

## Head teacher's Report for Governors – July 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.



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## 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 Exam Results August 22	Year 11 Targets	Year 11 Current latest predictions May 23
	69 students	88 students	113 students	118 students	118 students	126 students	126 students
KPI – Progress 8 score 0.1	-0.67	-0.09	NA	NA	-0.83	-0.19*	-0.85*
KPI - English and Maths 9 - 4 - 60%	62%	69%	66%	81%	40%	71%	40%
KPI - English and Maths 9 - 5 - 40%	23%	49%	43%	34%	15%	42%	22%
KPI - English 9-4 - 70% and 9 -5 - 60%	72% / 48%	81% / 60%	80%/53 %	90%/62 %	58%/38%	86%/61%	58%/32%
KPI - Maths 9-4 - 70% and 9 -5 - 60%	67% / 28%	75% / 53%	71%/53 %	81%/34 %	49%/19%	71%/43%	42%/26%
KPI - Progress 8 for English	-0.73	-0.01	NA	NA	-0.77	-0.06*	-1.14*
KPI - Progress 8 for Maths	-0.66	-0.23	NA	NA	-0.91	0.08*	-1.01*
KPI – Student Pupil Premium Progress 8	-0.83	-0.18	NA	NA	-1.00	-0.13*	-1.00*
KPI Open Bucket Progress 8 score 0.2	-0.39	0.22	NA	NA	-0.59	-0.13*	-0.44*
High Ability Progress 8	-1.02 (26 stu)	-0.16 (33 stud)*	NA	NA	-0.61 (7 stu)	-0.20* (14 stu)	-1.23* (14 stu)
Middle Ability Progress 8	-0.51 (38 stu)	-0.11 (43 stu)*	NA	NA	-1.11 (68 stu)	-0.26* (69 stu)	-0.83* (69 stu)
Lower Ability Progress 8	0.06 (4 stu)	0.29 (8 stu)*	NA	NA	-0.38 (42 stu)	-0.06* (38 stu)	-0.73* (38 stu)
KPI - PP Progress 8 matching non disadvantaged nationally for English English Student Premium	-0.90	-0.06	NA	NA	-0.97	0.02*	-1.25*
KPI - PP Progress 8 matching non disadvantaged nationally for Maths Maths Student Premium	-0.79	-0.43	NA	NA	-1.01	0.13*	-1.22*

\* The Attainment 8 Official Estimates for 2022 have been 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

Official Progress 8 scores will be known in October when the DfE make the performance tables available. SISRA will provide an early picture of an unofficial set of data to show P8 and A8 which will be verified in October. This will provide an early indication of the levels of attainment and progress compared to national.

During the School June Tables Checking Exercise, we submitted evidence requesting the removal of three students. The DfE will consider our evidence and we will be informed in the Autumn Tables Checking Exercise as to whether the DfE will remove these three students from our performance tables' results. We have an additional 2 students who have not accessed school for a significant period of time but don't quite meet the DfE criteria for the data checking exercise.

**Data with 3 and 5 students removed to show impact on overall outcomes based on latest predictions from May 23.**

Performance Indicators from Strategic Plan	Year 11 Targets	Year 11 latest predictions May 23	Year 11 – 3 students requested DfE removal	Year 11 – 3 students requested DfE removal and – 2 more with significant issues
	126 students	126 students	123 students	121 students
KPI – Progress 8 score 0.1	-0.19*	-0.85*	-0.76*	-0.74*
KPI - English and Maths 9 - 4 - 60%	71%	40%	41%	41%
KPI - English and Maths 9 - 5 - 40%	42%	22%	23%	23%
KPI - English 9-4 - 70% and 9 -5 - 60%	86%/61%	58%/32%	59%/33%	60%/34%
KPI - Maths 9-4 - 70% and 9 -5 - 60%	71%/43%	42%/26%	43%/27%	44%/27%
KPI - Progress 8 for English	-0.06*	-1.14*	-1.03*	-1.01*
KPI - Progress 8 for Maths	0.08*	-1.01*	-0.91*	-0.89*
KPI – Student Pupil Premium 0 Progress 8	-0.13*	-1.00*	-0.88*	-0.84*
KPI Open Bucket Progress 8 score 0.2	-0.13*	-0.44*	-0.32*	-0.30*
High Ability Progress 8	-0.20* (14 stu)	-1.23* (14 stu)	-1.01* (13 stu)	-1.01* (13 stu)

Middle Ability Progress 8	-0.26* (69 stu)	-0.83* (69 stu)	-0.73* (67 stu)	-0.73* (67 stu)
Lower Ability Progress 8	-0.06* (38 stu)	-0.73* (38 stu)	-0.73* (38 stu)	-0.67* (36 stu)
KPI - PP Progress 8 matching non disadvantaged nationally for English English Student Premium	0.02*	-1.25*	-1.08*	-1.03*
KPI - PP Progress 8 matching non disadvantaged nationally for Maths Maths Student Premium	0.13*	-1.22*	-1.07*	-1.04*

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

	Year 11 2022		Current Year 11 2022/23	
	No. of students	% of students	No. of students	% of students
Total	118		128*	
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	13	10
High Ability	7	6	14	11
Middle Ability	68	58	69	55
Lower Ability	42	36	40	31
No prior data	1	1	4	4

\* Please note that 2 students joined year 11 after the January 2023 census and whose results will not be included in our performance tables results.

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

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

		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 (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%
June 2023	No. of students	718	335	356
	% of students		47%	50%

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>An action plan was developed to help support curriculum development through working with Mark Cotton.</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 and skills.</li> <li>Key Stage 3 maps were created in draft for July 2022 and should be reviewed and amended on a termly basis as units are completed.</li> <li>Key Stage 4 maps will be complete 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 and hinterland knowledge (basic knowledge and facts to be learned, contextual knowledge to provide depth), but tasks should 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. Book looks and subject reviews have shown that books have been of an improved quality this year.</li> </ul>
Pedagogical Focus	<ul style="list-style-type: none"> <li>The key areas of curriculum development identified 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, and Practice.</li> <li>The use of the DNA (Do Now Activity) 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 which identifies 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 so that knowledge is transferred to the long term memory.</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>Mr Lacey, Assistant Head and Laura Cockburn, Head of Science have completed a course on Evidence based assessment and a new whole school assessment policy is now in place.</li> </ul>
Focused Subject Review	<ul style="list-style-type: none"> <li>A new full subject review model has been created which 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 autumn 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 clearly identified
- There is greater consistency in the delivery of learning across groups
- Staff are developing their pedagogy to support the delivery of the curriculum

### New Website

Our new website has been reviewed by the school improvement partner to ensure it is fully compliant and ready for Ofsted and with a few minor amendments, we will be ready for the start of the autumn term.

[www.blaconhighschool.net](http://www.blaconhighschool.net)

### SEND Overview

We currently have 197 students with SEND which is 27.4% 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 5.7% 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	18	15	1	3	3	6
	Funding Applications Submitted for Yr7: 1 EHCP transfer from special school					
8	21	19	4	7	2	11
	Funding Applications Submitted for Yr8: 1 EHCP waiting to go to second panel. 1 almost ready to be submitted					
9	15	19	3	5	2	9
	Funding Applications Submitted for Y9: 2 EHCPs awarded. 1 EHCP almost ready to submit					
10	12	13	1	4	-	9
	Funding Applications Submitted for Yr10: 3 almost ready to submit					
11	15	12	2	8	-	5
	Funding Applications Submitted for Yr11: 1 EHCP successful					
<b>Total</b>	<b>81</b>	<b>78</b>	<b>11</b>	<b>27</b>	<b>7</b>	<b>40</b>

We continue to promote SEND across the school and a weekly briefing dedicated to SEND is held each Wednesday morning, to provide a regular flow of information to staff, to support this key group in school and to ensure that SEND remains the golden thread running through our curriculum.

### Transition Plans

Most of our Year 11s have applied for and secured places on their chosen courses at college. Our Young People's Service worker, Lindsey Charnock, supports our most vulnerable students - those with attendance of 85% or below, EHCP, LAC, or CP, in order to prevent the risk of NEET. This enhanced support is available to the students until they are 18 years of age, enabling them to access Lindsey for advice should they wish to change courses or careers whilst in the FE phase. We have provided a small number of our most vulnerable students with transition visits, and have secured some work experience with Vivo Care.

### Multiple Vulnerabilities

This year 23% of the whole school have 5 or more vulnerabilities, compared with last year's figure of 22%. This means that almost a quarter of our school have experienced significant trauma as evidenced in five or more of the categories listed above and are effectively in crisis. This puts these young people at a significant disadvantage in being able to access their learning.

Breakdown by year of students with 5 or more 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%
2021-2022	21%	20%	29%	21%	18%
2022-2023	14%	26%	20%	29%	24%

The table shows 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 is the yellow group, our current Year 10. The number of current Year 10 students with 5+ vulnerabilities doubled between 2019-20 and 2020-21, and increased by a further 7% last year. The number of vulnerabilities each student is experiencing has undoubtedly been exacerbated by coronavirus. A notable increase in attendance issues can also be observed on the Multiple Vulnerabilities document - between 71 and 76% of pupils in every year group (except Year 7) has less than 95% attendance, or have had attendance below 95% previously. It is worth noting that the figures above only reflect the known vulnerabilities of the students, the real figures will be higher.

### ASDAN

Students are motivated by the opportunity to research and study topics that are of interest to themselves, creating a more bespoke curriculum for them. In particular, the Uniformed Public Services, Hair and Beauty and Expressive Arts courses have proven popular, and are enhancing the engagement of those students. Students can earn 6 credits per course, which could be combined with other courses to earn higher qualifications, which is something we may consider offering in future. Many of our vulnerable Year 11 students have achieved ASDAN certificates this year, recognising their hard work and efforts in vocational learning.

## Curriculum+

Curriculum+ students engage weekly in external provision provided by Roger and the Route Five Pursuits team. The students engage in practical activities working towards their John Muir Award and most recently towards the Duke of Edinburgh Bronze award. Over the last year the groups have visited Newborough Warren, Delamere Forrest, Loggerheads, Moel Famau, Snowdonia, Llandudno, Rhos on Sea and indoor rock climbing. The students love their time learning outside the classroom and this has had a positive impact on their physical, mental health and well-being alongside the development of cultural capital.

## National Tutoring Programme (NTP)



Since Year 11 completed their GCSEs, we have started a new programme for Year 10 which includes 10 students being tutored for English and 10 for Maths. The attendance has been high and these students will be continuing with this programme in Year 11 from October 2023. In addition, we have a Year 7 Programme that can be run, should we have enough interest, which will be promoted in September with both students and parents/carers.

Our SEND Specialist Teacher, Ana Kostadinova, our SEND specialist teacher has been completing profiles on students' literacy levels and organising key interventions to raise levels in both reading and literacy skills. English Teachers have seen progress within lessons following these interventions. Additionally, Ana has sourced a programme called Flash Academy where EAL (English as an Additional Language) and SEND students will be able to develop more quickly to be able to make good progress in all areas of school life.

This programme includes:

- The programme could be used both for EAL and SEN children.
- It has a placement test, i.e. it will allow the pupils to progress from the point they are at. We have a few EAL learners who appear at different levels and it will not be useful for them to be taught together. It has been trialled with two EAL students (low and high level) and both have responded well.
- It comes provides a tracking progress tool
- Two out of four components do not require teachers' input, enabling learners to work independently
- It provides access to subject specific topics and lessons for KS3-4
- It allows the pupils to have access to from home to support home learning

## Literacy

### Reading across the Curriculum

Reading Ages have been assessed and used as a basis for interventions for many years, however work has been undertaken to analyse the reading in greater depth, to enable a closer diagnostic of students' gaps in reading. This was following recent research findings about the actual efficacy of reading ages and how a reading age alone does not identify underlain reasons for why a student's Reading age is so low.

As a result, the data now reveals the key areas for development are vocabulary and 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. For example, student' reading ages may show that they are reaching chronological age but there

are still underlying skill gaps in comprehension, which is our area of focus now. The majority of students require support on some key comprehension skills including: inference skills and commenting on writers' perspectives.

Reading comprehension skills are key for all learning. Not only are there key interventions for both KS3 and KS4, where there is one-to-one guided reading sessions and group guided reading sessions, a whole school strategy is in place with visual aids to support the delivery of these skills.

This is supported by training for all staff to enable them to feel confident in teaching reading skills in their lessons. The CPD is informed by current evidence-based research regarding raising reading ages to impact positively on attainment across school along with some specialised CPD for those delivering interventions to those significantly below their reading ages which will include work on phonics, KS3 version of Read, Write, Inc.

Reading interventions in our school include the following:

- Guided Reading (Whole Class)
- Guided Reading in small groups
- IDL (Indirect Dyslexia Learning) Programme
- NGRT (New Group Reading Test) – to assess Reading Ages and Gaps in skills
- KS4 Reading Interventions (1:1)
- External Tutoring (NTP – Action Tutoring)
- Phonics through IDL and other programmes
- Key vocabulary reviews across each subject area

Guided reading which takes place during tutor time, continues using two books per year group that cover a range of cultural capital topics such as:

- Home life
- Appreciating what you have
- Courage
- Stereotypes and dealing with anxieties
- Well-being
- OCD-related anxieties
- Community Culture
- Migrant students negotiating life in UK
- Afghanistan culture
- Childhood innocence, freedom and friendship
- Racism
- Sexual relationships

### **Impact of Reading Interventions**

An example of the impact made since the start of our focus on reading in 2019 can be seen with our current Yr11 leavers' cohort. A more targeted focus on wider reading through D.E.a.R (Drop Everything and Read) had started in 2019, which was stalled due to Covid. Following this, Guided Reading was introduced and from thereon, we have completed several CPD sessions on Reading across the Curriculum and trained staff on the use of other reading strategies such as, Reciprocal Reading.

The research paper from Ofsted on supporting struggling readers in school

<https://www.gov.uk/government/publications/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school> from

October 2022, identified the importance for schools of monitoring and assessing reading not just in Key Stage 3 but also Key Stage 4. The data below shows the steady improvement of reading ages over the last four years for the current Year 11 as an impact of the reading strategies implemented, with an increase from 36% to 62% who are now at their chronological reading age. Nationally, Literacy Trust have said that 75% of Year 11 school leavers are at their chronological reading age. We are therefore 13% away from the national with progress being made and noting that a high number of students on entry are below for reading scores.

Year 11 – Leavers of 2023	
End of Yr8	36%
End of Yr9	38%
End of Yr10	54%
Mid-Yr11	62%

***This data reflects the number of students who have a Reading Age that is in line with their chronological age.***

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

More recently, Blacon High School was invited to take part in a ‘Chester Schools Together’ event where students met to discuss the Carnegie Award Shortlist, read the books together and identify winning novels. This was an excellent opportunity for our higher level readers who are widening their reading experiences for pleasure as well as for academic purposes.

#### 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 Reading Ages 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</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 is there an improvement in reading performance but also there is a genuine enjoyment of reading: developing Reading ages and reading for pleasure (Aims)</li> <li>• Julie Williams delivers this intervention 4 sessions a week</li> </ul>

3.	<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</li> <li>• The Sanctuary is leading bespoke reading intervention with TA's concentrating on comprehension, reading strategies and self-esteem. They do 10 minutes of IDL and 10 minutes of reading intervention</li> </ul>

## Staffing

We have successfully recruited and appointed the following external staff:

Harrison Kendall	Teacher of Technology
Rachel Eccles	Teacher of Science, Chemistry
Sarah Hughes	Teacher of Science (Biology)
Kathryn Eastwood	Teacher of Maths
Sarah Liddell	Head of History
Adam Grice	Teacher of Humanities/General Cover
Tamara Davidson	Teacher of MFL, Spanish
Jordan Mayo	Teaching Assistant
Janet Moffat	Teaching Assistant
Lewis Carter	Teaching Assistant
Chantelle Lambert	Teaching Assistant
Val Depeno	Teaching Assistant
Rob Williams	Teaching Assistant
Leyla Acar	Cover Supervisor/Teacher of Humanities
Anna Butler	Cover Supervisor
Angela Fairweather	Student Support Co-ordinator

Internal Appointments (Spring/Summer 2023):

Date	Name	Change
05/01/2023	Gemma McHale	Partnership Grant School Lead Chester Schools Together
05/01/2023	Zara McFetridge	Head of English, 2 years fixed
05/01/2023	Lauryn Gibson-Tipping	Second in English, 2 years fixed
17/04/2023	Victoria Edwards	KS3 Coordinator, Science
17/04/2023	Katie Illingworth	KS3 Coordinator, English
17/04/2023	Matthew Green	Head of Geography
17/04/2023	Laura Sandland-Jones	Head of Religious Studies
01/06/2023	Dave Sabri	Deputy Headteacher
05/06/2023	Josh Slade	Permanent Head of Maths
05/06/2023	Joe Pedder	Permanent Second in Maths
05/06/2023	Frankie Ankers	LOtC Coordinator
09/06/2023	Alex Richardson	Year 7 Progress Leader
09/06/2023	Michelle Garner	Year 11 Progress Leader
01/09/2023	Lucy Hargreaves	Student Support Co-ordinator
01/09/2023	Tegan Whiteside	Headteacher's PA

The following teaching staff have finished during this term:

Date	Name	Position	Reason for leaving
24/04/2023	Fiona Austin	Head of Maths	Distance – nearer to home
28/04/2023	Kitty Jones	Teacher of Technology	Moved to business
30/04/2023	Heather Astley	Teacher of Maths	Personal circumstances
30/04/2023	Anna Saunders	Teaching Assistant	Change of career
02/06/2023	Lauren Ellams	Teacher of PE/Tech	End of maternity - Police

The following support staff are leaving at the end of term:

Date	Name	Position	Reason for leaving
31/08/2023	Sarah Duncan	Inclusion Officer	Postgraduate education
31/08/2023	Kyle Hill-Chambers	Teaching Assistant	Postgraduate education
31/08/2023	Jodie Saunders	Teaching Assistant	Postgraduate education
31/08/2023	Marie Gray	Teaching Assistant	Career development
31/08/2023	Claudia Ngan	Teaching Assistant	Teaching
31/08/2023	Natasha Norcross	Teaching Assistant	Career development

The following teachers are leaving at the end of term:

Date	Name	Position	Reason for leaving
31/08/2023	Emma Owens	Head of Humanities	Nearer to home
31/08/2023	Richard Williams	Teacher of Science	Career development
31/08/2023	Carly Thelwell	Teacher of MFL	Career development
31/08/2023	Adrian Carr	Assistant Headteacher	Promotion Deputy Head
31/08/2023	Victoria Davies-Rose	SENDco	Independent sector
31/08/2023	Jodie Fisher	SEND Specialist Teacher	Change of school

Still to appoint externally with adverts currently out;

- Teacher of Science (due to staff member appointed informing us of a change of circumstance 2 weeks ago)
- A further 4 Teaching Assistants

To appoint internally;

- Temporary second in English for maternity
- 2 responsibilities within Technology internally following restructure of department

## Assessment

Work on the development of whole-school assessment started in January, 2023 and there have been two training days: the first focusing on the Purpose, Validity, Reliability and Value of assessments, the importance of matching assessments with the correct sequencing knowledge in the curriculum. The second started to look at the effective use of multiple choice questions to assess key knowledge and to support home learning and improving the routine of learning outside school.

Meetings have taken place with key Middle Leaders to discuss the further development of summative assessments and the policy has been updated and implemented. A plan for the development of assessment will continue from September 2023.

## Year 9 options

Groups for the option groups are confirmed and include the additional subject of BTEC Small Animal Care. Product Design continues to be popular and to accommodate an additional group the Art room is to be changed into a dual purpose Art/Product room over the summer holidays.

## Safeguarding

TAFs - Team around the Family								
Year Group	Dec 2020	Mar 2021	June 2021	Oct/ 2021	Nov 2021	Mar 2022	May 2022	July 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

<b>CIN Child In Need</b>								
<b>Year Group</b>	<b>Dec 2020</b>	<b>Mar 2021</b>	<b>June 2021</b>	<b>Oct 2021</b>	<b>Nov 2021</b>	<b>Mar 2022</b>	<b>May 2022</b>	<b>July 2023</b>
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
<b>Total</b>	<b>10</b>	<b>16</b>	<b>12</b>	<b>12</b>	<b>14</b>	<b>9</b>	<b>10</b>	<b>20</b>

<b>CP – Child Protection</b>								
<b>Year Group</b>	<b>Dec 2020</b>	<b>Mar 2021</b>	<b>June 2021</b>	<b>Oct 2021</b>	<b>Nov 2021</b>	<b>Mar 2022</b>	<b>May 2022</b>	<b>July 2023</b>
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
<b>Total</b>	<b>6</b>	<b>6</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>15</b>	<b>12</b>	<b>11</b>

<b>CIC/LAC Children in Care / Looked after Children</b>								
<b>Year Group</b>	<b>Dec 2020</b>	<b>Mar 2021</b>	<b>June 2021</b>	<b>Oct 2021</b>	<b>Nov 2021</b>	<b>Mar 2022</b>	<b>May 2022</b>	<b>July 2023</b>
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
<b>Total</b>	<b>13</b>	<b>16</b>	<b>17</b>	<b>19</b>	<b>21</b>	<b>20</b>	<b>20</b>	<b>20</b>

***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.

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

## Attendance

### Whole School Attendance

Group	Percentage
Whole School	85.95

### 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
<b>Total</b>	39.29	288	210	72.92	104	36.11	6	2.08	733

### Overall Absence

	Percentage
Whole School Authorised	<b>7.14</b>
Whole School Unauthorised	<b>6.91</b>

### Year Group

Year Group	Percentage
Year 7	<b>90.55</b>
Year 8	<b>85.66</b>
Year 9	<b>85.17</b>
Year 10	<b>83.07</b>
Year 11	<b>84.38</b>

### Whole School Attendance by Vulnerability

Group	Percentage
Girls	86.06
Boys	85.86
Pupil Premium	80.48
Non Pupil Premium	92.04
SEND	78.97
EHCP	77.45
CLA	91.71
FSM	80.02
Non FSM	91.23
EAL	92.24

### Holidays

G Code	97 Pupils 808 sessions
H Code	14 Pupils 92 sessions

### National Data

Overall absence during the 2022/23 academic year to date is 7.5%. During the Autumn term the overall absence rate was 7.8% and 7.1% during the Spring term.

Absence peaked at 14.1%, in the final full week of the Autumn term. This was up from the start of the academic year when it was 5.3% and the previous peak in the week prior to the Autumn half term when it was 7.3%. Absence rates fell at the start of the Spring term and were relatively stable between 6.1% and 8.2% throughout the term. Since the start of the Summer term, absence has been similar to that in the Spring term, peaking at 8.9% in the most recent week, just prior to the Summer half-term holiday.

The increase in illness absence at the end of the Autumn term was in line with increases in rates of seasonal flu and other seasonal respiratory illnesses, as shown in [UK Health Security Authority data](#).

Although it decreased following the Autumn term, illness absence (which includes positive COVID cases) remained higher than pre-pandemic levels, at 3.7% during Spring term compared with around 2.5% pre-pandemic.

See table below for national figures.

2022/23 Percentage				
	Total	Primary	Secondary	Special
Attendance rate	92.5	94.0	90.8	86.8
Overall absence rate	7.5	6.0	9.2	13.2
Authorised absence rate	5.1	4.4	5.8	10.1
Unauthorised absence rate	2.3	1.5	3.4	3.1
Persistent absence rate	22.1	17.4	27.5	39.0

2022/23 Percentage	Blacon v National	
	Blacon	Secondary
Attendance rate	85.9	90.8
Overall absence rate	14.1	9.2
Authorised absence rate	7.1	5.8
Unauthorised absence rate	6.9	3.4
Persistent absence rate	39.2	27.5

### 3. 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.

% of students who have participated in a LOTC Activity					
Year Group	At least 1 activity	2 or more activities	3 or more activities	4 or more activities	% of PP students who have participated in <i>at least one</i> LOTC/Cultural Capital experience this academic year.
7	100	99	98	78	100
8	100	99	94	71	100
9	95	75	51	32	100
10	75	50	46	30	68
11	81	62	36	19	77

Examples of activities are described in subject sections of the report.

Enrichment week will include a day when years 7 and 9 visit museums, galleries, gardens, places of worship and football stadia in Manchester and years 8 and 10 will visit a similar range of venues in Liverpool as a culture capital day. All students will access this at no cost due to a successful bid secured by Laura Rose.

Every student will visit two cultural venues, one in the morning and one in the afternoon. This will further increase the percentage of our students who have benefited from a LOTC activity this academic year.

### Duke of Edinburgh

The Bronze Duke of Edinburgh was launched with Year 10 at the start of Summer Term 2 and 32 students have signed up. The school is now a Duke of Edinburgh Centre awarding centre. Funding was secured for 40 free places with an additional grant of £4500 to purchase equipment required for expeditions.

Frankie Ankers was appointed as Learning outside the Classroom and will become the D of E Lead at Blacon High School. John Lacey will be the Award Verifier for the school. Both teachers will complete the required training course.

Students are completing their training expedition on the Anglesey Coastal Path, on July, 13<sup>th</sup> and 14<sup>th</sup> and will complete the assessment expedition in September, 2023.

## Personal Development and Careers

1. All Year 10 students took part in a project based Work Experience day at school on 3<sup>rd</sup> July 2023, involving 6 employers working with students on a company brief and budget and working towards delivering a presentation.
2. All Year 10 will also be attending the Cheshire College South and West Secondary College day on the 6<sup>th</sup> July. They will be having taster sessions in a variety of college courses and will experience life as a student on a campus.
3. Year 8 and Year 9 students will all be meeting a variety of employers on the 10<sup>th</sup> and 11<sup>th</sup> July as part of the Careers programme and meeting Gatsby Benchmark 5 which is focussed on encounters with employers and employees.
4. On the 21<sup>st</sup> June, 15 Year 9 Students attended a day at the Bank of America offices in Chester as part of a Maths and business day. The day consisted of office tours, activities on cybersecurity, activities on the stock market and CV writing. Bank staff delivered this in order to help students better understand careers within the banking sector.
5. We have secured a partnership with Airbus, which will be focussing on embedding STEM into our curriculum and working with groups of students throughout the year. This should be finalised in the new academic year.
6. We have also secured a partnership with The Queen Hotel in Chester as part of the School and Hotels programme. This will begin to take shape in the new academic year and provide a key link with students and all aspects of the hospitality business.
7. On the 20<sup>th</sup> June, all Year 9 took part in a virtual Q+A session with various Post-16 providers. This was to give students insight into their choices as they are coming into Year 11 and thinking about next steps. Attending this were Cheshire College South and West, two local 6<sup>th</sup> Forms, Ask Apprenticeships and also the NHS in the capacity of training provider. Students were able to ask questions remotely.
8. Gatsby Benchmark 8 will be recorded as 100% achieved yet again this year: 'all or the overwhelming majority of pupils have had an interview with a professional and impartial careers adviser by the end of year 11.'
9. All staff received Equality, Diversity and Inclusion in the workplace training on Monday 17<sup>th</sup> April as part of our INSET day.
10. A group of students in our Equality group will attend an Equality and Diversity workshop in school on July 7<sup>th</sup> 2023.

## LORIC

### The Blacon Character Award



Students in KS3 and KS4 continue to engage with the Blacon Character Award, completing statements every 2 weeks in tutor time using resources on Google Classroom. All 25 statements are uploaded onto Google Classroom so students know what to do to achieve a particular skill statement or full award.

Summer Term 1 focus was Creativity and year group assemblies were delivered by Mr Cairns. Summer Term 2 focus in departments was LORIC overview and Mr Cairns will carry out an assembly to conclude the 3rd year of developing LORIC skills at Blacon High School.

During Year 11 ROA Evening, 3 KS4 Blacon Character Award was handed out for the first ever time to students who had achieved all 25 LORIC statements in two years and over 50 students were recognised for their achievements in key areas of the award, testament to the emphasis placed on the development of character by the school.

#### 4. 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. We are oversubscribed for the 5<sup>th</sup> consecutive year, with a waiting list and following two sets of appeals, an additional 5 students have been admitted into Year 7 for September 2023.

Primary School	2023	2022	2021	2020	2019	2018
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>

## 5. 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 in a deficit and a recovery plan is in place, supported by Governors and the local authority with significant savings already made from changes to staffing.

The main pressure points experienced by school, have been the cost of food, with expenditure almost doubling compared to this time last year, supply due to both long-term sickness and recruitment issues and the increased costs of supplies and materials.

### School lettings

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

We have had additional bookings this term from:

- The Little Children's Market (22.04.2023 + 09.07.2023)
- Eclipse Dance Competition Day (30.04.2023)
- Panthers Netball additional Saturday sessions
- Chester School Boys Football (09.05.2023)
- Chester Nomads (14.06.2023)
- Sports Partnership Awards (03.07.2023)

5pm-10pm	Monday	Blacon Boxing Chester Wind Band Grosvenor Netball Amie Garrett Netball Panthers Basketball Upton JFC (to continue in September) Saughall Colts FC (to continue in September)
5pm-10pm	Tuesday	Cheshire Roar Basketball Brewers Basketball Saughall Colts FC Upton JFC
5pm-10pm	Wednesday	Blacon Youth FC (to continue in September) Saughall Colts FC (to continue in September) Panthers Netball (to start in September) Brewers Basketball
5pm-10pm	Thursday	Blacon Skate Volleyball (to continue in September) Peter O'Toole Football Saughall Colts FC (to continue in September) Upton JFC (to continue in September) Colwyn Bay FC

5pm-10pm	Friday	Panthers Netball Blacon Youth FC (to continue in September) Saughall Colts FC (to continue in September) Chester Man V Fat Football
9am-11am	Saturday	Upton JFC (to continue in September)
12pm-4pm	Sunday	Upton JFC (to continue in September)

## 6. 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

### Year 7 Admissions / Transition

We are once again oversubscribed for the 5<sup>th</sup> consecutive year, with a waiting list and following two sets of appeals, an additional 5 students have been admitted into Year 7 for September 2023. In total, a record high 192 students made applications for Blacon High School, which is testament to the faith and belief in the school from the community and our partner Primary schools.

### 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 - 29/34 - 85%

Dee Point - 52/68 - 76%

Highfield - 21/32 - 66%

J H Godwin - 16/29 - 55%

St Therasas - 12/24 - 50%

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- July 2023

Year	Males	Females	Total
Year 7	82	81	163
Year 8	75	74	149
Year 9	89	58	147
Year 10	71	61	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 29.06.2023

Year Group	Total Number of student leavers for this academic year to 29.06.2023
Year 7	1
Year 8	6
Year 9	6
Year 10	4
Year 11	0
<b>Total</b>	<b>17</b>

### In Year Starters- as of 28.02.2023

Year Group	Total in year starters for this academic year to 29.06.2023
Year 7	4
Year 8	4
Year 9	4
Year 10	4
Year 11	3
<b>Total</b>	<b>19</b>

## 7. 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

##### 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. These have covered key themes and priorities including Assessment, Home Learning, making connections and providing creative hooks to engage students, all linked to our pedagogical model on learning and teaching.

The work linked to 'Connect' has become embedded as evidenced by the subject reviews and so we are now working on the next phase of the model the 'Activate/ Explore' part of the lesson. This is all about sparking curiosity to motivate pupils to learn. This CPD looked at developing 'hooks' through the use of compelling sources or questions and was followed up by a market place activity where departments can share what they have developed and what has worked well for them in their subject areas as some of the best CPD is where we give teachers the time and space to share good practice with each other.

### SEND

For the last academic year, the Inclusion Team have held whole Staff Briefings every Wednesday morning to share key information around our students and strategies to support our students across all areas in school. These briefings include training and guidance on where to find key information regarding SEND and also provide overviews of how to use this information to enable learning to be successful for all students. More recently, these briefings include 'spotlight's of our key students to ensure all staff are aware of needs and how best to assist with them. In addition to these, Learning and Teaching briefings are alternated between SEND mornings, to do the same for all staff regarding the most recent research in pedagogy and to keep everyone updated and moving forwards towards success for all. These briefings will sometimes link up due to the needs of our students and ensuring that all teachers know that they are teachers of SEND.

## **National Professional Qualifications for school Leadership**

In recent years, several members of middle and senior leadership have taken the opportunity to develop by completing one of the NPQ leadership qualifications. These qualifications are nationally recognised and have real career capital. There are a number of options for aspiring middle leaders such as: Leading Teaching, Leading Teacher Development, Leading Behaviour and Culture, and Leading Literacy. There is also the NPQ SL, for aspiring senior leaders, and the NPQH, for aspiring head teachers.

We have been able to access this training at no cost due to funding from the DfE and, as a result, we now have a number of staff with leadership qualifications across a range of disciplines. This is fantastic news, not only in terms of securing appropriate expertise and creativity within the team, but also in terms of future-proofing the school and succession planning.

In terms of increasing leadership capacity and supporting staff with appropriate career stage CPD, the following members of staff are in the process of completing NPQs and are all due to complete either later in 2023 or early 2024.

- Sean Lloyd – NPQ Leading Teaching – due to complete October 2023
- Dave Forbes – NPQ Leading Behaviour and Culture – due to complete March 2024
- Karen Appleby – NPQH – due to complete March 2024
- Fiona Austin – NPQSL – maternity leave then left in March 2023
- Lauryn Gibson – NPQSL – due to complete April 2024
- Catrin Kenyon-Owen – NPQSL – due to complete April 2024
- Josh Slade – NPQLT – deferred until October 2023
- Michelle Garner – NPQLT – deferred from 2021 – due to recommence 2024
- Dave Sabri – NPQH – commenced Spring 2023
- Adrian Carr – NPQH – due to complete April 2024
- Dave Forbes - NPQLT

## **ITT – Initial Teacher Training**

Blacon High School continues to be a busy hub for initial teacher training (ITT). David Stockdale leads on this and the school currently enjoys long-standing links with a number of institutes including: The University of Chester, Liverpool Hope University. Liverpool John Moore's University, Manchester Metropolitan University and Edge Hill University. Additionally, other ITT providers are keen to place trainees with us.

In recent years, we have developed a fantastic team of Subject Mentors across a range of subject areas, while David Stockdale acts as Professional Mentor. Acting as a subject mentor to a trainee is a great opportunity for aspirational staff and is often the first additional responsibility they adopt to illustrate their own commitment and potential if they are thinking of career progression.

In addition to ITT placements, we also offer shorter, work-based learning (WBL) placements that can last anything from a few days to a few weeks. Both ITT and WBL placements attract a payment and, cumulatively, this amounts to a not insignificant amount over the course of the year.

## Appraisal

The appraisal process for all staff continues to be monitored on BlueSky. All staff, teaching and non-teaching, have three objectives that are set in the first half term of each academic year. Objectives are agreed between individual staff members and their line managers. Objectives are linked directly to individual staff roles and responsibilities, and whole school priorities.

New staff, including ECTs, also have three objectives, although their final objective is usually linked to successful completion of all of the elements of the ECT responsibilities. Similarly, the third appraisal objective for those staff who have embarked on NPQ leadership courses is linked to making appropriate progress towards successful completion of their courses.

Progress towards achieving objectives is monitored via regular line-management meetings, and also at mid-year reviews, which usually happen at the end of the Spring 1 half term. The end of year appraisal review is completed by the end of the autumn term so attainment data from the previous year can be considered. BlueSky is a user-friendly platform that enables effective monitoring of performance management and those who have responsibility for line management.

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

Currently, the school has five early career teachers (ECTs) and one NQT. Of these, the NQT deferred in his previous school and is due to complete his probationary period in July. We have two second-year ECTs, who will also complete in July. A further ECT is due to complete in December; this is because she was employed on a 0.8 contract during her first year, which makes the process take a little longer. We also have two ECTs who will complete their first year in July.

First year ECTs have a 90% timetable and second years fulfil 95% of an FT timetable; this is to ensure that they are supported fully into the profession. Additionally, ECTs are supported by a mentor via timetabled sessions where everything from online assessment, learning and teaching and dealing with the ever-increasing work load is discussed; mentors do not need to be from within an ECT's subject specialism.

It is testament to this extended team that all of our ECTs have made appropriate progress towards successful completion of their probationary period.

Tajinder Singh - deferred NQT – due to complete July 2023

Sara Perrett – ECT – Year 1 - due to complete July 2024

David Harvey – ECT - Year 1 - due to complete July 2024

Jessica Wright – ECT – Year 2 - joined Blacon High School in Year 2 - due to complete July 2023

Bethan Jones – ECT – Year 2 - joined Blacon High School in Year 2 - due to complete July 2023

Jan Hancock – ECT – Year 2 – due to complete December 2023

Lauren Ellams – ECT – Year 1 – left teaching June 2023 – 2 reviews and 1 interim review completed

Kitty Jones – ECT – Year 2 – left teaching May 2023 – 5 reviews and 1 interim review completed

## 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 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 well-being breakfast has been held for staff just before each half term which have provided staff a chance to meet together to build the team.

### **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, which 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. For next year, key groups across the BEV will meet to include Computing leads to focus on safety online, SEND, attendance and the Business Managers.

### **The Bursary Scheme – Hope Opportunity Trust**

The bursary scheme continues to offer a valuable alternative route into an exciting future for a number of our eligible students. As governors are aware, students who meet the criteria follow an exhaustive selection process and, those who are successful, are offered places to study for their A levels at one of the country's top independent schools.

In 2022/23, a further five students were successful in securing bursary funded places. However, as always, ultimately this is dependent on them achieving the necessary grades in their GCSEs. This year's cohort brings the total of Blacon High School students who have successfully won bursary places since the inception of the programme to 42. The selection process for 2023/24 is well under way and, at this stage, seven students will go forward to the interview stage in September.

We wish them every success as they embark on the exciting next step of their academic journeys.

On 23<sup>rd</sup> May, we were pleased to welcome representatives from the Royal Springboard Foundation and the Hope Opportunity Trust who came to the school to do some filming; they were making a short promotional film and were following the stories of three students who have been through the bursary process. The focus at Blacon High School was Marcel Aziamale who began his bursary journey in 2017 and has just completed his degree in Politics and International Relations at UCL.

Furthermore, we are hosting an event on 10<sup>th</sup> July for the Blacon High School bursary beneficiary alumni and look forward to welcoming those governor who are able to attend along to the event.

### **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. We have successfully recruited two cover supervisors for next year which we anticipate will offset the costs linked to supply currently.

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.

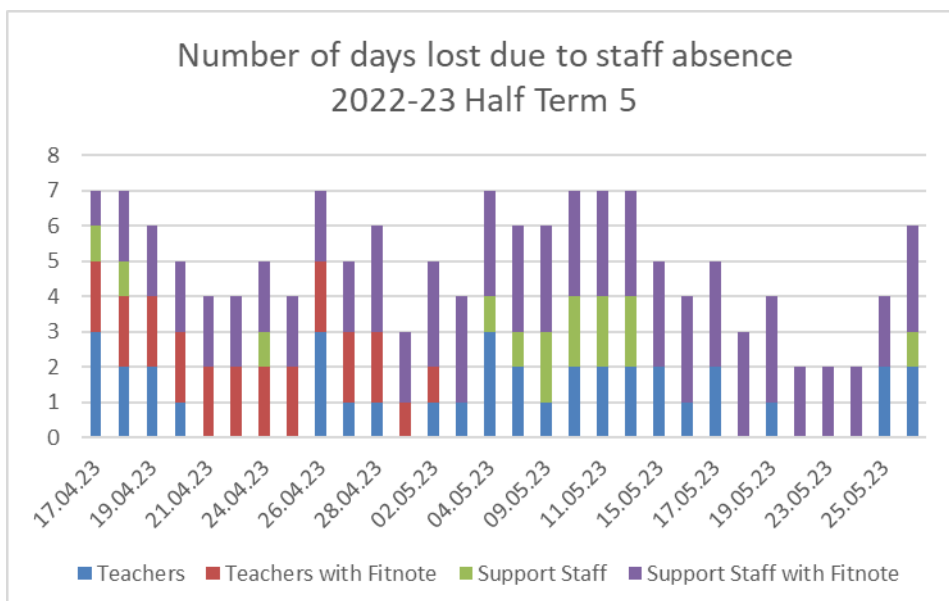
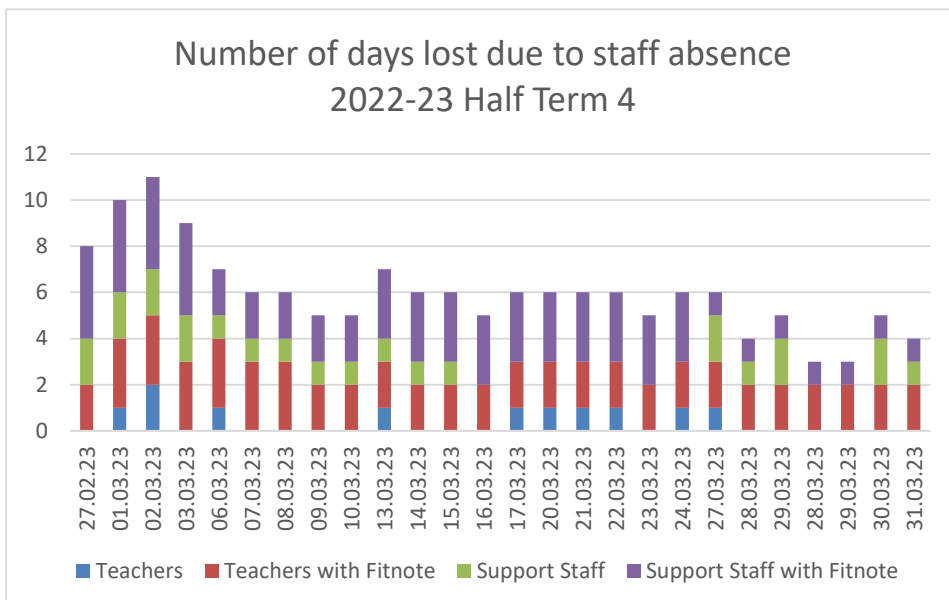
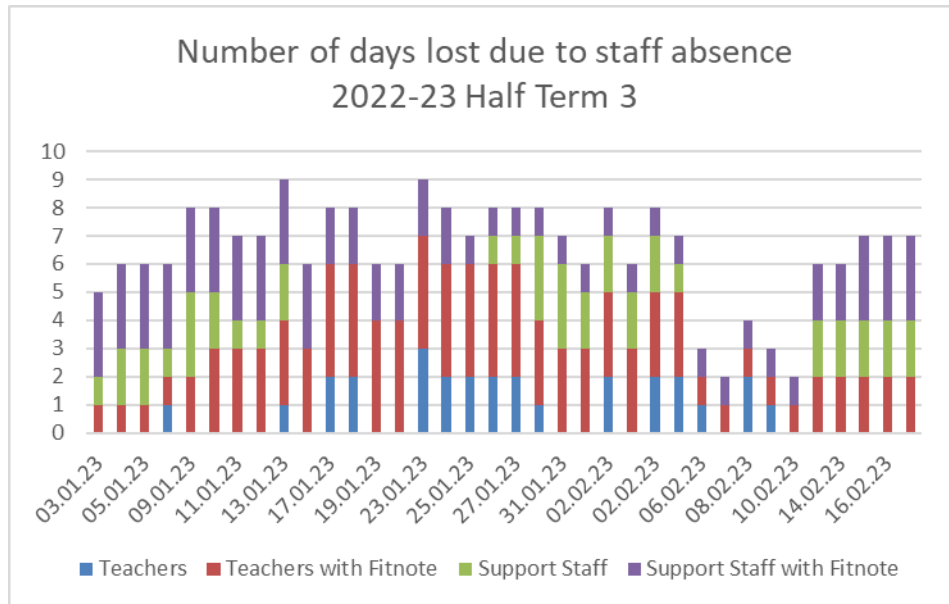
April – July 2023 £77,026 broken down as follows;

Tutoring - £6,254, funded by the national tutoring grant

Educate - £17,275, this includes £10,000 for curriculum plus lessons. The invoice did not split into supply and other services

Supply - £53,746, this includes supply cover for a science teacher that left in April.

**Tables to show staff absence Spring Term 2023**



## Behaviour Data

Data up until 2<sup>nd</sup> July 2023

(Highlighted yellow = Curriculum+ students)

Exclusions ASP	2014/15		2015/16		2016/17		2017/18		2018/19		2019/20		2020/21		2021/22		22/23	
	BHS	N av	BHS	N av	BHS	N av	BHS	N av	BHS	N av	BHS	N av	BHS	Nav	BHS	Nav	BHS	Nav
Perm exclusions as % of pupil group	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	0.13	0.45 =3	0.10	0.29 =2		0.56 =4	
% pupils with suspensions			4.33 =17	8.56	6.86 =29	9.40	2.88 =13	10.1	6.84 =36	10.8	5.27 =32	7.43	5.51 =37	8.48	12.4 =85		7.68 =55	
% pupils with 1 or more susp'	4.46	3.97	2.80 =11	4.31	3.55 =15	4.62	1.33 =6	4.71	4.18 =22	4.93	3.29 =20	3.69	3.58 =24	4.38	6.89 =47		3.49 =25	
% pupils with 2 or more FTE	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		0.75 =5	1.63	3.0 =21		1.4 =10	

## Suspensions/ Exclusion Data

18/19 Au	18/19 Sp	18/19 Su	19/20 Au	19/20 Sp	19/20 Su	20/21 Au	20/21 Sp	20/21 Su	21/22 Au	21/22 Sp	21/22 Su	22/23 Au	22/23 Sp	22/23 Su
17	12 +(2pex)	7 +(1pex)	16	15 +(1pex)		19 +(2pex)	3	13 +(1pex)	18	40	14 +1(pex)	3+12	14+13 +3 (pex)	8+5 +1 (pex)

### Step Out Data

18/19 Au	18/19 Sp	18/19 Su	19/20 Au	19/20 Sp	19/20 Su	20/21 Au	20/21 Sp	20/21 Su	21/22 Au	21/22 Sp	21/22 Su	22/23 Au	22/23 Sp	22/23 Su
6	1	2	5	1		1	0	0	1	0	3	2	5	9

### Internal Suspension Data

18/19 Au	18/19 Sp	18/19 Su	19/20 Au	19/20 Sp1	19/20 Su	20/21 Au	20/21 Sp	20/21 Su	21/22 Au	21/22 Sp	21/22 Su	22/23 Au	22/23 Sp	22/23 Su
15	15	19	35	22		27	7	14	48	58	36	91+35	64+12	83+25

### SSA Data

18/19 Au	18/19 Sp	18/19 Su	19/20 Au	19/20 Sp1	19/20 Su	20/21 Au	20/21 Sp	20/21 Su	21/22 Au	21/22 Sp	21/22 Su	22/23 Au	22/23 Sp	22/23 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%	96%
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%	1%

### SIG Group Data

18/19 Au	18/19 Sp	18/19 Su	19/20 Au	19/20 Sp1	19/20 Su	20/21 Au	20/21 Sp	20/21 Su	21/22 Au	21/22 Sp	21/22 Su	22/23 Au	22/23 Sp	22/23 Su
14	33	21	27	30		16	34	30	22	46	45	25	21	24

### On Call Data

18/19 Au	18/19 Sp	18/19 Su	19/20 Au	19/20 Sp1	19/20 Su	20/21 Au	20/21 Sp	20/21 Su	21/22 Au	21/22 Sp	21/22 Su	22/23 Au	22/23 Sp	22/23 Su
95	136	129	286	305		257	41	124	297	252	129	389	146	186

### Remove Room Data

18/19 Au	18/19 Sp	18/19 Su	19/20 Au	19/20 Sp	19/20 Su	20/21 Au	20/21 Sp	20/21 Su	21/22 Au	21/22 Sp	21/22 Su	22/23 Au	22/23 Sp	22/23 Su
83	104	99	218	193		182	34	98	241	243	127	359	141	180

### Suspensions/ Exclusions

This academic year, we have issued 4 Permanent Exclusions which was double the number issued last academic year. All permanent exclusions were upheld. Despite the large number of exclusions, suspensions have almost halved across the school community and also the number of students who have had (1 or more/ 2 or more) suspensions. We expect this will bring us back in line or below National Average data. 55% of all suspensions issued this academic year have come from students in Curriculum+. 100% of students receiving Exclusions were from Curriculum+.

### Step out

16 students this academic year have been on Step Outs because of incidents in school that have been high profile. These incidents are often for first offences, however incidents that could be deemed high profile enough to be suspensions. Using Step Outs in this way has helped to minimise suspensions.

### **Internal Suspensions**

Internal suspensions have risen significantly. The use of internal isolation has helped keep suspensions down. There has been an issue with the combination of students from the main build and curriculum+ so next year, we will be bringing back the SLT isolation room alongside the isolation room for students in Curriculum+ and set 8.

### **SSA grades**

Negative SSA grades in class remain low, meaning that conduct is positive. When students are in lessons, they are engaged with the learning and their teacher. A whole school key aim next year is to get students into lessons quicker and improve out of lesson conduct so that it reflects that of in lesson.

### **SIG data**

Linked to the reduction in suspensions, the number of students accessing the SIG group has also reduced. 90% of all students who entered the SIG group left after the first level of intervention with their PL. 100% who reached the second layer left the process.

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

There has been a significant reduction in On Call and Removals from lesson compared to the start of the academic year. This is directly linked to the fact that the Pastoral team is growing in number and strength. This will continue next year.

### **Managed Moves**

This academic year, we have had 5 managed moves where students have transferred to us, 4 of which are ongoing – 1 in Year 7, 2 in Year 8, 1 in Year 10 and 1 in Year 11 where the student has returned to their original school.

We have set up 5 managed moves for our students, 1 in Year 10 which has been a success, 2 which are ongoing in Years 7 and 9 and 2 which have been unsuccessful in Years 9 and 10.

### **Parent Feedback**

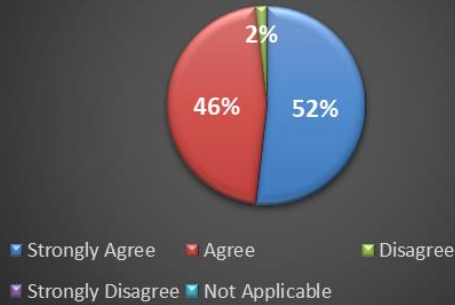
We take the views of our parents and carers seriously. As such, we endeavour to generate feedback at every opportunity and share feedback forms, both digitally and in hard copy, at every event when parents are on site or when we engage with them remotely, as has been the case at some Progress Evenings.

At events such as Rewards Assemblies and Coffee Mornings, there is always a mix of pastoral and academic staff present, along with representatives of the senior leadership team, and, where possible we take the opportunity to discuss and resolve any concerns that parents and carers may have there and then. If a solution is not readily available, then we ensure that every issue is followed up by the most relevant member(s) of staff at our earliest opportunity.

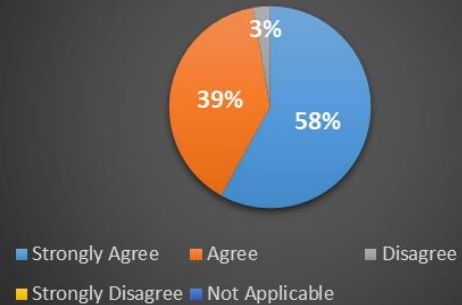
The pie charts below represent the cumulative feedback from all of the events when we have had parents on site since the start of the academic year (September 2022 – June 2023).

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

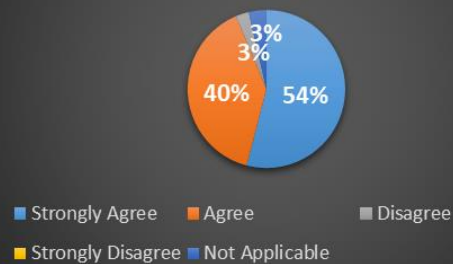
### My child is happy in school?



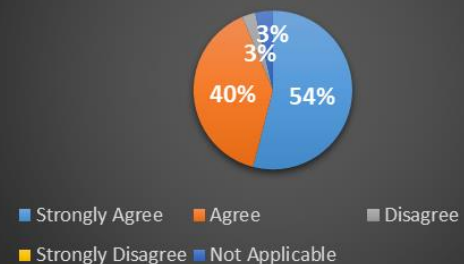
### My child feels safe in school?



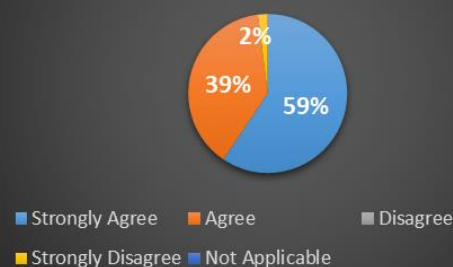
### My child makes good progress?



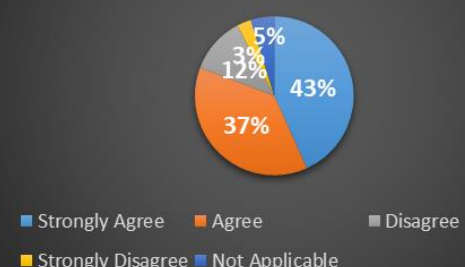
### My child makes good progress?



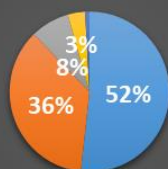
### My child is taught well at this school?



### My child receives appropriate homework for their age?

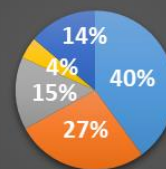


**This school makes sure its pupils are well behaved?**



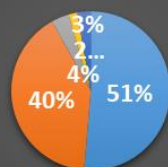
Strongly Agree Agree Disagree  
Strongly Disagree Not Applicable

**This school deals with bullying effectively?**



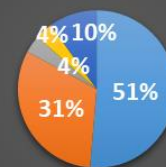
Strongly Agree Agree Disagree  
Strongly Disagree Not Applicable

**This school is well led and managed?**



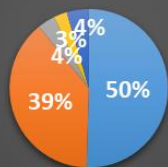
Strongly Agree Agree Disagree  
Strongly Disagree Not Applicable

**This school responds well to any concerns I raise?**



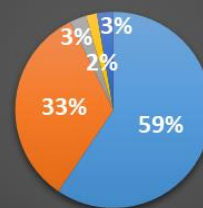
Strongly Agree Agree Disagree  
Strongly Disagree Not Applicable

**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

### **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. The current figures are as follows showing that 74% of the school now have the app.

Count and % of students with at least one parent logged into Edulink

<b>Year Group</b>	<b>Number</b>		<b>Percentage</b>	
	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
<b>7</b>	138	25	85%	15%
<b>8</b>	105	45	70%	30%
<b>9</b>	119	28	81%	19%
<b>10</b>	101	30	77%	23%
<b>11</b>	68	60	53%	47%
<b>Grand Total</b>	531	188	74%	26%



## CCF Combined Cadet Force

The Cadets have been away on 2 weekends, 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 are due to attend 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.

