subjects identified as the most popular A-Levels and Level 3 vocational courses the students have applied for over the last 4 years.
 1. Biology
 2. Physics
 3. English Language
 4. English Literature
 5. Maths
 6. Geography
 7. Psychology
 8. Media
 9. Health and Social Care L3
 10. Sport L3
 11. Media L3
 12. Childcare L3
 13. Performing Arts L3
 14. Business Studies L3
 15. ICT L3
- Further courses have been identified as areas of success within school where Level 3 courses could comfortably be offered.
 16. Philosophy and Ethics (RE)
 17. ICT
 18. Art
 19. Graphics
 20. Product Design
- Next steps to consider the grouping of subjects and ensure there will be a range of subjects suitable that 'match' well with each other to offer the right combinations for next steps post KS5.

- Maths and English resits will need to be considered for students wanting to take Level 3 courses who don't pass these core subjects in Year 11.
- In order to secure funding, students would have to study 3 subjects in total to fulfil the expected guided learning hours as opposed to college where students can opt to do 1 vocational full time course.

4. Finance

- Additional and specialist teacher cost to be calculated
- Rooming requirements
- Additional building / space requirements to be calculated for years 1 and 2 as part of the business plan

5. To ensure successful transitions into Key Stages 3, 4 and 5

- KPI High satisfaction rates of parents, students and partner Primary schools on KS2/3 transition - 90% and above
- KPI - 60% of Year 11 onto Level 3 A Level, Applied & Technical courses
- KPI - 40% of Year 11 onto Level 2 and Foundation courses
- KPI - 0% NEET Not in education and employment

Unfortunately this year our transition offer has again been impacted because of COVID-19 restrictions. We were not able to offer our WOW days when the students were in year 5 and these have always been an excellent way of capturing the excitement of our partner primary students. In these days, the year 5 students take part in a range of fun and engaging practical lessons and gain experiences they are not normally able to at their primaries. Unfortunately, we have not been able to offer these for current year 5 students either.

Alongside these, we have been unable to offer our open mornings in year 6 where students visit a range of subjects across the age and ability range with their parents. These days again were a great opportunity for parent and child to see a normal working day at Blacon High.

Because of the absence of these days, despite the efforts made around transition, we are slightly under the 150 we hoped would be joining us.

Admissions Preference	2021	2020	2019	2018	2017	2016
First Preference	137	151	148	134	114	103
Second Preference	13	12	16	12	10	9
Third Preference	15	15	18	12	7	6
Late First Preference	3	6	15	13	6	15
Late Second Preference	0	0	2	3	0	1
Late Third Preference	0	0	0	2	0	1
Placed By L A	0	0	1	1	1	6
Total Applications	168	184	200	177	138	141

Student Numbers- June 2021

Year	Males	Females	Total
Year 10	65	55	120
Year 11	67	45	112
Year 7	89	60	149
Year 8	74	71	145
Year 9	84	53	137
Totals	384	285	663

In Year Transfers and Leavers

In Year admissions 2020/21

Year Group	Number of Students
Year 7	3
Year 8	4
Year 9	3
Year 10	7
Year 11	2
Total	19

In Year leavers 2020/21

Year Group	Number of Students
Year 7	3
Year 8	9
Year 9	5
Year 10	1
Year 11	0
Total	18

Permanent Exclusion – 3, SEN Provision – 1, Moved out of area – 8, New local school - 6

Careers

- **Destination Data**

2018 – 2019 - 70 students

KPI - 57% of Year 11 onto A-Levels/ Level 3 Applied and Technical Courses.

KPI - 32% of Year 11 onto Level 2 or 1 Applied and Technical Courses.

KPI - 3% of Year 11 onto Apprenticeships / Employment

KPI - 8% NEET (Not in Employment, Education or Training)

2019 – 2020 - 89 students

KPI - 65% of Year 11 onto A-Levels/ Level 3 Applied and Technical Courses.

KPI - 25% of Year 11 onto Level 2 or 1 Applied and Technical Courses.

KPI - 6% of Year 11 onto Apprenticeships / Employment / The Forces

KPI - 4% NEET (Not in Employment, Education or Training)

2020 – 2021 - 110 students (Based on anticipated destinations known at this point)

KPI - 52% of Year 11 onto A-Levels/ Level 3 Applied and Technical Courses.

KPI - 41% of Year 11 onto Level 2 or 1 Applied and Technical Courses.

KPI - 4% of Year 11 onto Apprenticeships / Employment / The Forces

KPI - 3% NEET (Not in Employment, Education or Training)

6. To support staff to the highest standard of professional development including physical and mental health well-being in order to secure high quality learning and teaching.

CPD

Much of the CPD this year was directly focused on underpinning the mental health and wellbeing of both student and staff in response to the impact of Covid, while underpinning the best possible outcomes in very challenging circumstances. As always, the staff responded pro-actively and positively in the best interests of all of our students.

Planning for CPD for 2021/22 is making progress and is focused on the schools key priorities, as noted in the school's strategic five year plan. We will, of course, continue to ensure that we support staff effectively in response to current statutory requirements and also respond in a timely and appropriate manner to the ongoing and ever-changing situation with Covid.

Wellbeing

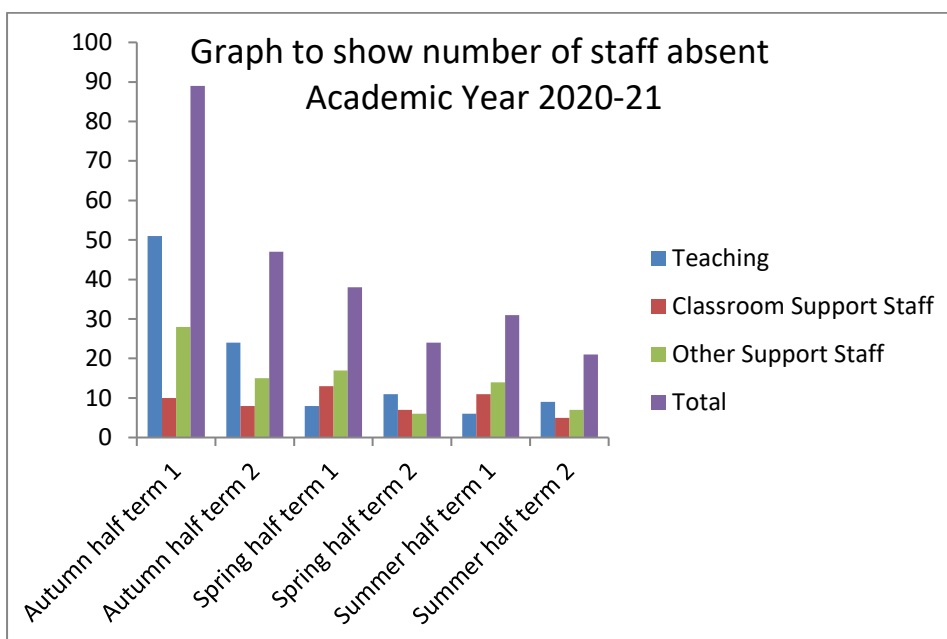
The school continues to work towards the Optimus Wellbeing Award and we are currently completing an evaluation of our work and identification of key areas of development to form an action plan, to ensure that mental health and well-being remain a high priority and focus for the school moving forwards.

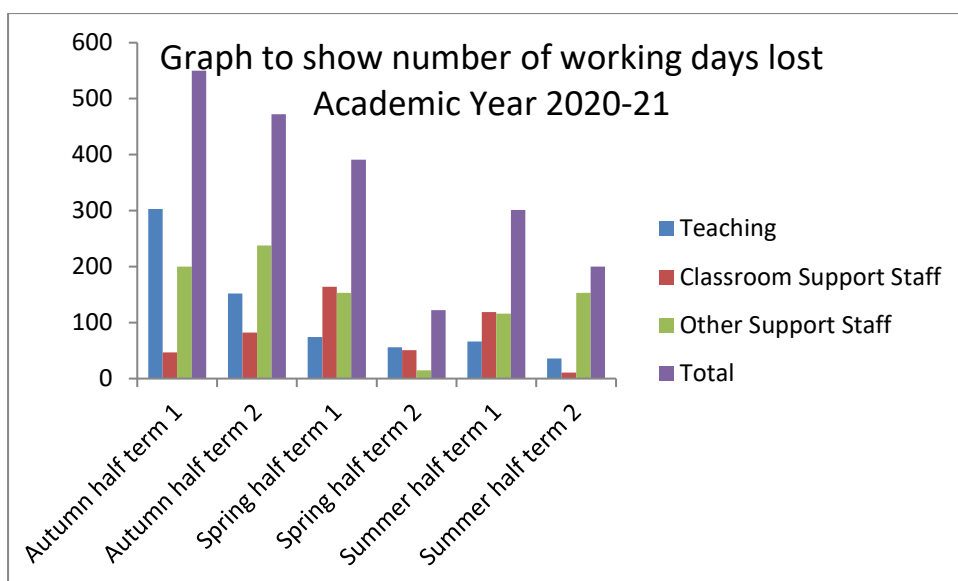
Staff absence

The table to show the number of working days lost to staff absence Autumn Term & Spring Term

Number of staff absent 2020 -2021						
	Autumn half term 1	Autumn half term 2	Spring half term 1	Spring half term 2	Summer half term 1	Summer half term 2
Teaching	51	24	8	11	6	9
Classroom Support Staff	10	8	13	7	11	5
Other Support Staff	28	15	17	6	14	7
Total	89	47	38	24	31	21

Working Days Lost 2020 - 2021						
	Autumn half term 1	Autumn half term 2	Spring half term 1	Spring half term 2	Summer half term 1	Summer half term 2
Teaching	303	152	74	56	66	36
Classroom Support Staff	47	82	164	51	119	11
Other Support Staff	200	238	153	15	116	153
Total	550	472	391	122	301	200





Multiple Vulnerabilities

Year	Year 7	Year 8	Year 9	Year 10	Year 11
2019-2020	11%	16%	11%	15%	15%
2020-2021	15%	22%	18%	12%	25%

In the table above, it is possible to see how the vulnerabilities of each year group have increased (highlighted colours show the continuation of each group of students from last academic year to this). The most striking increases are in the yellow and pink groups, our current Year 8 and 11s. The number of current Year 8 students with 5+ vulnerabilities has doubled since last year from 11% to 22%, and the number of student in Year 11s with 5+ vulnerabilities has increased from 15% to 25%. This number of vulnerabilities each student is experiencing has undoubtedly been exacerbated by coronavirus. A notable increase in attendance issues can be observed - between 25% and 50% of pupils in every year group has less than 95% attendance and an increase in persistent absentees.

Vulnerabilities include such things as bereavement, domestic violence in the home, drugs and alcohol misuse, parent in prison, students who are Young Carers, those on free school meals, students at TAF, CIN, CP, those with EHCPs, looked after students and those who are adopted.

Behaviour Data September 2020 – 12th June 2021 and Historical from 2017

Exclusions ASP	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		2017/18		2018/19		2019/20	
	BHS	N av	BHS	N av	BHS	N av	BHS	N av	BHS	N av	BHS	N av	NHS	N av	BHS	N av	BHS	N av
Pexclusions as % of pupil group	0.00	0.14	0.45	0.12	0.26	0.13	0	0.15	0.25 =1	0.17	0.71 =3	0.20	0.44 =2	0.2	0.57 =3	0.20	0.16 =1	
% pupils with FTE									4.33 =17	8.56	6.86 =29	9.40	2.88 =13	10.1	6.84 =36	10.7	5.09 =31	
% pupils with 1 or more FT exclusions	13.3 3	4.34	11.7 4	3.86	3.32	3.68	4.46	3.97	2.80 =11	4.31	3.55 =15	4.62	1.33 =6	4.71	4.18 =25	4.93	3.12 =19	
% pupils with 2 or more FTE					1.79	1.34	2.89	1.51	1.53 =6	1.68	1.42 =6	1.82	0.66 =3	1.91	1.52 =8	2.03	1.15 =7	

Fixed/ Permanent Exclusion Data

<u>17/18</u> <u>Au</u>	<u>17/18</u> <u>Sp</u>	<u>17/18 Su</u>	<u>18/19</u> <u>Au</u>	<u>18/19</u> <u>Sp</u>	<u>18/19</u> <u>Su</u>	<u>19/20</u> <u>Au</u>	<u>19/20</u> <u>Sp</u>	<u>19/20</u> <u>Su</u>	<u>20/21</u> <u>Au</u>	<u>20/21</u> <u>Sp</u>	<u>20/21</u> <u>Su</u>
8	2	3 +(2pex)	17	12 +(2pex)	7 +(1pex)	16	15 +(1pex)		21 +(2pex)	3	9 +(1pex)

Step Out Data

<u>18/19</u> <u>Au</u>	<u>18/19</u> <u>Sp</u>	<u>18/19</u> <u>Su</u>	<u>19/20</u> <u>Au</u>	<u>19/20</u> <u>Sp1</u>	<u>19/20</u> <u>Su</u>	<u>20/21</u> <u>Au</u>	<u>20/21</u> <u>Sp</u>	<u>20/21</u> <u>Su</u>
6	1	2	5	1		1	0	0

Internal Exclusion Data

<u>17/18</u> <u>Au</u>	<u>17/18</u> <u>Sp</u>	<u>17/18 Sp</u>	<u>18/19</u> <u>Au</u>	<u>18/19</u> <u>Sp</u>	<u>18/19</u> <u>Su</u>	<u>19/20</u> <u>Au</u>	<u>19/20</u> <u>Sp1</u>	<u>19/20</u> <u>Su</u>	<u>20/21</u> <u>Au</u>	<u>20/21</u> <u>Sp</u>	<u>20/21</u> <u>Su</u>
4	8	7	15	15	19	35	22		27	7	14

SSA Data

<u>17/18</u> <u>Au</u>	<u>17/18 Sp</u>	<u>17/18 Su</u>	<u>18/19</u> <u>Au</u>	<u>18/19</u> <u>Sp</u>	<u>18/19</u> <u>Su</u>	<u>19/20</u> <u>Au</u>	<u>19/20</u> <u>Sp1</u>	<u>19/20</u> <u>Su</u>	<u>20/21</u> <u>Au</u>	<u>20/21</u> <u>Sp</u>	<u>20/21</u> <u>Su</u>
98.2%	97.78%	97.32%	97.8%	97%	96.6%	96.9%	96.1%		97.5%	97.3%	96.7%
0.42%	0.5%	0.45%	0.55%	0.62%	0.78%	0.82%	1.1%		0.8%	0.9%	0.75%

SIG Group Data

<u>17/18</u> <u>Au</u>	<u>17/18</u> <u>Sp</u>	<u>17/18 Su</u>	<u>18/19</u> <u>Au</u>	<u>18/19</u> <u>Sp</u>	<u>18/19</u> <u>Su</u>	<u>19/20</u> <u>Au</u>	<u>19/20</u> <u>Sp1</u>	<u>19/20</u> <u>Su</u>	<u>20/21</u> <u>Au</u>	<u>20/21</u> <u>Sp</u>	<u>20/21</u> <u>Su</u>
11	28	19	14	33	21	27	30		16	34	30

On Call Data

<u>17/18</u> <u>Au</u>	<u>17/18</u> <u>Sp</u>	<u>17/18</u> <u>Su</u>	<u>18/19</u> <u>Au</u>	<u>18/19</u> <u>Sp</u>	<u>18/19</u> <u>Su</u>	<u>19/20</u> <u>Au</u>	<u>19/20</u> <u>Sp1</u>	<u>19/20</u> <u>Su</u>	<u>19/20</u> <u>Au</u>	<u>20/21</u> <u>Sp</u>	<u>20/21</u> <u>Su</u>
76	59	62	95	136	129	286	305		257	41	124

Remove Room Data

<u>17/18</u> <u>Au</u>	<u>17/18</u> <u>Sp</u>	<u>17/18</u> <u>Su</u>	<u>18/19</u> <u>Au</u>	<u>18/19</u> <u>Sp</u>	<u>18/19</u> <u>Su</u>	<u>19/20</u> <u>Au</u>	<u>19/20</u> <u>Sp1</u>	<u>19/20</u> <u>Su</u>	<u>19/20</u> <u>Au</u>	<u>20/21</u> <u>Sp</u>	<u>20/21</u> <u>Su</u>
41	40	37	83	104	99	218	193		182	34	98

Exclusions

We have seen an increase in the number of exclusions compared to previous years. In total, we have seen 33 exclusions from 21 different students, including 3 permanent exclusions. 76% of all exclusions (including all permanent) are from students who currently or have worked in ORION, Sanctuary or another non mainstream setting at Blacon High School.

Step out

Our ability to 'step out' students has been taken away because of COVID. The 1 step out we have had has seen a year 7 student return to her primary school.

Internal Exclusion

This year we have had a reduction in internal exclusions. We have had to be creative with how we internally excluded students, due to the inability to use the internal exclusion room due to COVID and not being able to mix bubbles. Internal exclusions have instead taken place with PLs, SAB and outside HURs office.

SSA grades

SSA grades have continued to be the heartbeat of our behaviour system in school. Every student is still graded for their A2L in every lesson and the grades they receive feed into our rewards and sanctions processes. Positive A2L and engagement in lessons is higher than last year and negative A2L is lower. We have had a significant push with our approach to rewards and the innovative work on SSA analysis (led by HAI) has meant that we are more informed when selecting students.

SIG data

The Significant Intervention Group is formed from students in each year group who have the worst A2L (Attitude to Learning) across all of their lessons. Progress leaders identify these students through data analysis and create behaviour plans that are shared with students and parents. Students are placed on report and must report to their Progress Leader at the end of every day to monitor their progress. This forms part of our whole school Behaviour and Inclusion Map. If students

are unsuccessful with their PL, they escalate up the SIG process to SIG2 where the Progress Leader works alongside Mr Carr to identify if there is an underlying issue leading to their behaviour.

On Call data

Gary Stroyd, our behaviour manager is On Call every lesson of every day and this provides consistency to our approach with the collection and potential reintegration of students into lesson when support is called for. The number of On Call requests is extremely high, however students return from significant absence undoubtedly contributes towards this.

Remove Room data

A higher percentage of the students who had received On Call support were removed from lesson than last year. This reflects the level of disruption the students are causing to lessons and also the frame of mind the student is in upon collection. Ensuring students do not cross bubbles when they have been removed has been difficult and this has meant use of staff offices has been needed to support.

Averting Exclusions

Mrs Hudson and Mr Carr have both represented Blacon High School on the working group focused on averting exclusions in conjunction with Social Finance. The report has just been published which shares some key findings and insight onto the impact of covid, particularly on the disadvantaged. The full report 'It's Time to Act – Considering the Impact of Covid-19 on Pupils in School' can be viewed here; [Social Finance](https://www.socialfinance.org.uk/sites/default/files/publications/its_time_to_act.pdf)
https://www.socialfinance.org.uk/sites/default/files/publications/its_time_to_act.pdf

CCF Combined Cadet Force

We have been had a recruitment push in year 8 and have a further 14 cadets join us from this year. Our focus recently has been on weapons handling as we were due to attend an annual camp at Altcar which has unfortunately been cancelled due to Covid.

We now have 4 air rifles which have added to our options on parade nights as we can now have rifle shooting which students thoroughly enjoy. The rifles will be stored in the Benweld safe when it is fitted. We currently have a total of 49 Cadets across Years 8-11 and look forward to its continued success moving forwards.

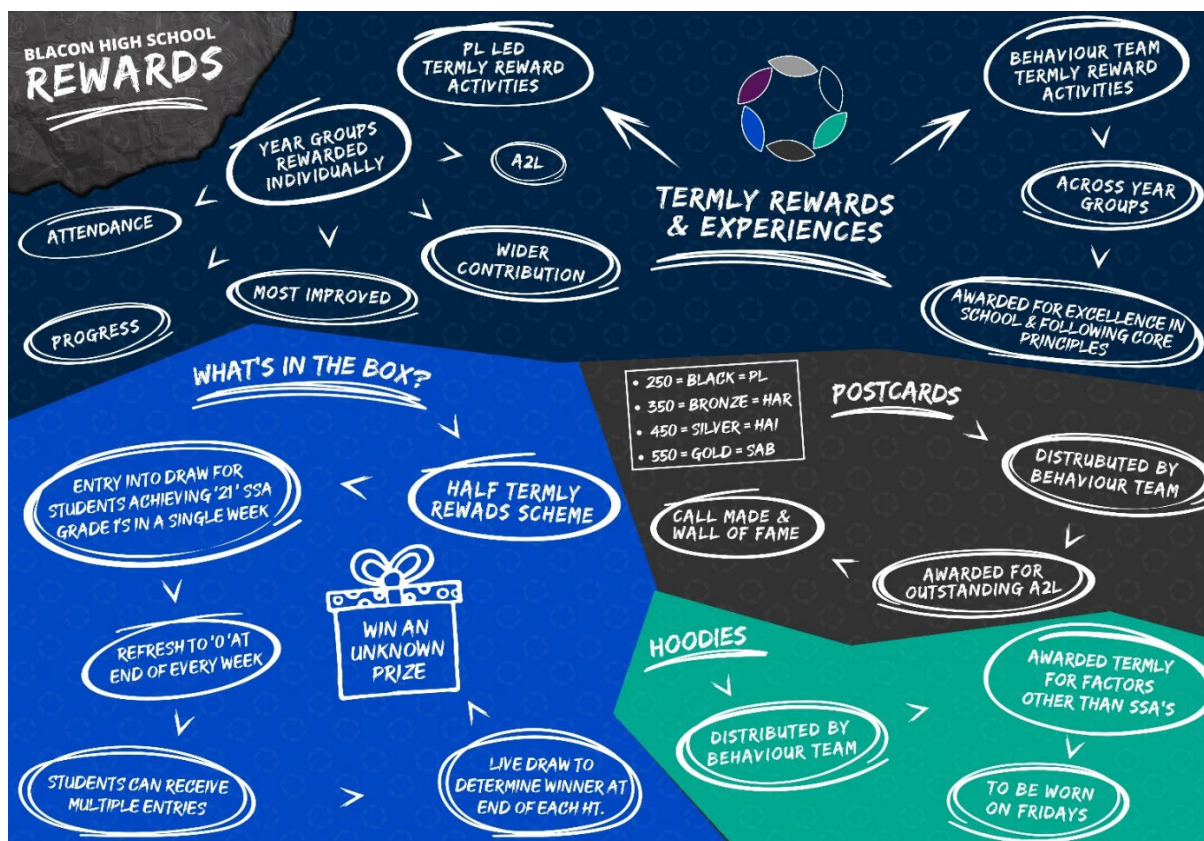


Rewards

A number of new reward initiatives have been launched in September 2020, all of which are designed to promote and reward outstanding attitude to learning, whilst encouraging students to go above and beyond outside of the classroom either at school or within our community. The following rewards have been launched this year, all of which will soon be added to the school website.

- What's in the Box
- SSA Postcards
- Termly Rewards & Experiences
- Wonderwall

Additional rewards that are to be launched in the Summer Term, including Reward Hoodies and increased visits or 'experiences'. Below is the Rewards Map:



What's in the Box

This reward initiative rewards students who across a half term, consistently demonstrate an outstanding attitude to learning in their lessons. At the end of each half term the Top 5 students (with the best SSA average – generated from the Study Skills and Attitudes (SSA) Grade Analysis Database) from each year group, receive a letter home and a golden certificate, see inserted below. These students also go into a live draw with an opportunity to win a substantial prize. The student who has their name picked from the draw, is then given an opportunity to pick between two golden boxes, each containing a prize, the students do not know what prizes are in each box. The student then has the opportunity to decide whether to stick or twist, either stick with the prize they have seen or go for the unknown prize in the other box.

Below are the winners:

AUT1: Paige G (year 9) won an iPad

AUT2: Maddison S (year 7) won Dre Beats

SPR1: Francesca D-Mc (year 7) won an iPad

SPR2: Maxwell B (year 9) won a FitBit Versa 2



Postcards

Using the SSA Grade Analysis Database, this initiative rewards students who reach SSA milestones across the school year. Once students reach a SSA1 milestone (monitored by the SSA Grade Analysis Database), they are rewarded with reward postcard (see below) and a letter home. The idea is students attempt to collect each postcard throughout the year, which can only be achieved through outstanding attitude to learning in lessons.



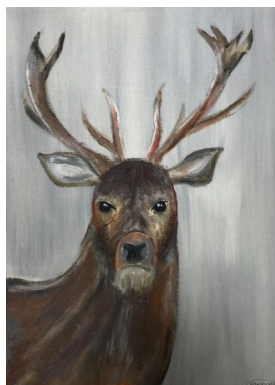
Termly Rewards & Experiences

Due to the restrictions imposed by COVID19, we have been unable to offer and run many of the trips we had in mind. We were able to take 25 students free of charge, to Chester Zoo for the day on 15th December 2020, as a reward for outstanding contribution to school. Below is an image of the students, holding their golden certificates or 'tickets' just before entering the Zoo:



Wonderwall

This initiative will aim to recognise outstanding achievement either in lesson or to the wider school community. Each half term we request nominations off subjects and staff for 'wonderful' students, we will photograph the student and add details as to why they were nominated, then they will feature on the 'Wonderwall' (a notice board within school and on the school website) and parents/guardians will receive a letter home. Please see the example below; Maddison S in year 7, who designed the artwork for the school Christmas card this year, and therefore won the Technology 'Star of the Term' certificate and a sketchbook from the Faculty. Pictured below is the artwork for the Christmas card.



Links to rewards on the school website:

<http://www.blaconhighschool.net/whats-in-the-box/>

<http://www.blaconhighschool.net/wonderwall/#1619423023803-4f2d091f-d8d5>

Part 2 – Highlights from the Summer Term

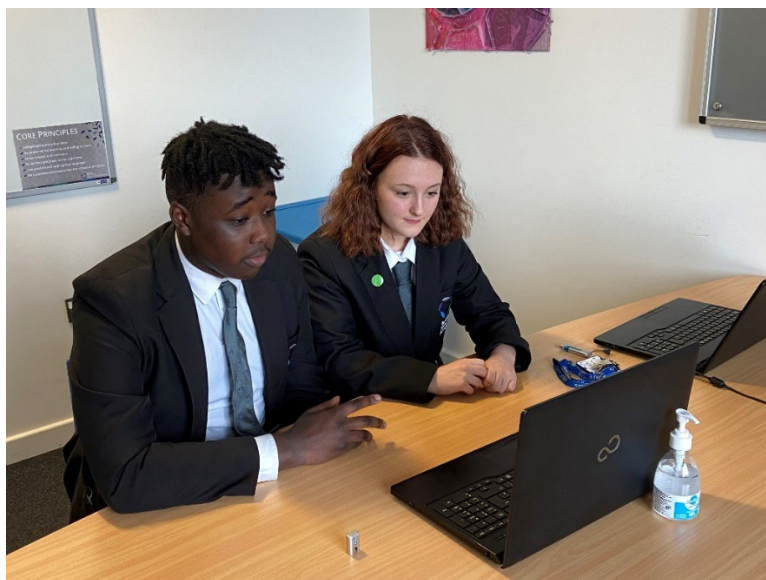
Student Leadership

As the Year draws to a close we have said 'goodbye' to our Year 11s, including the Student Leadership Team. It was a challenging year and, like everything else, the work they were able to do to fulfil their roles was limited.

Our two head students made some virtual presentations and were part of the film that we developed to support home learning and Google Classroom.



Our Leaders of the Student parliament continued to lead the Democracy Project with the BEV primary schools at the start of the year and hosted the first debate virtually; this unfortunately was the only one of the year but demonstrated their commitment and adaptability.



Applications for the Student Leadership Team for 2021/22 are in but we have had to postpone interviews and because of the number of students who are isolating at home. As soon as they return we will appoint students into key roles.



Bursary 2019/20

Once again, three of our outgoing students have been successful in securing fully funded places on the bursary scheme. They will be taking up places at St Mary's - Cambridge, Durham School and Gordonstoun. Since its inception in 2013, 30 students have secured places on the bursary scheme via the Hope Opportunity Trust (HOT) and moved on to some superb destinations and careers.

One further student, was not offered a bursary place via HOT, however after liaising with our colleagues at the Kings School in Chester, we are delighted to say that we were able to secure a fully funded place for her there, which will also commence in September.

The selection process for places in September 2022 is well underway and, following the initial meetings, we have three students out of the nine who were initially identified as potential candidates who have successfully got through the early stages and will go forward to the final selection and interviews in September. It should be noted, however, that, as a direct result of the impact of Covid, there are more students nationally going for fewer places in 2022 so competition is fierce.

Careers

Ten students in Year 10 completed the Bank of America mentoring programme and have provided positive feedback about taking part in this and how it has enabled them to consider life Post-16 and their skills. Year 11 Destination Data has been completed and submitted to the Local Authority. Year 10 students continue to take part in the University of Chester Widening Participation programme which provides information and support for Post – 16 routes and opportunities. Year 10 students will all be taking part in the CCSW Virtual Secondary College in July. Usually, all of the year group attend the CCSW Ellesmere Port campus but this will be virtual once again. Miss Thomas will complete a Compass review in July with our Enterprise Advisor from The Pledge to measure our CEIAG progress against the 8 Gatsby Benchmarks and also against National Data. This will inform the new CEIAG Action Plan. Unfortunately, the planned Year 10 Careers Fair due to take place in the last week of the Summer term has been postponed due to Covid and we will look to hold this in the new academic year.

Year 9 students all took place in the 'Learn to Earn' programme on May 26th which involved considering their dream lifestyles and what kind of job and salary they would need to support this – some surprises there matching what car they want to drive compared to the wage they would need to do this! The programme also looked at skills and talents to match with types of professions. This always receives positive feedback from the students.

Visit from the Duke of Westminster

On Tuesday 18th May, Blacon High School hosted a fundraising event for The Pledge which is a charity working with schools in Cheshire and Warrington to support school career programmes and link business with schools for the benefit of the students.

The Pledge were bidding for a 5-year funding plan from The Westminster Foundation. Two representatives from the Foundation came along with the Duke of Westminster to hear from staff and students how much we value The Pledge. Blacon High School students in year 10 - Alisha Karabacak, Owen Jones and Max Jones in Year 10 spoke about their recent project with the Bank of America. It was a superb afternoon and we found out at the end of May that The Pledge have been successful with their bid.



Sanctuary

During the summer term;

- 1 year 7 student accessing mainstream full time
- 1 year 7 student accessing mainstream for 7 subjects with the aim to transition fully before the end of term (including all core lessons)
- 1 year 7 student accessing mainstream for 3 subjects with the aim to transition to 80% of mainstream lessons

- 1 year 7 student accessing mainstream for 3 subjects with the aim to increase this to 5 subjects including Science as a core lesson
- 1 year 8 student accessing 5 subjects in mainstream (this will remain the same for next year with Sanctuary the remainder of the time)
- 2 year 8 students accessing all 3 core subjects with the aim to increase for mainstream next year.
- 1 year 7 student is currently being assessed for change of placement and currently attends school for approximately 1-2 hours daily due to his increased anxiety.
- 1 year 9 remains in The Sanctuary on a reduced timetable which has started to increase recently. The plan for him next year is to continue in the Sanctuary accessing ASDAN and potentially some entry level core subjects.
- We have 1 year 7 school refuser who has just began attending on a Tuesday for our outdoor education sessions this has also increased to a couple of PE lessons over the 2 week timetable.

Those students have accessed mainstream lessons have engaged successfully and are likely to increase for the last few weeks.

Our Year 8 sanctuary students have all chosen options with support from staff to select appropriate subjects

Outdoor education sessions have been really successful. Our grouping recently changed and we have had really positive reports regarding their experiences, behaviour and attitude whilst out.

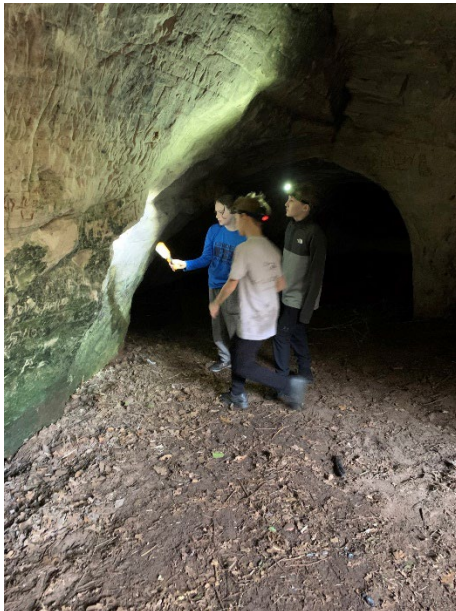
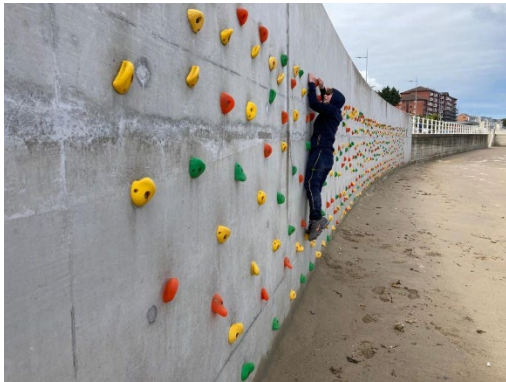
A remarkable story of success

After three years out of education through non-attendance and being moved from Northern Ireland to Chester, our year 11 successfully completed just over two years at Blacon High School. This was supported by carefully planned home visits, building up towards time in school and then finally successful full time attended at Blacon High. This young person accessed the Sanctuary full time. This was achieved with the support of all of the team. However, Paddy (the therapy dog) played a key role. As a team we have been able to help with his application for his next steps at Coleg Cambria. Having the opportunity to go along with him on transition days was a great reassurance for both him and mum. Since leaving Blacon High in May, he has continued to access our excellent outdoor education provision. This has allowed him to grow in confidence and to become more resilient. The journey which he started on was incredibly rocky and to see him flourish and develop in such a positive way has been a reflection of why provisions like The Sanctuary are of such value to our most vulnerable young people and whilst this story will not be reflected in results, the outcome for this young person, is one to be celebrated.

7 Orion

Since September 2020 2 students who originally started in Orion have transitioned to mainstream. Currently 1 out of 5 student has just started to go out to mainstream Maths and is doing really well, there has been positive feedback and this student is really keen to get out to more mainstream lessons so this is what we're aiming for to do in September. Outdoor education continues to have a real positive impact on those students attending, learning skills and facts about the outdoors but also supporting them with their self-esteem, team building, friendships and other basic skills.

Year 7 Orion students enjoy their outdoor learning so much and many of them do things they have never done before like den building, making tree swings, putting up their own hammocks, paddling in the sea. They learn to work well as a team and help each other out when needed and this opportunity adds so much to their curriculum and learning experiences.



8 Orion

Since September 2020 1 out of the original 5 students has successfully transitioned back into mainstream.

Currently, the plan for the 5 students who are in 8 Orion is for them to access a bespoke curriculum package when they move into Year 9. This has been shared with students and parents and was warmly received. Please see below for the overview of this offer:

KS4 Orion

Subject	Qualification	Content
English	GCSE	
Maths	GCSE	
Science	GCSE	
PE	GCSE	
Life Skills	Princes Trust	Prince's Trust Qualifications seek to: Develop their own personal growth and engagement in, and through, learning Engage in learning that is relevant to them and support their development of personal skills and attributes that are essential for working life and employment. Prepare themselves for progression into further education programmes, apprenticeships or other work based learning. Develop their English and mathematics skills.
Outdoor Education	John Muir Award/Asdan	The Award is inclusive, accessible and non-competitive, though should challenge each participant. It encourages awareness and responsibility for the natural environment through a structured yet adaptable scheme, in a spirit of fun, adventure and exploration. Discovery Award – four days/25+ hours minimum time commitment Explorer Award – eight days/50+ hours Conservation Award – 20 days/125+ hours across at least six months

Princes Trust Units:

Career Planning	Managing Money	Practising Leadership Skills	Undertaking an Enterprise Project
Community Project	Participating in Exercise	Preparing for a Healthy Lifestyle	Work Experience
Customer Service	Personal Project	Presentation Skills	Undertaking an Enterprise Project
Digital Skills	Planning for Personal Development	Teamwork Skills	Interpersonal and Self-Management Skills

ASDAN Short Courses

ASDAN Short courses will be used as they are flexible, portfolio-based programmes designed to accredit up to 60 hours of activity and skills development across a range of topics and curriculum areas. This will support students to have a breadth of learning which is delivered in a way that is accessible to them. Examples of the kinds of units of study are:

Vocational Tasters	Core subjects	Informal
• Computing Vocational Taster • Construction Vocational Taster • Hair and Beauty Vocational Taster • Hospitality Vocational Taster • Land-based Sector Vocational Taster • Manufacturing Vocational Taster • Uniformed Services Vocational Taster	• English Short Course • Mathematics Short Course • Science Short Course • Geography Short Course • Languages Short Course • History Short Course	• Animal Care Short Course • Environmental Short Course • Expressive Arts Short Course • FoodWise Short Course • Gardening Short Course • Living Independently Short Course • RoadWise Short Course

SEND Interventions

Jenny Beyer, one of our Teaching Assistants, has led a successful running club before school which runs for 10- 15 minutes for key stage 3 before registration. The uptake for this is good, and has increased throughout the term. This provides a good way to start the day for many pupils.

Jenny has also organised a lunch time group for key stage 3 pupils to promote social skills and give pupils and opportunity to interact with their peers in a more supported way. Within this group they play games, complete quizzes, talk, and are able to eat their lunch with other peers. These pupils have been identified by staff as requiring additional social skills support.

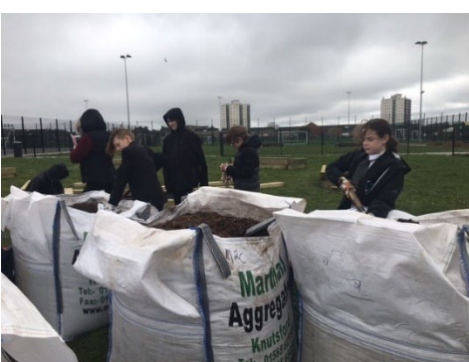
We have also had two referrals accepted to the Education Access Team at Cheshire West and Chester. This is to support two students who are currently exhibiting behaviours which could cause them to be at risk of exclusion in the future.

Outdoor classroom/wellbeing garden and ASDAN

Work continues on our outdoor classroom, and we have now had a further delivery of soil and materials to expand the possibilities within the garden. Students within the Sanctuary, and those who have 1:1 interventions have been able to use the garden during these times to expand their learning outside the classroom experience.

This term we have also introduced a gardening club after school where students can help to tend to the garden, and they are able to grow and nurture their own plants, flowers, and vegetables. Currently there are 4 key stage 3 pupils who attend this club regularly with Mrs Kenyon-Owen.

Photos below illustrate the gardening club showing progress during the vegetable beds and outdoor classroom build, and some students enjoying the activities. The final load of compost was delivered mid-June so we were late for the season, but still managed to have our first harvest of red, white and purple radishes in June (see photo). We have received some additional funding for the building of a poly tunnel which will be built in September, therefore we will be all set to make the most of next Spring. The students love planting seeds and being outdoors.



PE

There has been a successful and COVID-19 safe return to extra-curricular PE clubs since lockdown ended in March. A range of activities for KS3 and KS4 students to take part in, have been on offer, including Football, Netball, Rounders, Cricket, Badminton, Table Tennis, Volleyball, Basketball and Short Tennis with PE staff on different evenings of the week. Dance club with Mrs Joynson was popular up until May Half term due to Mrs Joynson going onto maternity leave. 11 Year 9 students have completed the BTEC Dance Award qualification and there is a high uptake at the KS3 dance club. 18 Year 7 and 8 girls have completed the FA Girls Football schools partnership with Miss Cooney and Mrs Smedley, the girls are delivering a year 7 football festival on Wednesday 7th July and for 10 weeks, completing a range of modules.

COVID-19 has hindered the PE department competitive extra-curricular programme and traditional Sports Day this year. The opportunities for students to compete against other schools will hopefully return in September.

Due to student numbers, Key stage bubbles and the rise in Covid infections, we will not be doing our traditional sports day this year. Instead, we will run a Sports Week between the 28th June and 2nd

July in PE lessons and make it an inter school year group tutor competition. Teams will be grouped by PE staff to ensure fair competition, everyone has an opportunity to score points for their form.

The winning tutor group with the most points from year 7, 8, 9 and 10 will have a reward during Enrichment week at the end of the summer term. Points will be awarded for each tutor group based on the following criteria;

- Positive attitude towards sport/team
- Good effort in PE lesson
- Being a part of a successful team in the lesson
- Leadership/Organisation points

School Sports Co-ordinators

School Games Organisers Claire Smedley and Elizabeth Newstead are based at Blacon High School which is the host site of Chester School Sport Partnership and they organise events and initiatives which are part of the Youth Sport Trust School Games Programme, funded through Sport England.

This year all our national programmes have been running virtually, such as the Winter and Summer School Games events. These are local and county competitions in a variety of sports and age groups.

Twenty nine primary and 2 special schools paid into the School Sport Partnership this year, where we deliver programmes which are not part of the national remit.

This term, the following events have been organised;

- Multi skills festivals to Years 1 and 2
- Virtual gifted and talented session
- Top up swimming programme
- Change 4 Life Week
- Skipping project with Dan the Skipping Man
- Motiv8 project of Boccia and New Age Kurling
- Sports Awards

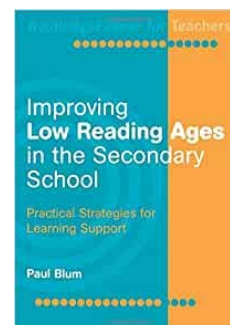
Within Blacon High School we deliver the FA Girls Football leadership programme - Game of Our Own. This is delivered to 13 girls who are in years 7/8 and is delivered as an after-school club on Wednesdays. The six-week project has two elements, a marketing group and a deliverers group. Before the end of term, the girls will deliver a football festival to Year 7 girls and will also receive their Youth Sport Award.

Learning & Teaching Research Team – creating a ‘Blacon Blueprint’

During the Spring and Summer Terms, the Learning and Research Team has been more involved in the whole school approach in preparing for 2021/2022 and getting ‘Back to Basics.’ This has been beneficial to support all departments being consistent across curriculum mapping.

The impact of the Research Team’s initial approach has been positive in terms of supporting new members of staff and NQTs. The main focus for this has been curriculum mapping and sequencing of lessons.

Moving forwards, the Research Team will broaden to include a cross-curricular approach, from September 2021, with a focus on transferable skills across departments and sharing of ‘Best Practice’ in workshops. This is to be designed by David Stockdale and Karen Appleby.



Reading Ages Update and Impact of Promoting ‘Reading for Pleasure’

Reading ages have continued to be monitored using NGRT papers along with some key interventions and approaches in between testing such as, guided reading with Support Staff, D.E.a.R (Drop Everything and Read) along with an enhanced focus on key vocabulary to build confidence.

The following data shows that the impact of these approaches as being positive (with the exception of Year 8) and it is hoped that further gaps will be closed by the end of this academic year:

	Year 7		Year 8		Year 10	
	Below	On/Above	Below	On/Above	Below	On/Above
Sept’ 2020	36%	64%	42%	58%	63%	37%
Apr’ 2021	34%	66%	43%	57%	45%	55%

2020 Report: One in four 15-year-olds have a reading age of 12 or below and struggle to understand questions in their GCSE exams

Based on this figure, reading remains a priority across school to not only impact on GCSE outcomes but also to develop a genuine love for wider reading.

We are working hard to raise anyone below through 1:1 and small group interventions, using our support staff and Trainee Teachers. Additionally, we will be running ‘Booknics’ to develop wider reading, should the weather improve and we will be working towards a Quality Mark for ‘Reading For Pleasure’.

National Tutoring Programme – Action Tutoring for Years 10 and 11

Following the external tutoring programme for Year 11, it is pleasing to report that student voice and outcomes reflect the positive impact this has had on both, academic performance and students’ overall confidence in performance. Students reported that they were able to understand more in class and were able to apply new methods to class work and mock exams. This has been reflected in recent CAGs (Centre Assessed Grades) for the students involved.





Action Tutoring have now started up our Summer Programme with Year 10 for four weeks. We have twenty students signed up – ten for English tutoring and ten for Maths. This started Friday 18th June and we had full attendance and the tutors were very complimentary of our young Yr10s. The impact on this will, again, reflect in outcomes and confidence lost during lockdown periods.

We look forward to the programme continuing with our current Year 10 and new Year 7 cohort next academic year.



Catch-Up Funding Review

So far, we have received £53.679 for this academic year, which has been sent in instalments. *All of the DFE funding we receive* runs from April - March rather than September - August, this includes our budget, pupil premium and any grants such as the catch-up grant. The amount we have been allocated for April 21 - March 22 is £22,164, when this has been split into 5 months and 7 months £12,929 is the amount allocated for 21/22. Currently there have been no further announcements detailing the continuation of the grant past this point.

The Catch-up Funding Policy is on our website and we have a clear outline of where this money has been used being part of the NTP (National Tutoring Programme) has been a great use of some of this money.

Project to Support our EAL Students

Katie Illingworth, in English, has planned a project to support our EAL students across school, to enable them to access our curriculum fully and to have a successful journey, here at Blacon High School. She has initiated this idea independently and will do this in addition to her timetable. The project itself is to focus on simple grammar and improved speaking and listening skills to those pupils who do not speak English as a first language. The hope is that with 1-2-1 support, this helps provide them with additional skills to bolster their progress in English and therefore, have an impact on their progress in other subject areas, too.

Katie Illingworth has been working with two Year 9 students to support their development in English to support their progress across all subject areas. Despite some attendance and absence through religious practice, they have worked hard on developing both, reading and writing skills. Katie feels that he has noticed a change in confidence when reading aloud and is impressed with their extending writing. This will continue next year to ensure both students are successful at Blacon High.

Quality Mark Reward – 10 Years Award



Following on from the previous report re: Quality Mark accreditation for continuing to improve the quality of learning and teaching of English and Maths, please see the photo of our 10 Year Award in form of a plaque.

The impact of this Quality Mark is as follows:

- Ensures our assessment procedures are accurate and informative
- Prepares Core and Key Departments, including The Sanctuary, for Ofsted Inspections
- Expert advice given re: key priorities in school
- Bespoke support

Year 10 – Early Entry to GCSE English Literature

The majority of our current Year 10 cohort completed their GCSE English Literature this year, as planned and the results are positive for both English Literature outcomes and the English Language outcomes that we plan to achieve in 2022. Thanks to the dedication of students and the English Team's planning around the evidence required to match that of Year 11, next year's gain time for English Language will prove invaluable in securing better outcomes despite the loss of learning due to Covid.

The impact of early entry has also enabled planning for targeted Period 6 sessions for next year, so that we can ensure all students are receiving the appropriate interventions for their learning styles and target grades as well as their future pathway, after Blacon High School.

Developing Spoken Language – Year 7 Debate Class

During the Spring and Summer Term, we have focused on developing students' spoken language to both, develop their communication skills and to build up their confidence, following the amount of time out of school.

Mrs Gibson-Tipping's class in Year 7 enjoyed debating arguments for and against whether Shelter, a character from *Stone Cold*, was responsible for the deaths of other characters in our novel. They compiled their arguments in two groups and set up a court room in class. They gathered evidence from the text and build their oracy skills.



Young Writers Competition – Spine Chillers

Once again, we have keen writers who want to be published in an anthology of short stories. This term, we have entries for the Spine Chillers Competition and Miss McFetridge's class have led the way with this.

These competitions are run regularly and we have a number of published writers in other anthologies and copies of these are in our library. They build on writing skills which will be a focus in the English Department next year, particularly creative writing as this is a key area for development. These competitions encourage students to use their imagination, develop their range of vocabulary and consider the effect of language. We look forward to announcing our published authors next academic year.



Technology

The Technology Faculty team continue to work tirelessly to provide outstanding teaching and learning whilst supporting the wellbeing of our students. Below are some images from lessons in the Summer term.





KS4 working on Three Dimensional Product Design coursework. The images show each stage of the design process; research, design (draw initial ideas) and finally make (maquettes).



A selection of Three Dimensional Product Design final outcomes.



KS4 working on Fine Art coursework, with a focus on the topic of cubism.



A KS4 student working on their Graphic Communication coursework, this student is on course for the top grade.

Science – STEM

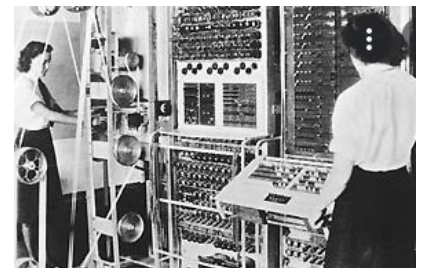
The STEM Club have spent the Spring and Summer term preparing their competition entry as part of the Amazon Longitude Explorer Prize. Out of over 200 applications Blacon High School's was chosen to be a part of the 40 finalists. The student team has consisted of 5 KS3 students, all meeting on a weekly basis to prepare their final submission. They have also taken part in two virtual half day events which has given them the opportunity to take part in workshops led by industry experts. Experts from app/product development, technology, marketing, branding and business start-ups led on the virtual sessions. We have now submitted our final submission and the awards ceremony will be taking place on 15th July where we await the outcome.

Computer Science

Code Club

Each Friday 2.45pm-3.30pm we host a Code Club. Due to the Covid bubbles we are only offering this to year 7 at the moment.

They are a group of enthusiastic pupils who have a flair for coding (and gaming). They have completed tasks using scratch and python turtle, creating some lovely patterns using commands. It is an absolute pleasure to see these pupils continue with their passion outside of the classroom.



Virtual Trip to Bletchley Park

The Year 9 GCSE Computer Science class will be virtually visiting Bletchley Park on Thursday 1st July.

We will be having a tour of the site, learning about Alan Turing and the Enigma Machine, then we will be participating in a code cracking workshop called Codes and Ciphers. We will complete the session with a virtual demonstration of the Enigma Machine.

The visit has no cost, and is something we can do as a school each year now the partnership has been set up. It would be great one year to visit the site 'in person'.

Modern Foreign Languages

8Y sets 1-3 will study two extra lessons of English next year, with the time taken from the MFL curriculum share to allow for a literacy focus to improve reading ages and students' ability to access their learning across subjects. Due to the gained time, MFL have been able to make positive steps towards our primary outreach goal. The plan for 2021-22 is as follows:

- Mrs Hassall will teach for 4 hours per fortnight at Highfield Primary.
- One Y5 class will study French and one Y6 class will study Spanish.

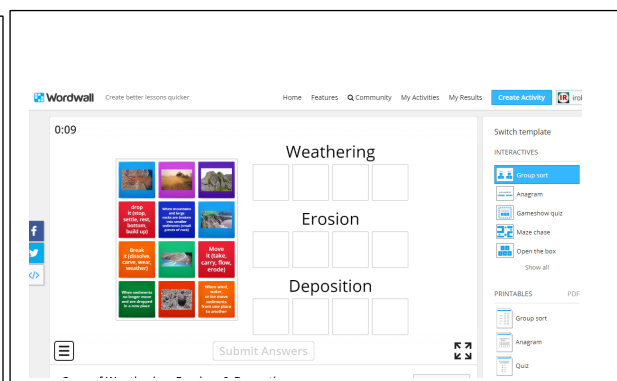
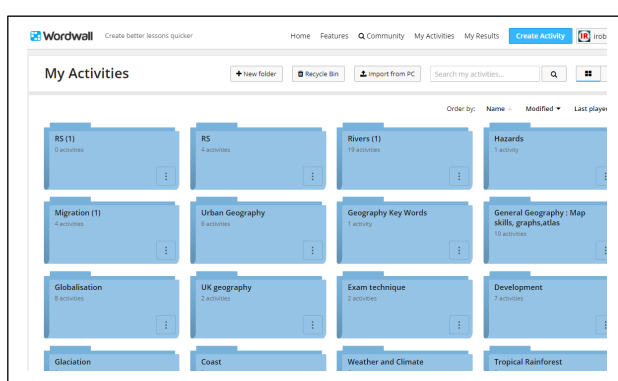
- Mrs Thelwell will teach for 4 hours per fortnight at Dee Point Primary.
- Two Y6 classes will study Spanish.

With both KS2 year groups, we will be delivering the opening units of our current Year 7 French and Spanish schemes of work, the intention being to progress to subsequent units once those students transition to Blacon High.

In aiming for parity between schools, the remaining three primaries have expressed an interest in delivering our scheme of work, albeit in-house. If this can go ahead, they will be supported by Mrs Hassall. We are currently exploring funding which would support this project moving forwards, which would allow us to deliver MFL across all 5 of the BEV schools, to support improved engagement and outcomes in languages and to lead to an increase in students accessing the EBACC subjects; testament to the high aspirations we have for our students and to support the breadth of curriculum offer.

Geography

- M Green has completed a new fieldwork booklet to facilitate the learning of the topic for year 10 pupils, this will allow the pupils to participate in virtual fieldwork and learn the skills need for their examination next year.
- The Geography department is creating (short) revision materials to be shared with year 9 and 10 over the summer using google classroom. The materials will be targeted knowledge recall resources focused on geographical case studies.
- A new scheme of work has been developed for both Ks3 and Ks4, this will be fully integrated into both the departmental website (<https://sites.google.com/blaconhighschool.net/blacongeog/home>) and google classroom. This will include homework, knowledge organisers and assessments with an aim of completing this by September 2021.
- The department has developed Word Wall resources following training provided by the Language department, the resources can be used in the class and at home and allow for differentiated worksheets to be created. <https://wordwall.net/myactivities>



- Resources for year 11 booster sessions are being created, the aim is to provide pupils (New Year 11) with a remote revision session once a week after school (lasting throughout the year).
- The department are currently developing Guided reading sheets to improve the literacy skills of our pupils.

guided READING

Select, highlight, and copy ten Key Words from the text.

WORD POWER!

Q1) Describe the meaning of the term Climate Change?

While Covid-19 has shaken much of human society, the threat posed by global warming has not gone away.

Human activities have increased carbon dioxide emissions, driving up temperatures. Extreme weather and melting polar ice are among the possible effects.

What is climate change?

The Earth's average temperature is about 15°C but has been much higher and lower in the past.

There are natural fluctuations in the climate but scientists say temperatures are now rising faster than at many other times.

The greenhouse effect

2) How does the Greenhouse effect work?

- 1)
- 2)
- 3)

The world has been getting warmer

Annual mean land temperature above or below average (°C)

Note: Average is calculated from 1951-1980 land surface temperature data

This is linked to the greenhouse effect, which describes how the Earth's atmosphere traps some of the Sun's energy. Solar energy radiating back to space from the Earth's surface is absorbed by greenhouse gases and re-emitted in all directions. This heats both the lower atmosphere and the surface of the planet. Without this effect, the Earth would be about 30°C colder and hostile to life.

What are greenhouse gases?

The greenhouse gas with the greatest impact on warming is water vapour. But it remains in the atmosphere for only a few days. Carbon dioxide (CO₂), however, persists for much longer. It would take hundreds of years for a return to

5) Describe the trend in the Graph of average mean land temperatures

1800-1930

1950-1980

1990-2020

Most man-made emissions of CO₂ come from burning fossil fuels. When carbon-absorbing forests are cut down and left to rot, or burned, that stored carbon is released, contributing to global warming. Since the Industrial Revolution began in about 1750, CO₂ levels have risen more than 30%.

The concentration of CO₂ in the atmosphere is higher than at any time in at least 800,000 years. Other greenhouse gases such as methane and nitrous oxide are also released through human activities but they are less abundant than carbon dioxide.

How much will temperatures rise in future?

The change in the global surface temperature between 1850 and the end of the 21st Century is likely to exceed 1.5°C, most simulations suggest. The WMO says that if the current warming trend continues, temperatures could rise 3-5°C by the end of this century. Temperature rises of 2°C had long been regarded as the gateway to dangerous warming.

6) Where do the CO₂ come from?

3) What is a Greenhouse gas?

Write a 50-word summary. (Hint: Climate change/greenhouse effect/trend/future)

- A selection of year 7 Tropical Rainforest Easter Homework, pupils were asked to create a tropical rainforest out of everyday items.



Drama

Drama Club is well attended in both KS3 and KS4. Each bubble meets once a week to explore ways of developing transferable skills such as teamwork, confidence, self-esteem, problem-solving exercises, communication skills and inter-personal skills. We aim to continue working on a musical production as soon as restrictions are lifted.

Year 10 Performing Arts students have been devising work in the style of Verbatim Theatre, using found poetry from Mrs Salisbury's current Doctoral Research Project into how Drama supports the mental health and wellbeing of young people. They have applied a range of skills to their group pieces, which compliments their mock exam work conducted this half term.



Mrs Salisbury hosted the annual Oscars Event for our Performing Arts students in Year 11, where the

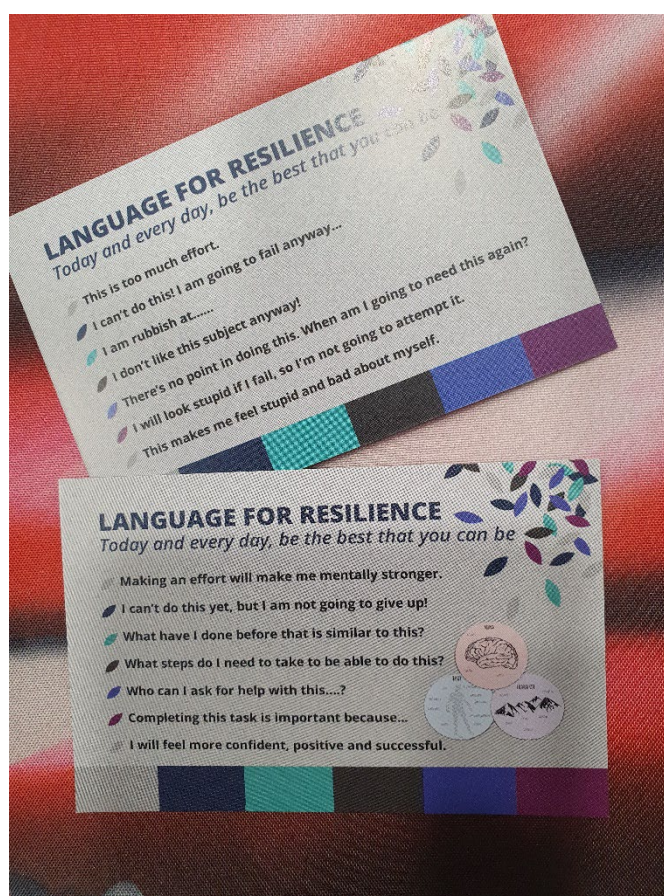


creative achievements of our talented young stars were celebrated. Students each received an Oscar statuette to keep as a reminder of their days studying the BTEC Tech Award in Performing Arts. A total of 26 categories were awarded for

performance and production roles in Shakespeare's *Twelfth Night*, which was performed at the Floral Pavilion, Susie Crozier's contemporary comedy *The Wizard of Odd*, Jim Cartwright's *Two* which was workshopped and rehearsed at Storyhouse, and Shakespeare's *Romeo and Juliet*. Our stars enjoyed a delicious buffet, prepared by Kellie Broadbent and her team, and a personalised and delicious chocolate cake.

Resilience

As part of the NPQSL course Mrs Salisbury has now launched the Resilience Project with KS3 students. Over the last 18 months she has engaged in a small-scale research study with Year 7 and Year 8 students to explore and analyse barriers that they identify in their learning. From the initial findings in September, it was shared with staff in all departments the Language for Resilience that our students had developed. Moving forwards, the top 7 negative statements which our students identify with and use were identified. These statements have been placed on a business card, with the mirroring positive statements on the other side of the card. The idea is that the students have a visual way of 'flipping their thinking'. Over the next 2 weeks, each student in KS3 will receive their business card (which fits neatly into their blazer pocket or mobile phone case) in their SMSC lesson, where we will be identifying barriers that they are facing in their learning and exploring ways of developing resilience in 'flipping their thinking'. As themes and data emerge, further findings will be shared. Students will be encouraged to use the cards in their lessons if they are feeling negative about their learning, in the hope that they will be able to pause and think about how they apply themselves in lessons.



Music

Year 7 Choir

We have been fortunate enough to start singing (safely) in school again. Following a strict risk assessment (all pupils must be 2m apart, with all windows open) Miss McHale and Miss Ankers started a year 7 bubble choir – limited numbers due to space. We have a fantastic group of talented singers who already have 5 songs in their repertoire ready to perform when they are allowed. We're still not singing in curriculum time due to lack of space to allow for social distancing so it is wonderful to be able to start this extra-curricular club.



Peripatetic Music Lessons

Due to lack of space in the practice rooms in school (to allow for social distancing), the majority of our peripatetic staff have been busy working from home this term, teaching online with pupils using the laptop set up in the practise rooms. Lessons have been successful with pupils preparing for their next ABRSM, Trinity or Rockschool examinations.

PTA – Parent Teacher Association

Miss McHale is working with Laura Rose and has set up a PTA to raise much needed funds for school. Due to covid restrictions for meetings, a small group of parents and staff/governors have been asked to join the PTA this year (it will be open for more parents and staff/governors to join next year) and are working towards organising fundraising events to be held throughout the school year. Please find the attached the list of dates for events throughout 2021-2022. Miss McHale had organised a Movie Night and School Disco for year 7 this half term, but both events have sadly been cancelled due to Covid restrictions. We will plan ahead for events next year with the hope that they can run as normal, we'll be prepared to make changes following government advice.

Month	Pupil Event	Adult Event	Family Event
September 2021	Movie Night 22/9/21		
October 2021	KS3 Disco 20/10/21	Race Night 22/10/21	
November 2021	Movie Night 24/11/21		
December 2021	KS3 Disco 15/12/21		Christmas Fayre 11/12/21
January 2022	Movie Night 26/1/22		
February 2022	KS3 Disco 16/2/22		
March 2022	Movie Night 16/3/22 KS3 Disco 30/3/22	Blacon Bingo 19/2/22	Easter Raffle Date TBC
April 2022			
May 2022	Movie Night 4/5/22 KS3 Disco 25/5/22		
June 2022	Movie Night 15/6/22		
July 2022	KS3 Disco 13/7/22	Summer Ball 2/7/22	Summer Fete/Festiva l Date TBC

Prom Dresses

Miss McHale opened a 'prom shop' having received a huge amount of clothes and accessories from Debenhams following their closing down sale. A contact reserved a selection of dresses, suits, shoes and accessories from the final closing down sale and offered school a reduced price of £1 per unit. For £80 we received £1000s worth of prom clothes from Debenhams. A message was also put on social media for donations of Prom dresses and suits to help pupils who couldn't afford to buy their own and the response was tremendous. For 2 weeks, one of the music practise rooms was used as a pop-up 'prom shop' and students were able to come and try on and take home (to keep) prom clothes, both brand new from Debenhams and 2nd hand donated prom outfits. We managed to kit out over 20 pupils with dresses, suits, shoes, bags and jewellery. When the local community heard what we were doing, we received donations from local bridal shops, seamstresses and people were even donating brand new bridesmaid's dresses or prom dresses from last year's proms that were cancelled. Sadly our prom has also been cancelled this year but we now have stock of over 150 dresses in storage, to be used for future proms and many of our current year 11s have been kitted out if they do get to have a celebration in the future.



New Build

The proposed completion and handover date is the 9th July, which means the project will be completed within budget and on time. Paveways and Magnus Theobald, our Project Manager have been superb and we are delighted with the quality of the work. Julie Mounfield, our Site Manager, has been a key link between school and the builders, which has served us well. My thanks also to Laura Rose and John Lacey for all their work towards this project. The upper floor is complete and we are starting to snag each room individually. As soon as the term finishes we can get the interactive screens relocated from Maths to the new classrooms.

The ground floor is catching up. All catering equipment is in situ, decorating is being completed. The passenger lift is to be installed this week along with balustrades. All flooring is down, but has a protective covering over it.

Blinds are fitted to all windows and opaque film is now on rear upper windows.

Ground work is progressing. Tarmac has been laid on surrounding paths, driveway, parking spaces and footpath. Turf is to be laid this week. The building will receive a full deep clean inside and out.

This building will provide a suite of six Maths classrooms and a staff work area on the top floor with provision for the Sanctuary on the ground floor with office, a quiet room, kitchen for life skills,

computer suite for key stages 3 and 4 for the Sanctuary, 3 Orion rooms and a Bistro with indoor and outdoor seating.

All in all, the building is just fantastic and we look forward to being able to officially open it next term and welcome students, staff, Governors and parents in to view it.



Closing Reflections

As I reflect on the last year of life at Blacon High School during the pandemic, what strikes me is just how much we can learn about the human spirit. The determination to continue, to succeed against all odds, to show resilience and overcome adversity, stories of loss, of families having to dig deep in order to keep going, stories of courage and hope, people who have given so much to the NHS, Care Homes and worked throughout the pandemic as key workers. I salute each and every key worker for the contribution they have made. As a community, we have pulled together and will continue to work in partnership to achieve the very best for our young people. The last 18 months has seen plenty of challenge, opportunities for us to work differently and work out what really matters. I am incredibly grateful to all of the staff for their hard work and commitment to the school and remain proud of all that we have achieved. I wish everyone a restful summer so that we may return reenergised and ready to face the next challenges of the year ahead.

Rachel Hudson

Headteacher