

## Head teacher's Report for Governors – March 2023

### Part 1 – Update on Strategic Goals

#### Blacon High School - More than a school

The ethos of our school is one of ambition, excellence and high expectation.

**Vision** - We want Blacon High School to be a safe and caring place at the heart of our community, where everyone is valued and supported to aspire, believe and achieve beyond their potential.

**Core Belief** - Our fundamental belief, that everyone can achieve well, lies at the heart of our educational philosophy, irrespective of background or starting point.

**Values** - Central to our ethos, are three key values; **respect, relationships and resilience**. Respect is a deeply held value which underpins everything we do, leading to high quality relationships that enable young people within our school community to develop the resilience and determination to achieve and excel.

**Aim** - We believe in the power of education to transform lives and will prepare every young person for success both now and in the future.

**Mission** - All at Blacon High School aim to inspire students to love and enjoy learning through a thinking curriculum, where they are encouraged to ask questions, to be inquisitive and creative through a range of high quality learning experiences, both within and beyond the classroom.



## Contents

### **Part 1 - Update on progress towards 2023 Strategic Plan** ..... 5

#### **1. To raise levels of attainment, standards and progress to outstanding and to close gaps in performance between disadvantaged and non-disadvantaged students nationally**..... 5

Profile of Year 11 for Current Cohort compared to last year ..... 6

Contextual Data –whole school ..... 7

Quality of Education – Curriculum Development Updates..... 8

SEND Overview ..... 10

Curriculum+..... 11

Literacy..... 12

National Tutoring Programme (NTP) ..... 12

Reading across the Curriculum ..... 12

Reading Interventions..... 15

Curriculum Staffing ..... 16

Assessment Action Group ..... 16

Year 9 options ..... 16

Progress Evenings ..... 18

Progress meetings 2020-21 ..... 19

Progress meetings 2021-22 ..... 19

Progress Meetings 2022-23 ..... 19

Quality Assurance ..... 20

#### **2. To develop an inclusive, broad and balanced curriculum that will underpin progress and ensure all students achieve their maximum potential.** ..... 20

Attendance..... 21

Whole School Attendance ..... 21

Overall Absence ..... 21

Year Group ..... 21

Pupil Premium..... 21

Key aim – To Develop key, personal qualities: aspiration, motivation, confidence, independence, resilience (surveys, personal development). ..... 22

Learning outside the Classroom (LoTC) in the 2022/23 academic year. .... 22

Personal Development and Careers 22/23..... 22

LORIC..... 23

|   |    |
|---|----|
| <b>3. To develop and sustain the BEV partnership by exploring every opportunity for collaboration and the sharing of good practice.</b>   | 24 |
| <b>4. To ensure the school remains financially viable, meets demand and achieves, or exceeds, progression for students in line with National Average.</b>                             | 24 |
| Finance   | 24 |
| School lettings   | 25 |
| <b>5. To ensure successful transitions into Key Stages 3, 4 and 5</b>   | 26 |
| Student Numbers- March 2023   | 27 |
| In Year Transfers and Leavers   | 27 |
| <b>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.</b> | 28 |
| CPD   | 28 |
| Whole School CPD  | 28 |
| Wednesday Morning Briefings   | 29 |
| Tuesday Training  | 29 |
| National Professional Qualifications for school Leadership  | 30 |
| Initial Teacher Training  | 31 |
| Learning & Teaching - Research/Pedagogy   | 32 |
| Staff Wellbeing   | 32 |
| The 'BEV' (Blacon Educational Village) - Success through Partnership.   | 33 |
| The Bursary Scheme – Driven by excellence; values every one; transforms lives.  | 33 |
| Staff absence   | 34 |
| Behaviour Data  | 35 |
| Suspensions/ Permanent Exclusion Data   | 35 |
| Step Out Data   | 35 |
| Internal Exclusion Data   | 35 |
| SSA Data  | 36 |
| SIG Group Data  | 36 |
| On Call Data  | 36 |
| Remove Room Data  | 36 |
| Suspensions/ Exclusions   | 37 |
| Step out  | 37 |
| Internal Exclusion  | 37 |
| SSA grades  | 37 |
| SIG data  | 37 |



|                               |    |
|-------------------------------|----|
| On Call and remove data ..... | 37 |
| Parent Feedback .....         | 38 |
| EduLink App .....             | 40 |
| CCF Combined Cadet Force..... | 41 |

## 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.

| Performance Indicators from Strategic Plan  | Results 2019        | CAGs 2020       | CAGs 2021    | Year 11 Targets | Year 11 data Dec 21 | Year 11 Exam Results August 22 | Year 11 Targets | Year 11 Current latest data Dec 22 |
|---|---------------------|-----------------|--------------|-----------------|---------------------|--------------------------------|-----------------|------------------------------------|
|   | 69 students         | 88 students     | 113 students | 118 students    | 118 students        | 118 students                   | 126 students    | 126 students                       |
| KPI – Progress 8 score 0.1  | -0.67               | -0.09           | NA           | NA              | NA                  | -0.82                          | -0.15*          | -0.70*                             |
| KPI - English and Maths 9 - 4 - 60%   | 62%                 | 69%             | 66%          | 81%             | 49%                 | 39%                            | 71%             | 48%                                |
| KPI - English and Maths 9 - 5 - 40%   | 23%                 | 49%             | 43%          | 34%             | 25%                 | 15%                            | 42%             | 22%                                |
| KPI - English 9-4 - 70% and 9 -5 - 60%  | 72% / 48%           | 81% / 60%       | 80%/53%      | 90%/62%         | 90%/52%             | 58%/38%                        | 87%/61%         | 66%/37%                            |
| KPI - Maths 9-4 - 70% and 9 -5 - 60%  | 67% / 28%           | 75% / 53%       | 71%/53%      | 81%/34%         | 51%/31%             | 49%/19%                        | 71%/43%         | 54%/27%                            |
| KPI - Progress 8 for English  | -0.73               | -0.01           | NA           | NA              | NA                  | -0.77                          | -0.09*          | -0.99*                             |
| KPI - Progress 8 for Maths  | -0.66               | -0.23           | NA           | NA              | NA                  | -0.91                          | 0.07*           | -0.75*                             |
| KPI – Student Pupil Premium 0 Progress 8  | -0.83               | -0.18           | NA           | NA              | NA                  | -1.00                          | -0.15*          | -0.79*                             |
| KPI Open Bucket Progress 8 score 0.2  | -0.39               | 0.22            | NA           | NA              | NA                  | -0.59                          | -0.06*          | -0.43*                             |
| High Ability Progress 8   | -1.02 (26 students) | -0.16 (33 stu)* | NA           | NA              | NA                  | -0.61 (7 stu)                  | -0.20* (14 stu) | -1.08* (14 stu)                    |
| Middle Ability Progress 8   | -0.51 (38 students) | -0.11 (43 stu)* | NA           | NA              | NA                  | -1.11 (68 stu)                 | -0.18* (69 stu) | -0.68* (69 stu)                    |
| Lower Ability Progress 8  | 0.06 (4 students)   | 0.29 (8 stud)*  | NA           | NA              | NA                  | -0.38 (42 stu)                 | -0.08* (38 stu) | -0.58* (38 stu)                    |
| KPI - PP Progress 8 matching non disadvantaged nationally for English English Student Premium | -0.90               | -0.06           | NA           | NA              | NA                  | -0.97                          | -0.03*          | -1.01*                             |
| KPI - PP Progress 8 matching non disadvantaged nationally for Maths Maths Student Premium     | -0.79               | -0.43           | NA           | NA              | NA                  | -1.01                          | 0.09*           | -0.87*                             |

\* The Attainment 8 Official Estimates for 2022 used for current Y11 are not the estimates that will be used in the official Progress 8 calculations for this cohort. Therefore any Progress 8 figures produced should be used for internal analyses only and must be treated with great caution. The A8 Provisional Estimates for 2023 will be used by the performance tables for current year 11 available in October. An update on current progress will be available at the end of March 2023.

#### Profile of Year 11 for Current Cohort compared to last year

|   | Year 11<br>2022 |               | Current Year 11<br>2022/23 |               |
|---|-----------------|---------------|----------------------------|---------------|
|   | No. of students | % of students | No. of students            | % of students |
| Total   | 118             |               | 127                        |               |
| Males   | 64              | 54            | 80                         | 63            |
| Females   | 54              | 46            | 47                         | 37            |
| Pupil Premium                                   | 61              | 52            | 61                         | 48            |
| English as an Additional Language               | 1               | 1             | 7                          | 6             |
| SEND Special Educational Needs and Disabilities | 20              | 17            | 37                         | 29            |
| Number of In Year Transfers to Year 11          | 22              | 19            | 10                         | 8             |
| Number affected by safeguarding currently       | 10              | 8             | 12                         | 9             |
| High Ability                                    | 7               | 6             | 14                         | 11            |
| Middle Ability                                  | 68              | 58            | 69                         | 55            |
| Lower Ability                                   | 42              | 36            | 40                         | 31            |
| No prior data                                   | 1               | 1             | 4                          | 3             |

\* Number of In Year Transfers to Year 11\* that arrived after normal year 7 admission in September 2018.

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

\*\* New DfE KS2 Scaled Scores definition published Nov 2021

The profile of Year 11 is important to understand the context. Pupil premium remains high at 48% of the cohort, a decrease in transfers into the year group from 19% to 8% and significantly, a change in the ability profile of the year with a larger proportion of high ability students (increase of 6% to 11%) and broadly similar for middle and lower.

All of the latest research is showing that the gap between disadvantaged and non-disadvantaged has widened further post Covid and these students comprise over half of our cohort.

### Contextual Data –whole school

| Year          |                 | Total number of students | FSM | Pupil Premium |
|---------------|-----------------|--------------------------|-----|---------------|
| 2019/20       | No. of students | 618                      | 258 | 321           |
|               | % of students   |                          | 42% | 52%           |
| December 2020 | No. of students | 672                      | 279 | 354           |
|               | % of students   |                          | 42% | 53%           |
| March 2021    | No. of students | 669                      | 286 | 360           |
|               | % of students   |                          | 43% | 54%           |
| June 2021     | No. of students | 664                      | 287 | 358           |
|               | % of students   |                          | 43% | 54%           |
| December 2021 | No. of students | 683                      | 308 | 375           |
|               | % of students   |                          | 45% | 55%           |
| March 2022    | No. of students | 682                      | 307 | 373           |
|               | % of students   |                          | 45% | 55%           |
| July 2022     | No. of students | 568<br>(Year 11 left)    | 265 | 299           |
|               | % of students   |                          | 47% | 53%           |
| November 2022 | No. of students | 719                      | 336 | 378           |
|               | % of students   |                          | 47% | 53%           |
| February 2023 | No. of students | 718                      | 337 | 378           |
|               | % of students   |                          | 47% | 53%           |

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 the last two academic years, compared to the Autumn, Spring and Summer terms in 2020/21.

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.

For FSM, we are in the highest quintile (top 20%) of all schools for those on FSM and Ever 6 (students who have been eligible for FSM over the past 6 years). The 2022 IDSR references Blacon at 49% compared to the national average of 27% so we are now more than double the national average.

### Quality of Education – Curriculum Development Updates

| Key area               | Work undertaken   |
|------------------------|---|
| Action Plan            | <ul style="list-style-type: none"> <li>Following the initial meetings between Mark Cotton, Nick Scoltock and John Lacey, an action plan was developed to help support curriculum development.</li> <li>A 3 year plan was created for the scheduling of work. <ul style="list-style-type: none"> <li>Work on content ongoing</li> <li>Work on pedagogy started</li> <li>Work on assessment started</li> </ul> </li> </ul>  |
| Curriculum Maps        | <ul style="list-style-type: none"> <li>The work on curriculum maps started in January 2022. Subject areas have used the template provided to sequence work based on the development and consolidation of content &amp; skills.</li> <li>KS3 maps were created in draft for July 2022 and should be reviewed and amended on a termly basis as units are completed.</li> <li>KS4 maps need to be completed in draft format for July 2023.</li> <li>Following recommendations from our SIP, the wording 'composite &amp; component' has been removed from all maps. Subject areas should instead focus on substantive knowledge (content) and disciplinary knowledge (skills). Whilst delivering content learning should include both core &amp; hinterland knowledge, but tasks should on focus on core knowledge.</li> </ul> |
| Student books          | <ul style="list-style-type: none"> <li>The template for how student work/books should be set out was introduced in September 2022. This has worked well and helped to develop a level of consistency.</li> </ul>  |
| Pedagogical Focus      | <ul style="list-style-type: none"> <li>The key areas of curriculum development identified with Mark Cotton are 'thinking skills' and 'making connections'.</li> <li>The pedagogical model was shared with staff and this will become the template used for CPD and observations: Connect, Activate, Explain, Practice.</li> <li>The use of the DNA task at the start of lessons was shared and this will become the expected start of each lesson.</li> <li>The pedagogical focus was shared with staff identify key characteristics of lessons that support learning: Clarity, Knowledge construct, Visual representation, Talk.</li> <li>Further work has been shared with staff on the need to make connections over a range of time periods: Short, Medium, Long</li> </ul>   |
| Assessment             | <ul style="list-style-type: none"> <li>LAI and COR are working on the assessment course and are developing a whole school assessment policy.</li> </ul>   |
| Focused Subject Review | <ul style="list-style-type: none"> <li>A new FSR model has been created with is includes lesson drop in's, Head of Department voice, staff voice and student voice with a summary report for each curriculum area. These will be externally verified by our SIP in the summer term when she conducts further reviews with middle leaders, SLT and staff.</li> </ul>   |



Work samples, lesson drop ins and Full Subject Reviews show that:

- Presentation rules and DNA (Do Now Activities) are embedded in lessons
- Curriculum leaders and subject staff have a deeper understanding of curriculum development and sequencing
- Key subject knowledge and skills are being identified
- There is greater consistency in the delivery of learning across groups
- Staff are developing their pedagogy to support the delivery of the curriculum

### **Launch of New Website**

Following an extensive piece of work, we have launched our new website this term with our updated branding. The website is modern, professional and provides a clear overview of the school, our vision and ethos, with key information for parents. [www.blaconhighschool.net](http://www.blaconhighschool.net)

## SEND Overview

We currently have 193 students with SEND which is 28% of the school population, almost double the national average at 15.9%. As a school, we are in the highest quintile (top 20%) of all schools for the number of SEND students. IDSR 2021 reports 20.6% of students with SEND support compared to the national average of 11.5% and for students with an EHCP, Blacon is at 3.3% compared to the national average of 2%. We also have the highest number of students with an EHCP and with top up funding across all of the schools in Cheshire West and Chester.

Overview of SEND numbers and applications for funding as follows;

| Year Group  | Social & Emotional | Cognition & learning | Physical &/or sensory | SLCN      | Top Up Funding | EHCP      |
|---|--------------------|----------------------|-----------------------|-----------|----------------|-----------|
| 7   | 17                 | 15                   | 1                     | 3         | 3              | 6         |
| <b>Funding Applications Submitted for Yr7: 1 EHCP transfer from special school</b>  |                    |                      |                       |           |                |           |
| 8   | 21                 | 19                   | 3                     | 7         | 1              | 10        |
| <b>Funding Applications Submitted for Yr8: 1 EHCP waiting to go to second panel. I almost ready to be submitted</b>   |                    |                      |                       |           |                |           |
| 9   | 15                 | 19                   | 3                     | 4         | 2              | 9         |
| <b>Funding Applications Submitted for Y9: 2 EHCPs awarded. 1 is currently in draft and the other in draft but out to Wirral for consultation;<br/>1 EHCP almost ready to submit;<br/>1 just had an assessment and waiting to go to second panel</b> |                    |                      |                       |           |                |           |
| 10  | 12                 | 13                   | 1                     | 4         | -              | 9         |
| <b>Funding Applications Submitted for Yr10: 2 almost ready to submit</b>  |                    |                      |                       |           |                |           |
| 11  | 14                 | 12                   | 2                     | 8         | -              | 5         |
| <b>Funding Applications Submitted for Yr11: 1 EHCP just been finalised</b>  |                    |                      |                       |           |                |           |
| <b>Total</b>  | <b>79</b>          | <b>78</b>            | <b>10</b>             | <b>26</b> | <b>6</b>       | <b>39</b> |

We continue to promote SEND across the school and a weekly briefing dedicated to SEND is being held each Wednesday morning, to provide a regular flow of information to staff, to support this key group in school.

## Curriculum+

The Curriculum+ provision started in September 2023, building upon the success of the previous Orion model. Our key aims within Curriculum+ are;

- ✓ To prevent risk of fixed term suspension and permanent exclusion.
- ✓ To provide new pathways for all students to be successful.
- ✓ To improve attitude to learning.
- ✓ To increase attendance.
- ✓ To drive attainment.
- ✓ To develop new partnerships.
- ✓ To transition students back into mainstream provision.

There are currently 33 students within the Curriculum+ model, with 6 groups ranging from year 8 to year 11. All students access a full curriculum outlined in the statutory national curriculum framework, but also engage in external provision, provided by our partners; Route 5 Pursuits, the Educate Group and the Nail base Academy.

All groups have their own classroom within the new build and all lessons take place there. Each group has an inclusion officer assigned to the group, who offers both in lesson and pastoral support.

Students across the 6 groups have improved their attitude to learning since being placed in the Curriculum+ provision in September. Students receive support from their Inclusion Officer, Curriculum+ Mentors and our newly appointed Reflection Manager.

So far this year 3 students have successfully transitioned back into mainstream. This includes the 3 year 7 students who started in September.

Below is an overview of the vulnerabilities within C+, from year 8-11:

| Vulnerability | Pupil premium | FSM | CLA | EAL | SEN | EHCP | CP | Top Up Funding |
|---------------|---------------|-----|-----|-----|-----|------|----|----------------|
| Count         | 29            | 27  | 4   | 0   | 23  | 5    | 2  | 3              |
| Percentage    | 88%           | 81% | 12% | 0%  | 69% | 15%  | 6% | 9%             |

## **Literacy**

### **National Tutoring Programme (NTP)**

We continue to use Action Tutoring for our catch-up programme currently have two programmes running for both, Year 11 and Year 10.

The forty Year 10 and Year 11 students, who are currently attending tutoring for either English or Maths, are all dedicated to the programme and attendance has been very good and all students are engaged fully with their tutors.

Recently, The Westminster Foundation requested to interview our students about how they feel about the programme and this press release should be available soon. It is hopeful that we will see, yet another, positive impact on GCSE outcomes for our core subjects this summer from these students.

In addition to the tutoring company, we also employed three key intervention teachers for all core subjects: English, Maths and Science that have been supporting their departments since September. These interventions include supporting our most vulnerable students in The Sanctuary along with completing 1:1 and small group work during lessons to ensure all students are able to access the curriculum fully.

The catch-up funding has also been used for SEND Specialist teaching which has evolved to identifying key literacy and numeracy gaps across KS3. Ana Kostadinova has been deployed to complete profiles on key students to provide targeted interventions to close the literacy gap further. This has only just started (Spring 2) so data and impact will be reported in the next report.

### **Reading across the Curriculum**

Karen Appleby continues to lead on reading ages and tracking reading across school. Following the SIP visit, Karen has developed the analysis of reading to enable a closer diagnostic of students' gaps in reading. Along with advice from our SIPs (Kath Harris and Fiona Burke-Jackson), and Karen's research findings about the actual efficacy of reading ages, Karen led the English Team to report on key skills using the NGRT tests, as usual.

As a result, the data now reveals the key are for development: vocabulary or passage comprehension. Despite some students' reading ages evidencing that they are on target or close to their chronological reading age, the isolated data about each skill reveals that there are 'hidden' gaps as some are only just achieving an average grade.

The majority of students require support on some key comprehension skills including: inference skills and commenting on writers' perspectives.

Example of data recorded:





| Surname<br>Forename | Sentence<br>Completion | Passage<br>Comprehension | RA Confidence<br>Band | KS2 Reading SS<br>Max MAX of Y6<br>TA or Y7 |   |
|---------------------|------------------------|--------------------------|-----------------------|---|---|
| Student 1           | 3                      | 4                        | 11/11                 | 87  | Vocabulary - build up more words (EAL)                  |
| Student 2           | 3                      | 5                        | 12/8                  | 98  | Vocabulary - check phonics                              |
| Student 3           | 5                      | 3                        | 11/11                 | 94  | Comprehension - basic skills to start and then reassess |
| Student 4           | 3                      | 4                        | 11/11                 | 104   | Vocabulary - specific situation                         |

The skills required to comprehend can be taught across whole school and when Rachel Thomas (Assistant Headteacher) led on Literacy during 2011-2013, there was a whole school strategy that included visual aids to support the delivery of these skills. Due to the decline in literacy following the pandemic, Karen has recalled these resources and will share these at the next INSET in April to train staff on delivering these strategies to support reading across the curriculum.







Karen shared a plan for this strategy at the Middle Leader Forum in February and will monitor closely to measure further impact.

Please see below one of the visual aids to be placed around school and in exercise books:

## Reading styles

|             |   |   |
|-------------|---|---|
| Predicting  |  | You make informed guesses about the text.   |
| Skimming    |  | You read quickly through the sentences getting a gist of the understanding of the text. Useful when seeking specific information. |
| Scanning    |  | Your eyes dart around a text searching for a specific word/phrase/number. You search for key words or ideas.                      |
| Questioning |  | You ask questions about a text to clarify your ideas.   |



|                     |   |   |
|---------------------|---|---|
| <b>Direction</b>    |  | When you have to read back in a text or read forward in order to make connections or clarify your ideas.                            |
| <b>Empathising</b>  |  | When you put yourself in someone else's shoes and feel what they feel.  |
| <b>Visualising</b>  |  | You see a picture in your mind to help gain a better impression or understanding of the text.                                       |
| <b>Inferring</b>    |  | When a point is made that isn't obvious and you read 'between the lines' to find the meaning or thinking about what an image shows. |
| <b>Summarising</b>  |  | You are aiming to produce a brief outline of the main points of a text.   |
| <b>Paraphrasing</b> |  | This differs from summarising insofar as you are required to express in your own words the meaning of a text.                       |

#### **Reading: Carnegie Award Shortlist in Partnership with Chester Schools Together**

The new Librarian at King's, Jodie Brooks, has invited us to work with King's and other local schools in Chester to really elevate reading and learning. An initial project that we will take part in is the upcoming Carnegie Award shortlist and how this would be a fantastic vehicle to working collaboratively with Chester Schools Together.

On March 15<sup>th</sup> we will each receive a nomination pack of the Carnegie shortlist. We will share them with a shadowing group within the school (a combination of Years 9 and 10). We will then arrange a meet-up next term, probably at King's and then a celebratory event in June when the winner is announced (the date has yet to be published).

There will be regular updates of this process and how our students broaden their reading with these texts.

## Reading Interventions

|           |   |
|-----------|---|
| <b>1.</b> | <b>Guided Reading in Tutor Time</b>   |
|           | <ul style="list-style-type: none"> <li>• Three times per week</li> <li>• Each year group has a different text that covers a range of Cultural Capital</li> <li>• Following the reading of the book, there is a bank of resources for each text to explore text further and to enhance Cultural Capital through non-fiction texts and various activities</li> </ul>  |
| <b>2.</b> | <b>Guided Reading in Small Groups – Julie Williams in English</b>   |
|           | <ul style="list-style-type: none"> <li>• Focus group for Autumn/Spring – Yr7 (Closing the reading and vocabulary gap)</li> <li>• Those identified have RAs below 8 years old (bottom 20%)</li> <li>• Intervention include guided reading approach to complement tutor GR</li> <li>• ‘Two Weeks with the Queen’ initially but this has evolved into plays now (range of literature)</li> <li>• Impact – mostly confidence in reading is evident (Kyle Burgess and Adam Toff)</li> <li>• Students are reading out loud to develop fluency</li> <li>• Plays from ELS – they really enjoy and makes them focus as having to look for their part</li> <li>• Not only does it feel like there is an improvement in performance in reading but also that there is a genuine enjoyment of reading: developing RA and reading for pleasure (Aims)</li> <li>• Julie delivers this intervention 4 sessions a week</li> <li>• The first group has five students and will stay as an intervention group until Easter – NGRT to do to confirm progress and change group</li> </ul>  |
| <b>3.</b> | <b>IDL (Indirect Dyslexia Learning) Programme and NGRT (New Group Reading Test) to assess Reading Ages</b>  |
|           | <ul style="list-style-type: none"> <li>• IDL is a programme run in The Sanctuary – IDL is an award-winning programme and is endorsed by the British Dyslexia Association</li> <li>• IDL is delivered each morning before lessons and after school</li> <li>• IDL does report a reading age but it is not in line with the NGRT due to the differences in what is being assessed (IDL focuses on spelling and NGRT focuses on higher-level vocabulary and comprehension)</li> <li>• Yr7 and Yr8 are on IDL and can find it tedious but evidence is clear of progress and forms good habits across literacy levels</li> <li>• TAs in Sanctuary are liaising with Julie Williams to ensure a range of students are receiving interventions</li> <li>• The Sanctuary is using the NGRT RA data to identify those in the bottom 20% of school re: RAs</li> <li>• <b>Aim is to become a ‘Dyslexic-Friendly School’</b></li> <li>• Vicki has carefully selected engaging dyslexic-friendly books that are suitable for all levels and ages – she will build on this library</li> <li>• Request for SEND readers to be identified clearly in classes to check individual needs re: reading (CAA is aware and ideas will be generated to share with All Staff)</li> <li>• The Sanctuary is leading bespoke reading intervention with TA's concentrating on comprehension, reading strategies and self-esteem. They do 10 mins of IDL and 10mins of reading intervention</li> </ul> |

### **Curriculum Staffing**

An additional Technology teacher has been appointed to increase capacity and the number of Product Design Option groups to match the increased numbers opting for the subject and to support the large cohort of boys in Year 9, who predominantly opt to do practical subjects within the faculty. External adverts are currently out for teachers in Science (Chemistry and Physics), Maths, English maternity, Head of Humanities and Teaching Assistants. Internal adverts are in place for a KS3 co-ordinator role in Science and English, Head of Maths and 2<sup>nd</sup> in Maths, Head of Geography, RS, and TLR with responsibility for CCF Cadets and TLR with responsibility for Duke of Edinburgh Award/Outdoor Education.

We have successfully appointed a new member of the site team, a Teaching Assistant, maternity cover for History and an Art/Graphics teacher.

### **Assessment Action Group**

The whole-school work on assessment started on our return after the Christmas holidays, led by John Lacey, Assistant Head and Laura Cockburn, Head of Science. The first full training session on assessment took place on the training day.

The assessment training started with staff considering 'what is Assessment?' This generated discussion and the collation of ideas, which culminated in a summary of what is meant when we talk about assessment. The session then went on to explore the positive impact that assessment has on learning and highlighted the difference between: Assessment for learning; assessment of learning; and assessment as learning.

The four pillars of assessment were then introduced and discussed, these are: purpose, validity, reliability and value. Teaching staff then worked in groups to explore what they thought each of these terms meant in their interpretation of assessment. Finally, staff started to analyse example assessments that they had brought to the session, to make an initial judgement about their purpose, validity, reliability and value.

### **Year 9 options**

The options process is now underway. A pre-options process took place before the February half-term where tutors shared the subjects on offer with students and discussed the overviews of the subjects written by subject leaders. Tutors then inputted the initial options from students into a Microsoft Form. These initial choices were then analysed so that subjects were placed in appropriate option blocks to ensure the best possible choices for students. The options booklet can be viewed on the website <https://www.blaconhighschool.net/page/?title=YEAR+9+OPTIONS&pid=127>

A successful Options evening was held on March, 2<sup>nd</sup> with a presentation explaining the process, the options booklet was provided to parents, carers and students and then there was the opportunity to discuss option subjects with the staff responsible for the courses. The presentation can be viewed on the website

<https://www.blaconhighschool.net/site/data/files/users/template/files/70B8C4A0723E8A92FA274EEF5E1DE183.pdf>



Students had an options assembly on March, 7<sup>th</sup> to further highlight the importance of the making informed options decisions, followed by the Year 9 Progress Evening on March, 9<sup>th</sup>, when students, parents and carers will be able to have more in depth discussions about the suitability of courses.

The deadline for option choices to be submitted is March, 13<sup>th</sup>. After collation of the final option choices, meetings will take place between members of SLT and each student to discuss the suitability of the subjects chosen.

Construction was considered as an option during the pre-option process, but it was decided to wait until next academic year to offer this in order to allow the new member of staff time to develop, resource and implement this new course for 24/25.

BTEC Small Animal Care will be a new option subject for the 2023/24 academic year. Miss Ankers will teach Small Animal Care and with the support of Mrs Cockburn is planning and resourcing the course.

### Safeguarding Updates

| TAFs - Team around the Family |          |            |           |           |          |            |          |               |
|-------------------------------|----------|------------|-----------|-----------|----------|------------|----------|---------------|
| Year Group                    | Dec 2020 | March 2021 | June 2021 | Oct/ 2021 | Nov 2021 | March 2022 | May 2022 | February 2023 |
| Year 7                        | 2        | 2          | 3         | 1         | 1        | 5          | 5        | 2             |
| Year 8                        | 7        | 3          | 5         | 2         | 1        | 4          | 5        | 4             |
| Year 9                        | 7        | 4          | 3         | 7         | 7        | 9          | 8        | 6             |
| Year 10                       | 3        | 6          | 4         | 3         | 2        | 3          | 3        | 5             |
| Year 11                       | 5        | 0          | 1         | 4         | 3        | 3          | 2        | 4             |
| Total                         | 24       | 15         | 16        | 17        | 14       | 24         | 23       | 21            |

| CIN Child In Need |          |            |           |          |          |            |          |               |
|-------------------|----------|------------|-----------|----------|----------|------------|----------|---------------|
| Year Group        | Dec 2020 | March 2021 | June 2021 | Oct 2021 | Nov 2021 | March 2022 | May 2022 | February 2023 |
| Year 7            | 3        | 4          | 3         | 1        | 1        | 2          | 1        | 6             |
| Year 8            | 3        | 6          | 4         | 3        | 4        | 1          | 2        | 7             |
| Year 9            | 2        | 3          | 2         | 5        | 3        | 2          | 4        | 4             |
| Year 10           | 1        | 1          | 0         | 2        | 2        | 2          | 1        | 1             |
| Year 11           | 1        | 2          | 3         | 1        | 4        | 2          | 2        | 2             |
| Total             | 10       | 16         | 12        | 12       | 14       | 9          | 10       | 20            |

| CP – Child Protection |          |            |           |          |          |            |          |               |
|-----------------------|----------|------------|-----------|----------|----------|------------|----------|---------------|
| Year Group            | Dec 2020 | March 2021 | June 2021 | Oct 2021 | Nov 2021 | March 2022 | May 2022 | February 2023 |
| Year 7                | 1        | 1          | 2         | 1        | 1        | 5          | 3        | 3             |
| Year 8                | 2        | 2          | 2         | 2        | 1        | 1          | 1        | 3             |
| Year 9                | 0        | 0          | 0         | 2        | 2        | 3          | 3        | 2             |
| Year 10               | 0        | 1          | 2         | 0        | 0        | 1          | 0        | 2             |
| Year 11               | 3        | 2          | 2         | 2        | 2        | 5          | 5        | 1             |
| Total                 | 6        | 6          | 8         | 7        | 6        | 15         | 12       | 11            |

| CIC/LAC Children in Care / Looked after Children |          |            |           |          |          |            |          |               |
|--|----------|------------|-----------|----------|----------|------------|----------|---------------|
| Year Group                                       | Dec 2020 | March 2021 | June 2021 | Oct 2021 | Nov 2021 | March 2022 | May 2022 | February 2023 |
| Year 7   | 2        | 2          | 3         | 5        | 6        | 5          | 5        | 3             |
| Year 8   | 4        | 5          | 5         | 3        | 4        | 4          | 4        | 4             |
| Year 9   | 5        | 5          | 5         | 5        | 5        | 5          | 5        | 2             |
| Year 10  | 1        | 1          | 1         | 5        | 5        | 5          | 5        | 6             |
| Year 11  | 1        | 3          | 3         | 1        | 1        | 1          | 1        | 5             |
| Total  | 13       | 16         | 17        | 19       | 21       | 20         | 20       | 20            |

***There are four other students who are open to assessment for social care.***

10% of the school population are linked to safeguarding and these are students who have experienced significant trauma and for whom the challenge to thrive at school is more difficult.

Cheshire Young Carers continue to use our bistro as a Hub to work with local Young Carers. They have invited students as they already have links with families and the sessions take place every fortnight. Cheshire Young carers will lead assemblies to further raise the profile of them and to identify new Young Carers. The safeguarding parent newsletter continues to be shared with parents to support parental engagement and collaborative working to keep students safe.

### **Progress Evenings**

Following feedback from parents and staff, progress evenings continued to be carried out remotely this year, using a School cloud system to interact with parents, carers and students via a video call. The system was 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, however the attendance figures have dropped this academic year, and so the plan is for parents to be invited back into school for face to face meetings next year and to use the School cloud system to book appointments. Parental engagement remains a key priority for the school.

### Progress meetings 2020-21

| Year group                                  | Yr7 | Yr8 | Yr9 | Yr10 | Yr11 |
|---|-----|-----|-----|------|------|
| No. parents asking for alternative feedback | 7   | 18  | 26  | 16   | 7    |
| % engagement with progress evening          | 78% | 66% | 86% | 80%  | 60%  |
| No. families linked to missed appointments  | 26  | 15  | 11  | 7    | 5    |
| % appointments completed                    | 84% | 86% | 85% | 91%  | 93%  |

### Progress meetings 2021-22

| Year group                                 | Yr7 | Yr8 | Yr9 | Yr10 | Yr11 |
|--|-----|-----|-----|------|------|
| Cohort                                     | 141 | 141 | 142 | 129  | 120  |
| % engagement with progress evening         | 43% | 65% | 61% | 61%  | 59%  |
| No. of appointments missed                 | 111 | 127 | 104 | 61   | 93   |
| No. families linked to missed appointments | 10  | 16  | 15  | 10   | 9    |
| % appointments completed                   | 78% | 83% | 81% | 85%  | 81%  |

### Progress Meetings 2022-23

| Year group                                  | Yr7                | Yr8                | Yr9                | Yr10                  | Yr11                  | Yr11                  |
|---|--------------------|--------------------|--------------------|-----------------------|-----------------------|-----------------------|
| Date  | 09/02/23<br>Online | 01/12/22<br>Online | 09/03/23<br>Online | 11/05/23<br>In person | 29/09/22<br>In person | 12/01/23<br>In person |
| Cohort                                      | 162                | 152                |                    |                       | 127                   | 127                   |
| No. parents asking for alternative feedback | 11                 | 9                  |                    |                       | 1                     | 6                     |
| % engagement with progress evening          | 76%                | 59%                |                    |                       | 57%                   | 57%                   |
| No. families linked to missed appointments  | 5                  | 13                 |                    |                       | 5                     | 4                     |
| % appointments completed                    | 95%                | 84%                |                    |                       | 89%                   | 89%                   |

### Quality Assurance

Following, and in response to, the huge amount of work that staff have been involved with recently in terms of curriculum development and sequencing, the Full Subject Review process was redesigned with a specific focus on key areas of development for the whole school.

The process itself is, by necessity, organic and will evolve in line with response to specific need, whole school developments, and also government/LA directives and amendments to the Ofsted framework.

The process involves a meeting with the Head of Subject, a series of lesson observations (some staff may be seen more than once), a meeting with the department team, and student feedback. Additionally, following observations, SSA grades are analysed to ensure that they represent an accurate reflection of the atmosphere in the lesson. In an attempt to mirror Ofsted practice, observations are not usually for the whole lesson and no lesson plans are required. Staff are not told what lessons will be observed but they are aware of the days that observations are scheduled for.

Once the process is complete, there is an initial feedback meeting with the Head of Subject and then a further meeting with the 'teams' of bigger departments.

The FSR process for 2022 23 is underway. So far, FSRs have been completed in Maths, English, MFL, Humanities and Science. Mr Stockdale has organised the schedule and all members of the senior leadership team are involved, with the remaining subjects due to be completed before Easter.

The outcomes of those FSRs that have already been completed have been, broadly, very positive, and individual reports are available for Governors to view.

## 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 March 23   |
|--|--|
| KPI Open Bucket Progress 8 score 0.2                             | <b>-0.43</b>   |
| KPI Attendance up to national average - 95%                      | <b>86.1% overall<br/>80.9% Pupil Premium</b>                                       |
| KPI 80% sport participation, 100% Learning outside the classroom | <b>Lotc<br/>100% Years 7 – 9<br/>75% Years 10 – 11<br/>51% sport participation</b> |

## Attendance

### Whole School Attendance

| Whole School | 86.19% |
|--------------|--------|

### Persistent absence

|       | % 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 |
|-------|---------------|-----------------|--------------------|------------------|---------------------|-------------------|---------------------|-------------------|---------------------------|
| Total | 39.84         | 290             | 207                | 71.38            | 102                 | 35.17             | 5                   | 1.72              | 728                       |

### Overall Absence

| Whole School Authorised   | 6.69% |
|---------------------------|-------|
| Whole School Unauthorised | 7.12% |

### Year Group

| Year 7  | 91.3% |
|---------|-------|
| Year 8  | 86.5% |
| Year 9  | 85.3% |
| Year 10 | 83.2% |
| Year 11 | 83.1% |

### Pupil Premium

| PP      | 80.9% |
|---------|-------|
| None PP | 92.1% |

The national attendance rate across the **academic year to date** was 92.4%. The absence rate was, therefore, 7.6% across all schools.

By school type, the absence rates across the year to date were:

6.2% in state-funded primary schools (4.7% authorised and 1.5% unauthorised)

9.2% in state-funded secondary schools (6.0% authorised and 3.2% unauthorised)

13.6% in state-funded special schools (10.4% authorised and 3.2% unauthorised)

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

**Learning outside the Classroom (LoTC) in the 2022/23 academic year.**

All Year 7 students participated in a series of sustainability workshops within their curriculum time, led by Chester Zoo staff and planned by Miss Ankers. The final workshop involved all Year 7 students visiting Chester Zoo. This project was funded by the Zoo.

All Year 8 students also participated in the series of sustainability workshops led by Chester Zoo staff, but did not attend the Zoo.

The MFL department organised for a performance by the Onatti Drama Company: all Year 8 students and the Year 10 French Option group watched the performance.

**% of students who participated in at least one LoTC activity since the start of the academic year.**

| Year | Percentage of Pupil Premium who had a Learning Outside the Classroom experience (%) | Percentage of all students who have had a Learning Outside the Classroom experience. (%) |
|------|---|--|
| 7    | 100   | 100  |
| 8    | 100   | 100  |
| 9    | 65  | 67   |
| 10   | 60  | 72   |
| 11   | 85  | 75   |

Departments will continue to plan LoTC opportunities of all year groups during the rest of this academic year and all students in years, 7 to 10 will participate in three days of LoTC activities during the final week of term including a day visiting either Liverpool or Manchester.

**Duke of Edinburgh**

The Year 11 cohort completed their expedition: their final evidence for the volunteering, skill and physical sections of the award is being uploaded to their eDofE records on the DofE website.

Currently, there are no other groups who have started the award this academic year in years 9 and 10. Sean Blain, left the school at the end of the 2022/23 academic year. An advert has been prepared for the position, to be filled internally, and when a new lead for Outdoor Education/DofE is appointed the DofE will be launched with Years 9 and 10. This should take place following the Easter holidays.

**Personal Development and Careers 22/23**

1. Students in Year 7 Food Technology had a visit from Angie Lopez who works for the NHS Foundation Trust at the Countess of Chester. She talked to the students about her not only her role but the wide variety of roles across the NHS. This was done whilst baking lots of cakes with the students for a Valentine's Day cake sale. Staff brought in cakes too and we raised £132 for the Blue Bird Intensive Care Unit.



2. Year 9 Chemistry students had a visit from Dawn Swettenham from Swettenham's Pharmacies in February. They found about her role and career path and what is involved in being a Pharmacist.
3. A group of Year 11 students attended a taster day at QPHS 6<sup>th</sup> Form in January. They chose from a range of Post-16 courses to experience as if they were a student there. The feedback from this was excellent – from both the students and the Head of 6<sup>th</sup> Form. As a result of this visit, the Head of 6<sup>th</sup> Form came into school to hold mock interviews with those Year 11 students to prepare them for Post-16 interviews.
4. A further group of Year 11 students attended a similar taster afternoon in February at Christleton 6<sup>th</sup> Form.
5. Further links have been made with a variety of local employers for visits to school.
6. 95% of students in Year 11 have now had their initial 1:1 Information, Advice and Guidance interview.
7. Year 10 assembly with the NHS around drug use and long term effects. March 2023
8. KS4 performance with a theatre company through Cheshire Police around county lines. March 2023

## LORIC

### The Blacon Character Award



Students in KS3 and KS4 continue to engage with the Blacon Character Award, completing statements every 2 weeks on a week 2 in tutor time using resources on Google Classroom. Spring Term 1 focus was Resilience and this half term focus is Independence with year group assemblies delivered by Mr Cairns.

### Spring 1 LORIC data update:

#### Key Stage 3:

Year 7 – out of 161 students, 124 LORIC statements achieved with 1/161 achieving LORIC certificates  
Year 8 – out of 151 students, 97 LORIC statements achieved with 3/151 achieving LORIC certificates  
Year 9 – out of 148 students, 133 LORIC statements achieved with 46/148 achieving LORIC certificates. 16/148 students have achieved all 5 LORIC certificates and the Blacon Character Award.

30/148 students have achieved LORIC certificates! Summer Term 1 is deadline for getting more students to evident LORIC skill statements and achieve certificates with 7 students needing 2/25 statements to achieve the Blacon Character Award for Key Stage 3

#### **Key Stage 4:**

Year 10 – out of 132 students, 112 LORIC statements achieved with 3/132 achieving LORIC certificates.

Year 11 – out of 126 students, 114 LORIC statements achieved with 18/126 achieving LORIC certificates. 6 students needing 2/25 statements to achieve the Blacon Character Award for Key Stage 3

The Blacon Character Awards and LORIC certificates will be awarded to KS3 and KS4 students in the summer term assemblies once all data has been collated on SIMS to feedback on engagement and achievement.

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

The table below shows the breakdown of applications from the 5 BEV schools.

| <b>Primary School</b>                | <b>2023</b> | <b>2022</b> | <b>2021</b> | <b>2020</b> | <b>2019</b> | <b>2018</b> |
|--------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| The Arches Community Primary School  | 30          | 37          | 40          | 28          | 30          | 22          |
| St Theresa's Catholic Primary School | 13          | 13          | 13          | 21          | 17          | 19          |
| Dee Point Primary School             | 56          | 56          | 55          | 47          | 49          | 41          |
| Highfield Community Primary School   | 23          | 17          | 13          | 23          | 15          | 20          |
| J H Godwin Primary School            | 18          | 19          | 20          | 21          | 14          | 23          |
| Other                                | 10          | 8           | 7           | 5           | 17          | 17          |
| <b>Total</b>                         | <b>150</b>  | <b>150</b>  | <b>148</b>  | <b>149</b>  | <b>142</b>  | <b>142</b>  |

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

#### **Finance**

We are currently anticipating a deficit at the end of the financial year. The main pressure points experienced by school in the spring term that have been the cost of food, our expenditure has almost doubled compared to this time last year, supply due to both long-term sickness and recruitment issues, and the increased costs of supplies and materials. The cost of paper has increased 6 times during this term.



### School lettings

School continues to be a hub for the community with lettings taking place most nights of the week.

We have had additional bookings this term from:

- The Little Children's Market (18.02.2023)
- Vicars Cross Dynamos (11am-12pm Saturdays)
- Saughall Colts (11am-12pm Saturdays)
- Blacon Skate have had extended sessions for discos
- Volleyball (Wednesday)

|          |           |  |
|----------|-----------|--|
| 5pm-10pm | Monday    | Blacon Boxing<br>Chester Wind Band<br>Grosvenor Netball<br>Panthers Basketball<br>Upton JFC<br>Saughall Colts FC |
| 5pm-10pm | Tuesday   | Cheshire Roar Basketball<br>Brewers Basketball<br>Saughall Colts FC<br>Upton JFC                                 |
| 5pm-10pm | Wednesday | Blacon Youth FC<br>Saughall Colts FC   |
| 5pm-10pm | Thursday  | Blacon Skate<br>Volleyball<br>Peter O'Toole Football<br>Saughall Colts FC<br>Upton JFC<br>Colwyn Bay FC          |
| 5pm-10pm | Friday    | Panthers Netball<br>Blacon Youth FC<br>Saughall Colts FC<br>Chester Man V Fat Football                           |
| 9am-11am | Saturday  | Upton JFC  |
| 12pm-4pm | Sunday    | Upton JFC<br>Eclipse Dance Troop   |



### **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

We are once again oversubscribed for September 2023 for the 5<sup>th</sup> year in a row, with a PAN of 150 students and we have again had in excess of this number of applicants. A further 14 students have been placed on the waiting list. These students will be able to appeal against the decision and all appeals will need to be made by 29<sup>th</sup> March. In total, a record high 192 students made applications for Blacon High School.

**Number of students living in Blacon, on waiting list, who have not received an offer - 6**

**Number of students attending a Blacon Primary who have not received an offer - 9**

**Number of students from Saughall All Saints who have not received an offer - 3**

**Number of students who live outside Blacon and their current primary school is unknown - 1**

**Percentages of students from Partner Primary Schools moving to Blacon High School for September 2023 as a proportion of the cohort in each Year 6.**

The Arches – 30/34 (88%)

Deepoint – 56/68 (82%)

Highfield – 23/32 (72%)

JH Godwin – 18/28 (64%)

St Theresas – 13/24 (54%)

| Admissions Preference     | 2023       | 2022       | 2021       | 2020       | 2019       | 2018       | 2017       | 2016       |
|---------------------------|------------|------------|------------|------------|------------|------------|------------|------------|
| First Preference          | 157        | 161        | 137        | 151        | 148        | 134        | 114        | 103        |
| Second Preference         | 22         | 15         | 13         | 12         | 16         | 12         | 10         | 9          |
| Third Preference          | 6          | 10         | 15         | 15         | 18         | 12         | 7          | 6          |
| Late First Preference     | 5          | n/a        | 3          | 6          | 15         | 13         | 6          | 15         |
| Late Second Preference    | 2          | n/a        | 0          | 0          | 2          | 3          | 0          | 1          |
| Late Third Preference     | n/a        | n/a        | 0          | 0          | 0          | 2          | 0          | 1          |
| Placed By L A             | n/a        | n/a        | 0          | 0          | 1          | 1          | 1          | 6          |
| <b>Total Applications</b> | <b>192</b> | <b>186</b> | <b>168</b> | <b>184</b> | <b>200</b> | <b>177</b> | <b>138</b> | <b>141</b> |

*Highest number of first and second preferences and highest number of applications received.*

#### Student Numbers- March 2023

| Year          | Males      | Females    | Total      |
|---------------|------------|------------|------------|
| Year 7        | 82         | 79         | 161        |
| Year 8        | 75         | 75         | 150        |
| Year 9        | 90         | 58         | 148        |
| Year 10       | 70         | 62         | 132        |
| Year 11       | 80         | 47         | 127        |
| <b>Totals</b> | <b>397</b> | <b>321</b> | <b>718</b> |

#### In Year Transfers and Leavers

In Year leavers – as of 28.02.2023

| Year Group   | Total Number of student leavers for this academic year to 28.02.2023 |
|--------------|--|
| Year 7       | 1  |
| Year 8       | 4  |
| Year 9       | 4  |
| Year 10      | 1  |
| Year 11      | 0  |
| <b>Total</b> | <b>10</b>  |

In Year Starters- as of 28.02.2023

| Year Group   | Total in year starters for this academic year to 28.02.2023 |
|--------------|---|
| Year 7       | 3   |
| Year 8       | 3   |
| Year 9       | 3   |
| Year 10      | 0   |
| Year 11      | 1   |
| <b>Total</b> | <b>10</b>   |

**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**

**Whole School CPD**

The term started on the 03/01/23 with whole staff training the overview of the day is below:

| Time of day   | Duration   | Session   | Delivered by             |
|---------------|------------|---|--------------------------|
| 8.30          | 30 minutes | Tea and coffee  |                          |
| 9.00 10.00    | 1 hr       | Culture and Ethos   | Rachel Hudson            |
| 10.00 – 10.30 | 30 minutes | New day and tutor expectations  | Rachel Thomas/Joe Pedder |
| 10.30 – 11.00 | 30 minutes | New App – Detentions/ punctuality, detention system                                   | Dave Sabri/Ilya Haycock  |
| 11.30 – 11.45 | 15 minutes | Break   |                          |
| 11.45 – 12.45 | 1 hr       | Reflection and planning about the changes and how this will work in department areas. | Heads of Department      |
| 12.45 – 1.45  | 1 hr       | On line training on statutory Data protection   | Independent              |
| 1.45 – 2.30   | 45 minutes | lunch   |                          |
| 2.30 – 3.30   | 1 hr       | Department time   | Heads of Department      |

The majority of staff followed the plan above and school SIP Kath Harris also worked with the following curriculum leaders on preparation for Ofsted; Lee Cairns (PE), Gemma McHale Music), Laura Cockburn (Science), Laura Sandland – Jones (RS) and Kim Rochelle –Gill (Computer Science). The team of Teaching Assistants worked in the Sanctuary during the afternoon for department specific training led by the SENCOs.

### Wednesday Morning Briefings

The Wednesday morning SEND briefings have evolved so that one week is a purely SEND focus which may highlight particular students or types of need and the following week there is a Teaching and Learning focus. There is a lot of overlap here and the intention is that these Wednesday morning nuggets will be mutually beneficial to staff in delivering Quality First Teaching. So far this term the following have been delivered:

| Wednesday Morning Nuggets |  |                      |
|---------------------------|--|----------------------|
| Date                      | Content                                | Delivered by         |
| 11/1/23                   | Safeguarding update                    | Karen Appleby        |
| 18/1/23                   | EHCPs and TAs                          | Victoria Davies Rose |
| 25/1/23                   | Teaching and Learning – intro new role | Adrian Carr          |
| 01/02/23                  | Strike Day                             |                      |
| 08/02/23                  | SEND spotlight on students             | Victoria Davies Rose |
| 15/02/23                  | GCSE pod                               | Adrian Carr          |
| 01/03/23                  | Autism                                 | Kate Henshall        |

### Tuesday Training

The Tuesday sessions are hour long CPD sessions that provide an opportunity for a deeper dive into the areas that have been identified to support us in our journey to become more effective. On the 24/01/23 John Lacey, Assistant Head and Laura Cockburn, Head of Science presented a session on Assessment. The assessment training started with staff considering "What is Assessment?" this generated discussion and the collation of ideas, which culminated in a summary of what is meant when we talk about assessment. The session went on to explore the positive impact that assessment has on learning and highlighted the difference between: Assessment **for** learning; assessment **of** learning; and assessment **as** learning.

The four pillars of assessment were introduced and discussed. These are: purpose, validity, reliability and value. Teaching staff then worked in groups to explore what they thought each of these terms meant in their interpretation of assessment. Staff then started to analyse example assessments that they had brought to the session to make an initial judgement about their purpose, validity, reliability and value.

This was followed on the 14/02/23 by a session led by Adrian Carr which linked to the work that has been started by Mark Cotton and Nick Scoltock about the developing Blacon High School Pedagogical model. The work around 'Connect' it is felt has become embedded and so we are now beginning to focus on the next phase of the model the 'Activate/ Explore' part of the lesson. This is

30



- Catrin Kenyon-Owen - NPQSL
- Josh Slade – NPQLT
- Dave Forbes - NPQLT
- Michelle Garner – NPQLT – deferred from 2021

### **Initial Teacher Training**

We continue to host ITTs from a number of Higher Education Institutes including the University of Chester, Manchester Metropolitan University, Edge Hill and Liverpool John Moore's University and Mr Stockdale is in communication with others in the hope of developing meaningful relationships to expand the current offer.

All of the trainees this year are following the PGCE route, although we have supported a number of different routes into teaching in the past, such as Teach First and Schools Direct.

Currently we are hosting two trainees in English and one in History, PE and Music who are being supported by an excellent team of subject mentors and Mr Stockdale, who acts as Professional Mentor. The support that students receive while they are on placement at Blacon High School is fantastic and, universally, they describe a positive experience. In fact, several current members of our teaching staff completed part their initial teacher training at Blacon High School.

This is a quote from our current History trainee, who is on her second placement, during a Professional Mentor Meeting: "I have really enjoyed my introduction into teaching. I was made to feel welcome and have been fully supported by my Subject Mentor and the whole Humanities team. I have been given access to everything that I need to enable me to develop and fulfil my role effectively."

### **Early Career Teachers (ECTs) and Newly Qualified Teachers (NQTs)**

We currently have six ECTs in school; three in year one and three in year two. They are following an extended, two year induction programme that is designed to supplement the training they received during their PGCE year. They are also supported by a designated training partner, the Cheshire Schools Teaching Hub, and a training provider, Best Practice Network.

All of ECTs are on track and up to date with their online training modules. All are coming up for either their second, or their penultimate reviews, depending on whether they are in year one or year two of the programme. One of our ECTs, who is in her second year, is leaving teaching and starts a new job in April; as such, she will not have fully met all of the standards of the course by the time she leaves. However, the two year programme is portable and is not time-bound, so should she return to teaching at some point in the future, she will only have one term to complete.

This year, we also have one member of staff in the Science department who is NQT; he is NQT as he was unable to complete his NQT year in his first school due to an extended period of absence. We will complete his NQT year in July. I was able to negotiate a deal with the Cheshire School Teaching Hub, who are not charging us for the related admin' for this because they are our designated training providers for the ECT programme.

## Learning & Teaching - Research/Pedagogy

Karen Appleby continues to be involved in key research around pedagogy to support the whole school initiative to become a 'Trauma-Informed School' through the Virtual School Project in liaison with The University of Chester.

Karen, Assistant Headteacher and Shelley Macintosh, Family Support Worker, are both working on a project to become Trauma-Informed Practitioners. This is a research-based inquiry into the current climate in schools regarding attachment theory and how to best support all students and staff. Both will complete a 20 credit Masters' Level Standalone Module where they will each present a project that will be completed in school between now and October. Updates on their research and process will be recorded and reported back at each stage.



## Staff Wellbeing

Through our partnership with Chester Schools Together, the Kings School have gifted us access to the Well Being Hub, which is about to be launched to support parents, students and staff. The online resources provide interactive materials to support all aspects of mental health and well-being along with help for parents in the support of children with additional needs. There are only a small number of state schools with access to this resource and it is something that will support all members of our school community.

A second well-being breakfast was held for staff just before half term which was well attended and gave staff a chance to meet together to build the team and these will continue at the end of each half term.



### **The 'BEV' (Blacon Educational Village) - Success through Partnership.**

In many respects, the 'BEV' functions like a MAT without any formal obligation or joint management, rather, it is a voluntary commitment by the leaders of the five primary schools, along with the secondary school, to work collaboratively in order to secure the most positive futures possible for the young people in the community; the relationship is truly unique.

Teachers from Blacon High School deliver Music and PE in the BEV primary schools, which helps to forge vital first links with KS1 and 2 students. Additionally, students from Blacon High School support a number of events in the school calendar. For example, they organise and run the BEV sports day, which is a highlight of the year. This further enhances the relationships between primary and secondary, while developing independence, resilience and leadership skills amongst the high school students.

Blacon High School has one of the most unique and effective transition processes in the secondary education sector. Largely as a result of the fantastically positive and enduring relationship between the schools in the BEV,

### **The Bursary Scheme – Driven by excellence; values every one; transforms lives.**

Blacon High School maintains the highest aspirations for all of its students and is committed to closing the education gap by supporting all of them, regardless of their ability, to secure the best post 16 destinations. For the last nine years, it has been working with the Hope Opportunity Trust, in conjunction with the Springboard Foundation, and has coached almost forty of its more able students through a significant selection process to enable them to study for their A levels in some of the top independent schools in the country on fully funded bursary places. To date, three students have won coveted places at Eton, which is at the head of a long list of other, life-changing destinations including, but not limited to: Fettes; Gordonstoun; Bradfield College; Dulwich College; Merchiston Castle and St Peter's School, York. Almost all of these students have gone on to higher education and our ex-students are now employed in a range of professions including Veterinary Science, Physiotherapy, Accountancy and Chemical Engineering amongst others. For these students, the opportunities that they accessed as a result of achieving places on the bursary scheme were completely life-changing. Their success has had an enormous impact on the community of Blacon who are conscious that its young people can stand shoulder to shoulder with their more affluent peers, and succeed.

This year, five students passed through the extensive selection process and have successfully achieved places on the bursary scheme to study for their A-Levels at top independent schools.

This is the highest number of students we have had in the scheme for some years. Potential students for the September 2024 intake have already been identified and an initial meeting held with parents to outline the eligibility criteria. Those students who wish to go forward, will be supported through

the process by Mr Stockdale and then places awarded to students who successfully make it through the selection process, are dependent upon securing appropriate grades in their GCSEs.

We were incredibly proud to be invited to the performance of Les Miserable at The Kings School, with one of Blacon High School's former student, Layla starring in the show. Layla was successful in securing a bursary at the Kings School due to a partnership set up with Blacon. The show was superb and Layla gave a fantastic performance.

### Staff absence

The amount spent on supply

2020/21 - £41,439, this was offset by £15,000 insurance claim

2021/22 - £43,918 we have been able to claim £2,228 towards a maternity absence

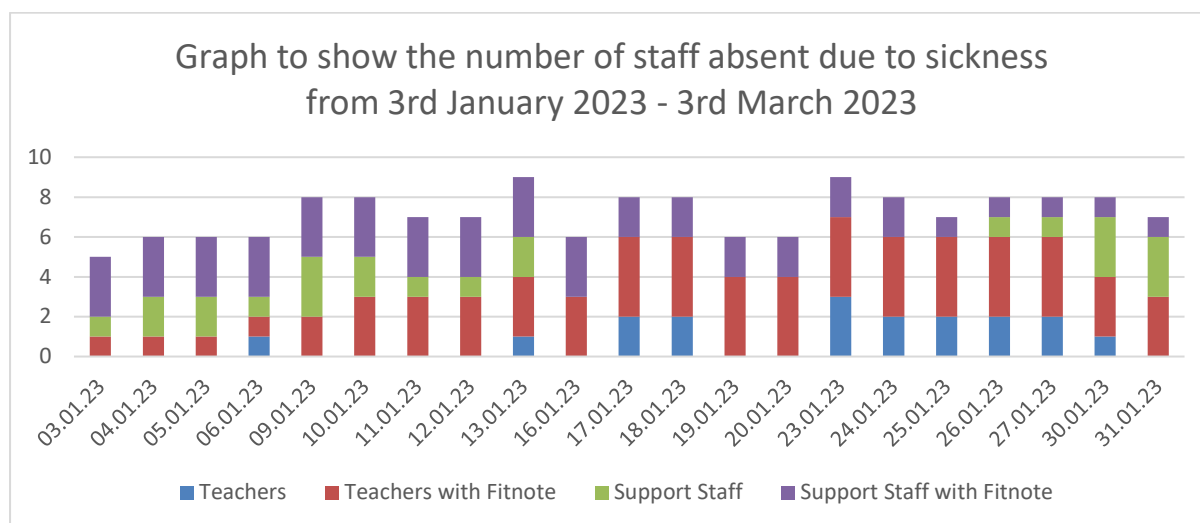
2022/23 - £157,818 due to high numbers of absence, 3 maternity covers and 3 long term absence

Tutoring for Looked after children - £14,429 offset by income. This will have also been the case for previous years.

SEN (Including TA's and SEND Specialist teacher maternity cover for 1 term) Supply from April - July - £61,734

Teacher Supply April 22 – February 23 £81,655 - this equates on average to 355 days' supply, 1.86 teachers per day.

### Tables to show staff absence Spring Term 2023



### Behaviour Data

| Exclusions<br>ASP                 | 2013/14 |      | 2014/15 |      | 2015/16     |      | 2016/17     |      | 2017/18     |      | 2018/19     |      | 2019/20     |      | 2020/21     |      | 2021/22     |     |
|-----------------------------------|---------|------|---------|------|-------------|------|-------------|------|-------------|------|-------------|------|-------------|------|-------------|------|-------------|-----|
|                                   | BHS     | N av | BHS     | N av | BHS         | N av | BHS         | N av | BHS         | N av | BHS         | N av | BHS         | N av | BHS         | Nav  | BHS         | Nav |
| P' exclusions as % of pupil group | 0.26    | 0.13 | 0       | 0.15 | 0.25<br>=1  | 0.17 | 0.71<br>=3  | 0.20 | 0.44<br>=2  | 0.2  | 0.57<br>=3  | 0.20 | 0.16<br>=1  | 0.13 | 0.44<br>=3  | 0.10 | 0.29<br>=2  |     |
| % pupils with susp'               |         |      |         |      | 4.33<br>=17 | 8.56 | 6.86<br>=29 | 9.40 | 2.88<br>=13 | 10.1 | 6.84<br>=36 | 10.8 | 5.27<br>=32 | 7.43 | 5.21<br>=35 | 8.48 | 11.1<br>=76 |     |
| % pupils with 1 or more susp'     | 3.32    | 3.68 | 4.46    | 3.97 | 2.80<br>=11 | 4.31 | 3.55<br>=15 | 4.62 | 1.33<br>=6  | 4.71 | 4.18<br>=22 | 4.93 | 3.29<br>=20 | 3.69 | 3.42<br>=23 | 4.38 | 7.17<br>=49 |     |
| % pupils with 2 or more FTE       | 1.79    | 1.34 | 2.89    | 1.51 | 1.53<br>=6  | 1.68 | 1.42<br>=6  | 1.82 | 0.66<br>=3  | 1.91 | 1.52<br>=8  | 2.03 | 1.15<br>=7  |      | 0.74<br>=5  |      | 2.9<br>=20  |     |

### Suspensions/ Permanent Exclusion Data

| 18/19<br>Au | 18/19<br>Sp   | 18/19<br>Su  | 19/20<br>Au | 19/20<br>Sp   | 19/20<br>Su | 20/21<br>Au   | 20/21<br>Sp | 20/21<br>Su   | 21/22<br>Au | 21/22<br>Sp | 21/22<br>Su   | 22/23<br>Au | 22/23<br>Sp      | 22/23<br>Su |
|-------------|---------------|--------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|-------------|---------------|-------------|------------------|-------------|
| 17          | 12<br>+(2pex) | 7<br>+(1pex) | 16          | 15<br>+(1pex) |             | 19<br>+(2pex) | 3           | 13<br>+(1pex) | 18          | 40          | 14<br>+1(pex) | 1+11        | 6+11<br>+2 (pex) |             |

### Step Out Data

| 18/19<br>Au | 18/19<br>Sp | 18/19<br>Su | 19/20<br>Au | 19/20<br>Sp | 19/20<br>Su | 20/21<br>Au | 20/21<br>Sp | 20/21<br>Su | 21/22<br>Au | 21/22<br>Sp | 21/22<br>Su | 22/23<br>Au | 22/23<br>Sp | 22/23<br>Su |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 6           | 1           | 2           | 5           | 1           |             | 1           | 0           | 0           | 1           | 0           | 3           | 2           | 5           |             |

### Internal Exclusion Data

| 18/19<br>Au | 18/19<br>Sp | 18/19<br>Su | 19/20<br>Au | 19/20<br>Sp1 | 19/20<br>Su | 20/21<br>Au | 20/21<br>Sp | 20/21<br>Su | 21/22<br>Au | 21/22<br>Sp | 21/22<br>Su | 22/23<br>Au | 22/23<br>Sp | 22/23<br>Su |
|-------------|-------------|-------------|-------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 15          | 15          | 19          | 35          | 22           |             | 27          | 7           | 14          | 48          | 58          | 36          | 91+35       | 64+12       |             |

### SSA Data

| 18/19<br>Au | 18/19<br>Sp | 18/19<br>Su | 19/20<br>Au | 19/20<br>Sp1 | 19/20<br>Su | 20/21<br>Au | 20/21<br>Sp | 20/21<br>Su | 21/22<br>Au | 21/22<br>Sp | 21/22<br>Su | 22/23<br>Au | 22/23<br>Sp | 22/23<br>Su |
|-------------|-------------|-------------|-------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 97.8%       | 97%         | 96.6%       | 96.9%       | 96.1%        |             | 97.5%       | 97.3%       | 96.7%       | 96.9%       | 96.3%       | 95.1%       | 96.7%       | 95.6%       |             |
| 0.55%       | 0.62%       | 0.78%       | 0.82%       | 1.1%         |             | 0.8%        | 0.9%        | 0.75%       | 0.8%        | 0.9%        | 0.95%       | 0.85%       | 0.89%       |             |

### SIG Group Data

| 18/19<br>Au | 18/19<br>Sp | 18/19<br>Su | 19/20<br>Au | 19/20<br>Sp1 | 19/20<br>Su | 20/21<br>Au | 20/21<br>Sp | 20/21<br>Su | 21/22<br>Au | 21/22<br>Sp | 21/22<br>Su | 22/23<br>Au | 22/23<br>Sp | 22/23<br>Su |
|-------------|-------------|-------------|-------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 14          | 33          | 21          | 27          | 30           |             | 16          | 34          | 30          | 22          | 46          | 45          | 25          | 21          |             |

### On Call Data

| 18/19<br>Au | 18/19<br>Sp | 18/19<br>Su | 19/20<br>Au | 19/20<br>Sp1 | 19/20<br>Su | 20/21<br>Au | 20/21<br>Sp | 20/21<br>Su | 21/22<br>Au | 21/22<br>Sp | 21/22<br>Su | 22/23<br>Au | 22/23<br>Sp | 22/23<br>Su |
|-------------|-------------|-------------|-------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 95          | 136         | 129         | 286         | 305          |             | 257         | 41          | 124         | 297         | 252         | 129         | 389         | 146         |             |

### Remove Room Data

| 18/19<br>Au | 18/19<br>Sp | 18/19<br>Su | 19/20<br>Au | 19/20<br>Sp | 19/20<br>Su | 20/21<br>Au | 20/21<br>Sp | 20/21<br>Su | 21/22<br>Au | 21/22<br>Sp | 21/22<br>Su | 22/23<br>Au | 22/23<br>Sp | 22/23<br>Su |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 83          | 104         | 99          | 218         | 193         |             | 182         | 34          | 98          | 241         | 243         | 127         | 359         | 141         |             |



### **Suspensions/ Exclusions**

Suspensions from students have risen compared to the Autumn Term, however are in line to be significantly below the number from Spring term last academic year. Students in Curriculum+ continue to make up the vast majority of exclusions and this is expected due to the nature of the students in the model. Suspensions are dominated by 2 students who are struggling to meet the demands of the already flexible behaviour system in place. We have had to make the difficult decision to permanently exclude 2 students this term, which have been reviewed by Governors.

### **Step out**

5 students have been on step outs in the Spring term so far, 2 students for causing significant damage to school property and using offensive language and behaviour towards staff. 1 student was sent on a Step Out for Persistent Disruptive behaviour and working within the escalation process of the behaviour system. 2 students were on a Step Out for a significant fight that took place on the playground.

### **Internal Exclusion**

Internal exclusions have risen significantly. This is mainly because of the fact we now have a SLT supervision every day of the week. The use of internal isolation has helped to keep suspensions down and to keep students in school. With the addition of a new behaviour reflection manager to lead the Isolation/reflection room, this has meant that SLT can now manage a new daily isolation room for students who are persistently failing to follow school CORE principles and affecting the climate within school (for example being late to lessons). Our newly appointed behaviour reflection manager has now started to support the internal suspensions in school and to ensure the reflective and coaching work is undertaken as part of the learning for students.

### **SSA grades**

Negative SSA grades in class remain low, meaning that conduct is overwhelmingly positive. When students are in lessons, they are engaged with the learning and their teacher. Positive SSA grades have dropped slightly, meaning that there has been a slight increase in Passivity in class. Year 8 remain the year group causing most issues across school, both in and out of lessons. They have had an unsettled year with 3 Progress Leaders due to staffing and long term absence. Adrian Carr has taken on responsibility for this year group.

### **SIG data**

The SIG process in Spring 1 proved to be a success with 64% of the students in the process showing significant improvements with their attitudes to learning in class. This resulted in them moving out of the SIG process. 0 students failed to show any improvements and therefore moved up the process. 34% of students showed improvements (some 50% improvements), but have been kept in the process to ensure this continues. Year 7 now have 4 students who are in the process and year 8 have 5 students now that CAA is acting as PL.

### **On Call and remove data**

There has been a slight reduction in the number of On Calls compared to Autumn term, however these are still high, with a number of On Calls that ultimately result in removals. This has provoked discussion and is something that Mr Sabri will be analysing and planning for moving forward. The

idea behind the system is that On Call should be used as part of the behaviour system and a way to help re-engage the student within lesson, rather than to simply remove them.

### **Parent Feedback**

We take every opportunity to encourage parents to give us feedback using a slightly amended Ofsted Parent Feedback form. The form is amended only in the sense that we have added a section at the start asking parents to identify themselves. This is useful because we can then ensure that negative feedback is responded to and resolved by the most appropriate member of staff.

The pie charts below represent the cumulative feedback from all of the events when we have had parents on site since the start of the academic year (September 2022 – March 2023).

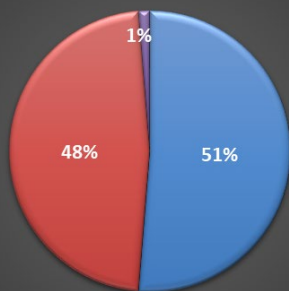
There are predominantly three areas of focus that we are addressing.

Homework continues to appear as one area where 18% of parents feel that their child does not receive enough homework. A new policy for homework is being implemented with a homework timetable. Homework will be set via the new school app (Edulink), which will enable us to monitor both homework setting and completion. With increased parental engagement, it is hoped that this new approach will enhance independence and resilience, and ensure that learning beyond the classroom will become the 'norm' amongst our cohort.

Perhaps the biggest anomaly is the question on bullying, where 18% of those polled don't think that bullying is dealt with effectively. However, when this is investigated, almost all of this number have no first-hand experience of any bullying issues and agree that it is a perception. This in itself is an area that needs further work and the increased visibility on social media, enhanced communication via Parent Pay, and subsequently the school app', the blog and the new website, alongside more face to face events in school will all contribute to changing this perception.

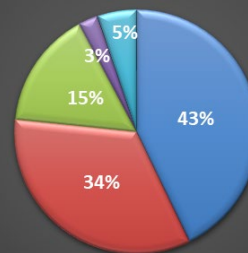
Behaviour and climate for learning is an area in which we have focused this year, with recent work on the culture and ethos undertaken with staff and students. 13% of parents have said they do not think students are well behaved and this is a piece of work linked the new app to support with consistent sanctions for behaviour which contravenes our values and policies.

My child is taught well at this school?



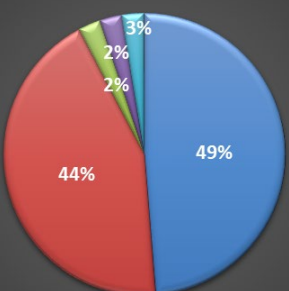
Strongly Agree Agree Disagree Strongly Disagree Not Applicable

My child receives appropriate homework for their age?



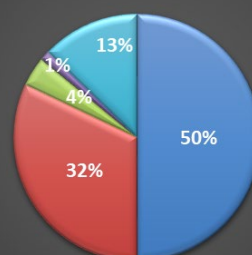
Strongly Agree Agree Disagree Strongly Disagree Not Applicable

This school is well led and managed?



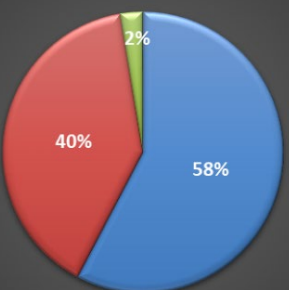
Strongly Agree Agree Disagree Strongly Disagree Not Applicable

This school responds well to any concerns I raise?



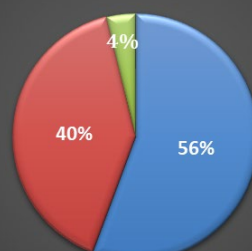
Strongly Agree Agree Disagree Strongly Disagree Not Applicable

My child feels safe in school?



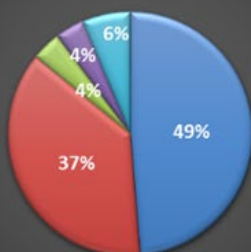
Strongly Agree Agree Disagree Strongly Disagree Not Applicable

My child is well looked after at this school?



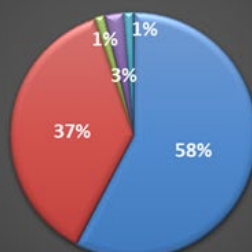
Strongly Agree Agree Disagree Strongly Disagree Not Applicable

I receive valuable information from the school about my child's progress?



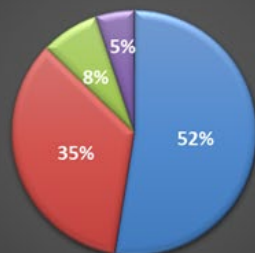
Strongly Agree Agree Disagree Strongly Disagree Not Applicable

Would you recommend this school to another parent?



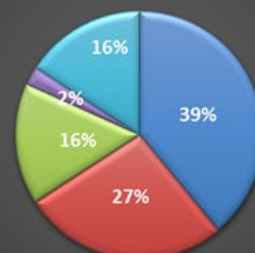
Strongly Agree Agree Disagree Strongly Disagree Not Applicable

**This school makes sure its pupils are well behaved?**



Strongly Agree Agree Disagree Strongly Disagree Not Applicable

**This school deals with bullying effectively?**



Strongly Agree Agree Disagree Strongly Disagree Not Applicable

### Edulink App

The new app, which is to become a key form of communication with parents, has now been launched. It is starting to be used effectively within school and we are having a campaign to encourage all parents to download it with a prize draw for each year group when all parents have downloaded it. 61% of parents have downloaded the app in the space of a few weeks so the challenge is to have all parents using this system. The current figures are as follows;

#### Count of Students with at Least One Parent Logged In to Edulink

| Year Group         | Yes        | No         |
|--------------------|------------|------------|
| 7                  | 114        | 47         |
| 8                  | 88         | 62         |
| 9                  | 91         | 57         |
| 10                 | 76         | 56         |
| 11                 | 68         | 59         |
| <b>Grand Total</b> | <b>437</b> | <b>281</b> |

#### Percentage of Students with at Least One Parent Logged In to Edulink

| Year Group   | Yes        | No         |
|--------------|------------|------------|
| 7            | 71%        | 29%        |
| 8            | 59%        | 41%        |
| 9            | 61%        | 39%        |
| 10           | 58%        | 42%        |
| 11           | 54%        | 46%        |
| <b>Total</b> | <b>61%</b> | <b>39%</b> |





### CCF Combined Cadet Force

We have recently taken the Cadets on 2 weekends away to staying over at Fox barracks. The Junior Cadets were introduced to the L98A2 rifle and all successfully passed their weapons handling tests, as well as some field craft exercises. The Senior Cadets all updated their weapons handling tests and were introduced to the Small Bore target rifle, and competed against other schools in a shooting competition, in which we finished third. There were also a few promotions within our contingent. The Cadets will now be looking forward to the Annual Summer camp, which will possibly be in Scotland this year. Our thanks to Josh Jones who supports the Cadets each week on a Monday after school.