



# **BLACON** HIGH SCHOOL SUCCESS THROUGH PARTNERSHIP

## **Head teacher's Report for Governors – July 2022**

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

**VISION** - Inspire students to love and enjoy learning, achieved through a thinking curriculum.

**AIM** – To think creatively in order to prepare every young person for success.

**VALUES** - Respect, Relationship, Resilience

**MOTTO** – Aspire Believe Achieve

**It is through our curriculum that we will achieve our vision of inspiring students to love and enjoy learning for every student.**

**We believe that everyone can achieve, regardless of their background or starting point.**

**We believe in the power of education to transform lives.**



## Covid Update

Covid continues to have a significant impact on absence levels for staff, attendance for students and interruptions to learning. Whilst the guidance changed in February on a national level, students are still expected to isolate for 3 days and staff for 5 day. This has continued to have an impact on overall attendance levels in schools and also on staff absence, with a significant rise in covid cases this term.

## Post Ofsted Work

The rebranding is now finalised with work on the new website underway for a pre-launch in September and then the final upgraded website in October. Curriculum work is well underway with curriculum maps updated to reflect the move to a three year Key Stage 3.

It is clear that our vision, aims and values must run through every aspect of our curriculum and we know there is more to do to ensure that all staff, students, parents and Governors are clear on this ambition, understand why we are teaching subjects in the way that we are and our ultimate aim of enabling students to be ready for their next steps in life beyond Blaenau. This work has been led by Mr Scoltock and Mr Lacey with middle leaders who have developed curriculum statements outlining their subject visions, to enable a clear and consistent approach. Middle leaders have also reviewed the curriculum maps with an overview of the topics covered from Years 7 – 11 as we move to a 3 year Key Stage 3 for September 2022. Mark Cotton has supported this work and plans are in place for this to continue next year.

## 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 data May 22
	69 students	88 students	113 students	118 students	118 students	118 students
KPI – Progress 8 score 0.1	-0.67	-0.09	NA	NA	NA	-0.18*
KPI - English and Maths 9 - 4 - 60%	62%	69%	66%	81%	49%	48%
KPI - English and Maths 9 - 5 - 40%	23%	49%	43%	34%	25%	18%
KPI - English 9-4 - 70% and 9 - 5 - 60%	72% / 48%	81% / 60%	80%/53%	90%/62%	90%/52%	89%/50%
KPI - Maths 9-4 - 70% and 9 - 5 - 60%	67% / 28%	75% / 53%	71%/53%	81%/34%	51%/31%	50%/23%
KPI - Progress 8 for English	-0.73	-0.01	NA	NA	NA	0.03*

KPI - Progress 8 for Maths	-0.66	-0.23	NA	NA	NA	-0.57
KPI – Student Premium 0 Progress 8	-0.83	-0.18	NA	NA	NA	-0.30*
KPI Open Bucket Progress 8 score 0.2	-0.39	0.22	NA	NA	NA	0.25
High Ability Progress 8	-1.02 (26 students)	-0.16 (33 students)*	NA	NA	NA	-0.45* (28 stu)
Middle Ability Progress 8	-0.51 (38 students)	-0.11 (43 students)*	NA	NA	NA	-0.15* (78 stu)
Lower Ability Progress 8	0.06 (4 students)	0.29 (8 students)*	NA	NA	NA	0.30* (11 stu)

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

\* Health warning regarding SISRA produced progress 8 score based on 2019 Official DfE KS4 Estimates

The DfE have not produced any KS4 estimates since 2019. These KS4 estimates are calculated using national KS4 data gathered after the exams and are recalculated each year.

These KS4 estimates map each KS2 result to an attainment 8 points score which is then used to calculate progress 8 when looking at our year 11 students' difference from those estimates.

SISRA has allowed us to use those old official DfE 2019 KS4 estimates to calculate a proxy for our upcoming progress 8 score in the absence of any other national data due to Covid.

We will only know our real, official DfE Progress 8 score, after the national exams data are collected and new 2022 KS4 estimates have been produced. A provisional and then a revised set of KS4 estimates are usually produced by the DfE in October and then in January.

Here is the warning SISRA give when using the 2019 KS4 estimates to a progress 8 score for our year 11.

The Attainment 8 estimates used in this dataset 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 following DfE document also explains further guidance on the way in which the data can be understood.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1084463/KS4\\_accountability\\_guidance\\_update.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1084463/KS4_accountability_guidance_update.pdf)

We recognise the uneven impact on schools and colleges of the pandemic, and will ensure clear messages are placed on performance measures website to advise caution when considering the 2021/22 data. This will include strongly discouraging all users of the data from drawing comparisons with performance data from previous years. We will also advise caution when comparing a school's performance with national or local authority averages, advising users to talk to the school or college to understand the context for the results.

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KPI - PP Progress 8 matching non disadvantaged nationally for English English Student Premium	-0.90	-0.06	NA	NA	NA	-0.02*
KPI - PP Progress 8 matching non disadvantaged nationally for Maths Maths Student Premium	-0.79	-0.43	NA	NA	NA	-0.62

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

	Year 11 2021		Current Year 11 2021/22	
	No. of students	% of students	No. of students	% of students
Total	113		118	
Males	68	60%	64	54%
Females	45	40%	54	46%
Student Premium	56	50%	61	52%
English as an Additional Language	6	5%	1	1%
SEND Special Educational Needs and Disabilities	26	23%	20	17%
Number of In Year Transfers to Year 11	17	15%	22	19%
Number affected by safeguarding currently	10	9%	?	?
High Ability **	27	24%	7	6%
Middle Ability **	71	63%	69	58%
Lower Ability **	8	7%	41	35%
No prior data	7	6%	1	1%

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

<https://explore-education-statistics.service.gov.uk/methodology/key-stage-4-performance-methodology>

The profile of Year 11 is important to understand the context. There is a higher proportion of student premium students this year, a rise from 50% to 53%, an increase in transfers into the year group from 15% to 19% and significantly, a change in the ability profile of the year with a lower proportion of high ability students (decrease of 27% to 7%) and much larger of lower ability. (Increase from 7% to 35%)

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. Covid has impacted significantly on their learning, not just during the two lockdowns but also due to a high number of days lost due to students being sent home to isolate. Whilst some have embraced home

learning, we know that many still face barriers to learning independently at home, even with the technology to support remote learning, however, we remain committed to working to achieve the very best for our students but know that covid will have an impact on the results in the summer.

### **Subject Development Work**

Kath Harris, our School Improvement Partner has continued to work with all middle leaders to externally review and validate the curriculum work undertaken this year. These reports have been a valuable part of our self-evaluation process with recommendations for development being responded to as we adapt our systems and processes linked to the curriculum along with areas for development being built in to our improvement plans for next academic year.

### **Curriculum+**

In September 2022 we will launch our new Curriculum+ model, which aims to build upon the success of Orion. Curriculum+ is designed to support our students most at risk of permanent exclusion and offer a tailored curriculum, to provide a pathway for them to be successful.

The selection of students who were to be placed on the Curriculum+ model was rigorous and methodical and informed by both academic and pastoral data. A number of students were initially identified as potential candidates to enter the model by SLT and Pastoral Leaders. We then created profiles on each individual student, which included specific information/data to support and lead the selection process, this criteria is listed below:

- Progress – using the March Data Catch
- SSA Data and SIG data
- SEND information
- Internal Exclusion Data
- SLT Exclusion Data
- Fixed Term Exclusion Data
- Vulnerabilities and context

Once the profiles were created, the students were narrowed down and a final list was generated. Following this process, students then met with the external providers and Mr Haycock met with each student and their parents/guardians to outline the intention of placing their child on the Curriculum+ model, in which all meetings have been really positive with parents/guardians delighted this opportunity has been provided.

<b>Year</b>	<b>Number of students</b>
7	3 * TBC
8	4
9	6
10	10 (2 groups)
11	7

Students will be taught the statutory requirement outlined by the Department for Education, which includes:

- Maths
- English
- Science
- Religious Studies
- PSHE
- Computing
- Core PE

This will be supplemented by at least one additional option subject and ASDAN qualifications in areas and topics, which the students selected based on educational interest along with a First Aid qualification and ECDL.

### **External Provision**

From September students will be provided the opportunity to access new and exciting qualifications outside of the classroom. Year 7, 8 and 9 will continue to work with Roger Raynor and experience outdoor education, working towards achieving the John Muir Award, building on the success of this existing model. Year 10 and 11 will be given the opportunity to work with the Educate Group and the Nailbase Academy. Students will be educated offsite and engage in a vocational study, which includes practical assessment and team building, whilst aiming to achieve a GCSE equivalent qualification. The curriculum plus model will be based in our new building to provide a dedicated space to support students with the most complex needs.

## Contextual Data –whole school

		Total number of students	FSM	Student Premium
<b>2019/20</b>	No. of students	618	258	321
	% of students		42%	52%
<b>December 2020</b>	No. of students	672	279	354
	% of students		42%	53%
<b>March 2021</b>	No. of students	669	286	360
	% of students		43%	54%
<b>June 2021</b>	No. of students	664	287	358
	% of students		43%	54%
<b>December 2021</b>	No. of students	683	308	375
	% of students		45%	55%
<b>March 2022</b>	No. of students	682	307	373
	% of students		45%	55%
<b>July 2022</b>	No. of students	568 (Year 11 left)	265	299
	% of students		47%	53%

*Student 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 2021 IDSR references Blaenau at 49% compared to the national average of 27% so we are now more than double the national average.

## SEND Overview

We currently have 185 students with SEND which is 27% 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;

Total number of SEN students 185 which is 27.09% of the school compared to the national average of SEN students of 15.9%

Overview of SEND numbers and applications for funding;

<b>Year Group</b>	<b><i>Social &amp; Emotional</i></b>	<b><i>Cognition &amp; learning</i></b>	<b><i>Physical &amp;/or sensory</i></b>	<b>SLCN</b>	<b>Top Up Funding</b>	<b>EHCP</b>	<b>Funding application submitted</b>
<b>Year 7</b>	21	19	4	7	5	9	5 TU applications to be submitted to request continuation of funding. 1 new EHCP to be submitted by July 1 EHCP transfer from special school
<b>Year 8</b>	15	19	3	6	5	7	1 student has been agreed a change of placement. We are waiting to hear where. EHCP application written waiting for parent to sign. Continuation of funding 1 TU



							submitted and 2 Top up upgrade to an EHCP waiting to sign 1 new EHCP submitted by July
<b>Year 9</b>	16	14	1	4	1	11	2 EHCPs awarded last term. 1 is currently in draft and the other finalised in Orion. 2 agreed change of placements waiting to see which schools they go to  2 students in Orion identified for top up funding support-application process underway
<b>Year 10</b>	15	13	2	8	1	4	
<b>Year 11</b>	7	12	0	1	1	3	
<b>Totals</b>	74	77	10	<b>26</b>	13	<b>34</b>	

Provision	FT	PT	Funding
Sanctuary	4 (1 not attending)	5	7
Orion 7	4		3 (2 being requested transferring to EHCP)
Orion 8	5	1	2 requested transferring to EHCP  1 waiting for parent signature

			1 being written
Orion 9	5		3 EHCP
			2 being written

### **Staffing Summer term**

We have had 3 new supply Teaching Assistants and students seem to be responding to them. Sickness has caused a lot of changes in staff so timetables have changed daily.

The virtual school are paying for 10 hours support for a TA in order to support us evidencing a plan, do, review cycle in order to apply for an EHCP by the end of the year for a looked after student. We are having to make up the rest of the hours for this student in order to meet their deadline. The EHCP application was submitted last week.

1 member of staff is coming back from long term leave 4 reduced days a week and hoping in time to return to full time work. She is taking over the therapy dog walks and supports in the Sanctuary as we are trying to move students out to lessons more in readiness for next year.

### **Interventions Summer term 2021-2022**

Reading interventions have continued and students have reported that they are feeling more confident and enjoy the 1-1 time with the TA/s first thing each morning. Staff have noted that these students are usually keen to contribute in the classroom as a result of this support.

A new intervention has taken place where a highly nurturing TA is going on home visits to non-attenders. She visits 4 students fortnightly currently and this has resulted in a student coming into school for an hour a day, for the last 2 weeks. One student is attending 1-1 tuition at home. Hopefully this success will continue, parents are feeling more supported and vulnerable students are beginning to attend school and engage in their learning.

We have started working with a very complex year 10 student 1-1. He has an EHCP and is on a reduced timetable. He was not coping with the younger students in the Sanctuary and has started to respond to the 1-1 support. This week he has started to work on English, maths and science Asdan courses so that he can leave with some qualifications.

### **Transition**

Year 6 Transition has taken place throughout this term – 1 day a week for the local primaries to send 2 students and a TA to follow a year 7 class to lessons.

The feedback has been positive and most students are leaving more confident than when they arrive. The tours were being led by our Year 10 student mentors which had some good feedback. Schools have said the tour is good and being in one lesson is enough so we changed this for the rest of this year and will continue this model moving forwards. In Year 7 from September, there are 6 EHCPs and 4 students with top up funding.

### **Mental health support within school**

Platform for Life continue to work for 15 hours per week in school to work with students on a 1:1 Level. The group sessions that were offered last term worked well, and this has generated further

interest in Platform for Life as a service open to students. Next term, there is a reduction in the funding available as it was a year long funding project which has now come to an end. This will mean that the two 'risk of exclusion' sessions will no longer be on offer from September, and so we will have 13 sessions available to students unless other funding is sourced in the meantime.

The Education Mental Health practitioner service ran by the NHS continues to be offered to students, and will continue into September. They have offered some group sessions which we will be discussing for September and will be based on general difficulties such as emotional support, sleep difficulties and managing emotions.

### **Bren Bikes**

One Year 10 student has successfully completed a placement at Bren Bikes in Chester and has been developing valuable work related and practical skills. This was one day per week for 8 weeks.

### **Multiple Vulnerabilities**

In 2019-2020, 26% of the whole school have 3 or more vulnerabilities; in 2020-2021 the percentage was 35%; in 2021-2022 is 39%. This year 22% of the whole school have 5 or more vulnerabilities, compared with last year's figure of 19%, and 2019-20 of 14%. This means that almost a fifth 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%

In the table above, it is possible to see how the vulnerabilities of each year group have increased (highlighted colours show the continuation of each group of students from last academic year to this). The most striking increases is the yellow group, our current Year 9. The number of current Year 9 students with 5+ vulnerabilities doubled between 2019-20 and 2020-21, and increased by a further 7% to this year. These number of vulnerabilities each student is experiencing has undoubtedly been exacerbated by coronavirus. A notable increase in attendance issues can be observed on the MV document - between 71 and 76%% of students in every year group 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.

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.

## National Tutoring Programme (NTP)

We have continued to use Action Tutoring for our catch-up programme and following successful programmes with Year 11 and Year 7, we have recently offered our Year 10 cohort a programme during this Summer Term, too.

The Year 11 students said it made them feel more confident when revising for exams and we have seen a clear impact on the Year 7 cohort's reading age.

The twenty Year 10 students who are currently attending tutoring for either English or Maths, are all dedicated to the programme and attendance has been excellent. The cohort has requested that tutoring continues into next year and we are currently investigating how to enable all students to have access to a tutor for their final year in 2022/2023, using the catch up funding.

**Next Steps:** Other tutoring services are being investigated, including a new online tutor called askOla. This company are not just about academic support but also well-being. We are currently looking for a free trial period to see if this service will be beneficial for our students and their families.

## Reading across the Curriculum

Following a successful start to our Guided Reading in September 2021, students have now started reading the second text during the Summer Term:

### Summer Term Guided Reading – Overview

Year 7
<b>Smart – novel by Kim Slater (2014)</b>
Key themes/messages/Cultural Capital for students – mystery/detective, homelessness, poverty, drugs, alcoholism, equality
Year 8
<b>There's a Boy in the Girls' Bathroom – novel by Louis Sachar (1987)</b>
Key themes/messages/Cultural Capital for students – friendship, bullying, choices, human connections, adopting to expectations, turning life around
Year 9
<b>Dead Popular – novel by Sue Wallman (2019)</b>
Key themes/messages/Cultural Capital for students – crime, sexual harassment, boarding school life, social status, trust
Year 10
<b>The Hate U Give – novel by Angie Thomas (2018)</b>
Key themes/messages/Cultural Capital for students – Black Lives Matter, racism, poverty & crime cycle, identity, family, police brutality
Year 11
<b>They Both Die in the End – novel by Adam Silvera (2017)</b>
Key themes/messages/Cultural Capital for students – mortality, human connections & social media, choices & consequences, friendship/chosen family; business, ethics and dehumanization

Karen Appleby met with the Assistant Headteacher responsible for Literacy across the Curriculum at St Nicholas' High School in Northwich, following a request from the school for some collaborative work. They have shared their whole school approach to develop reading skills - a **Reciprocal Reading strategy**. This has been a main focus in Quality of Education meetings with the most recent CPD involving all departments sharing their views on this strategy in their classes.

The sharing of ideas and resources revealed that the strategy had been well-received and next steps are to create visual aids to support this as a regular intervention across all areas of the curriculum to keep closing the reading gap across all year groups.

**Progress so far:** reading ages have improved steadily and will be used to diagnose students' needs more closely in terms of vocabulary and/or comprehension.

Additionally, the Year 11 students who recently left us, also benefitted from interventions with our Associate Teachers (Trainees) who provided weekly support during the tutor time. These students were identified as being in the lowest 20% of the year group and this intervention was provided to support self-esteem as well as confidence ahead of exams. Student voice was positive and did evidence that 1:1 support for the weeks running up to exams supported confidence and well-being.

Karen Appleby visited Blacon Library this term and visits to the library will begin at the start of September. These visits will involve an introduction to library services, a membership form for parents to complete and a timetable will be organised to ensure students are encouraged to visit for both, academic purposes and reading for pleasure.

## Staffing

Two Teaching Assistants have been appointed to work with our Orion/Curriculum Plus groups next year and these were internal appointments. Ruth Pollard has been appointed as a Teaching Assistant for a year and has been recruited through the supply agency. 2 additional Teaching Assistants have been recruited this week and we will have to secure two additional TA's through the supply agency in September, although we have been able to offer a number of TA's contracts after having the opportunity to see them working in school. Other than this, all other positions are filled for the new academic year, apart from a third member of the site team, which is currently out for advert.

Some staff are moving on to pastures new and finishing at the end of term.

Scarlett Hayward – Teacher of RS – moving onto a new post with KS5 teaching.

Sean Blain – Teacher of PE – moving onto a new teaching post in an independent school.

Hannah Alderman – Teacher of Science – returning to industry

Alice Denny – Teacher of English – relocating to London

Sheila Hughes – retiring.

Jake Dean – moving to a new post in Dubai

Sarah Sidwell – moving to a new post nearer home.

## Safeguarding

TAFs - Team around the Family								
Year Group	Dec 2020	March 2021	June 2021	Oct/ 2021	Nov 2021	March 2022	May 2022	July 2022
Year 7	2	2	3	1	1	5	5	4
Year 8	7	3	5	2	1	4	5	4
Year 9	7	4	3	7	7	9	8	7
Year 10	3	6	4	3	2	3	3	2
Year 11	5	0	1	4	3	3	2	2
Total	24	15	16	17	14	24	23	19

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

CP – Child Protection								
Year Group	Dec 2020	March 2021	June 2021	Oct 2021	Nov 2021	March 2022	May 2022	July 2022
Year 7	1	1	2	1	1	5	3	4
Year 8	2	2	2	2	1	1	1	0
Year 9	0	0	0	2	2	3	3	3
Year 10	0	1	2	0	0	1	0	0
Year 11	3	2	2	2	2	5	5	5
Total	6	6	8	7	6	15	12	12

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

## Young Carers

We currently have 40 students who are registered as young carers but we know that this figure is likely to be much higher. Cheshire Young Carers come in regularly to work with this group of students and will be in once more in the autumn to raise awareness of what it means to be a young carer, to enable more students to access support.

## Platform for Life numbers/ EMHP

Status	Platform for Life	EMHP
Completed	59	0
Ongoing	17	11

76 students have had the opportunity to access the service since September 2021 to date (of which 7 declined once it was their time on the waiting list before any sessions had taken place as they

either had alternative services, or did not wish to engage at that time). There are over 20 students on the waiting list currently for September 2022 onwards. Please see Impact report from Platform for Life with anonymised case studies to illustrate the work undertaken to support students and families.

## HELP.....! My child is becoming a Teenager

A new parenting group has started in this final term. So far a group of 10 Year 7 parents have engaged. This is a trial group and the aim is to broaden this to all year groups in the next academic year.

The focus is all around support and is advertised as such: 'As those teenage years approach you may find yourself battling with your child and although some of this is 'normal', it can become overwhelming for you and your family. The important thing to realise is – you are not alone; we are here to help.'

The 6 week course focuses on: Teenage brain development, mental health and well-being and dealing with emotions.

## 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 May 2022
KPI Open Bucket Progress 8 score 0.2	<b>0.25</b>
KPI Attendance up to national average - 95%	<b>86.18% overall</b> <b>82.37% Student Premium</b>
KPI 80% sport participation, 100% Learning outside the classroom	<b>To be updated in September 2022</b>

### Attendance

#### Year Group

	Numbers on roll	01.09.20 – 26.05.21	01.09.21 – 26.05.22
<b>Year 7</b>	149	90.14	<b>89.74</b>
<b>Year 8</b>	149	83.79	<b>87.91</b>
<b>Year 9</b>	140	88.06	<b>84.22</b>
<b>Year 10</b>	128	85.79	<b>85.17</b>
<b>Year 11</b>	118	81.89	<b>83.02</b>
<b>Total</b>	<b>684</b>	<b>86.09</b>	<b>86.18</b>

#### Pupil Premium students by year group

	Numbers on roll	01.09.20 – 26.05.21	01.09.21 – 26.05.22
<b>Year 7</b>	80 (94)	84.87	<b>87.44</b>
<b>Year 8</b>	94 (78)	79.96	<b>82.24</b>
<b>Year 9</b>	70 (87)	84.25	<b>79.87</b>
<b>Year 10</b>	68 (66)	81.22	<b>82.92</b>
<b>Year 11</b>	56 (63)	75.94	<b>77.82</b>
<b>Total PP</b>	<b>368 (388)</b>	<b>81.47</b>	<b>82.37</b>
<b>Total Non PP</b>	<b>313 (312)</b>	<b>91.70</b>	<b>90.80</b>

#### Persistent absence – 01.09.21 – 26.05.22

	% 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>Year 7</b>	35.10	53	39	73.58	23	43.40	0	0.00	151
<b>Year 8</b>	36.42	55	41	74.55	20	36.36	1	1.82	151
<b>Year 9</b>	48.65	72	54	75.00	24	33.33	1	1.39	141
<b>Year 10</b>	42.42	56	38	67.86	23	41.07	1	1.79	128
<b>Year 11</b>	52.54	62	43	69.35	13	20.97	0	0.00	118
<b>Total</b>	<b>42.57</b>	<b>298</b>	<b>215</b>	<b>72.15</b>	<b>103</b>	<b>34.56</b>	<b>3</b>	<b>1.01</b>	<b>686</b>

#### Authorised and Unauthorised absence

	01.09.20 – 26.05.21		01.09.21 – 26.05.22	
	Number of sessions	Percentage	Number of sessions	Percentage
<b>Authorised absence</b>	17587	11.58	<b>17640</b>	<b>8.77</b>
<b>Unauthorised absence</b>	3525	2.32	<b>10002</b>	<b>4.97</b>

The percentage of authorised absences has decreased this year. Attendance at school is back to being compulsory and this explains the rise in unauthorised absences as we are now challenging all absences in regards to proof through medical evidence, when this medical evidence is not provided attendance is marked as unauthorised and legal action can begin. Since Suzie Wright, our attendance lead returned to work in December, following maternity leave, casework has started once again and the number of prosecution meetings has increased to tackle poor and persistent absence.

#### Current position on attendance compared to national average

- The most recent data published by the DFE states:
- Attendance in all state-funded schools (was adjusted to exclude year 11-13 students who are not in attendance because they are off-site for approved purposes) was **89.6% on 26 May**, down from **91.9%** on 12 May.
- Blacon High data is as follows: all students including year 11 on the 26<sup>th</sup> May is 86.1% attendance excluding year 11 is 86.76%

#### Next steps for attendance:

- Continue to use the inclusion meetings to gain an appropriate picture of each prosecution case to judge whether legal action is appropriate.



- The attendance team to hold regular Persistent Absence meetings weekly to ensure letters are sent in a timely manner to ensure each case meets the correct threshold.
- The attendance team to continue with regular welfare checks and home visits to tackle the most persistent absent students in the school especially lower down the school to ensure students don't become school refusers by year 11.
- To ensure weekly data is sent to Progress Leaders to be shared with tutors in meetings to ensure attendance is 'everyone's responsibility'. From sharing this information tutors will be able to gather information on reasons for absence.
- The attendance team to increase casework at the lower level FPN to ensure families do not become entrenched and higher level prosecutions will decrease.
- To change the close of morning register from 9.30am to 9.15am this is a recommendation from the register inspection and advice from the local authority, this will bring school in line with other schools in the CWAC. This will increase the number of U codes (unauthorised absences) but this will enable the attendance team to prosecute parents more quickly at the FPN level to tackle punctuality in some of the worst students.

## **Orion groups**

### **Outdoor Education**

#### **Learning outside the classroom - Summer Term 22**

##### **Year 7**

Orion group attend Outdoor Education sessions weekly  
Diversity Workshop

##### **Year 8**

Orion group attend Outdoor Education sessions weekly  
Holocaust Event at Chester Cathedral - Emma Owens  
Diversity Workshop planned - Rachel Thomas

##### **Year 9**

Orion group attend Outdoor Ed sessions weekly  
Diversity Workshop - Rachel Thomas.  
Humanutopia - John Lacey  
My Perfect University workshop - John Lacey

##### **Year 10**

Gecko Theatre Company workshop SAJ.  
Shakespeare for Schools' Festival at the Floral Pavilion - Julie Salisbury.  
Blood Brothers at the Palace Theatre - Zara McFetridge.  
Storyhouse, Young Leaders (a small group of students attend each week).  
Diversity Workshop planned for the 30<sup>th</sup> March - Rachel Thomas.  
CSASS Workshop 'The Prevention Project' - Julie Salisbury.  
Young Enterprise Company Competition - Sean Lloyd.  
Duke of Edinburgh Award - Sean Blain.  
Virtual Work Experience, University of Chester, June.  
Ellesmere Port College Open Day, 30<sup>th</sup> June - Rachel Thomas, Sean Lloyd.

Storyhouse, Grosvenor Outdoor Theatre, Romeo and Juliet - Lauryn Gibson-Tipping, Zara McFetridge.  
Aiming a little higher workshop - John Lacey.

### **Year 11**

Diversity Workshop planned for the 30<sup>th</sup> March - Rachel Thomas  
CSASS Workshop 'The Prevention Project' - Julie Salisbury, Rachel Thomas  
King's School diversity project - STO

### **Enrichment Week**

Students will be accessing a range of activities in school, supported by external providers during enrichment week.

### **Monday 18<sup>th</sup> July 2022 - Preparing for the future**

All students will be in school taking part in Futures Workshops, built around careers, employability skills and preparation for life beyond Blacon High School.

**Year 7** – Futures Workshops and a Healthy eating/Art workshop delivered by Mini-Makery.

**Year 8** – Futures Workshops and a Drug Awareness workshop.

**Year 9** – My Perfect University Challenge funded by Higher Horizons.

**Year 10** – Aim a Little Higher workshops also funded by Higher Horizons.

### **Tuesday 19<sup>th</sup> July 2022 – Getting Active**

Inflatable Assault Course and Activities within lessons along with a Consent workshop for Year 9 students.

### **Wednesday 20<sup>th</sup> July 2022 – Helping Others**

All students will be involved in a whole school Sponsored Walk which will be 10km along the Greenway towards the river in Chester. This will be followed by a BBQ at school and outdoor games/activities. Students will be asked to gain sponsorship which will then be used to support school and two charities.

One-third of the money raised, will go to our school "Learning outside the Classroom" fund, which will support us in running a wider range of external visits for our students.

One-third of the money raised will go to the "The Hospice of the Good Shepherd", which provides end of life care for patients and support for their family and friends.

Students have looked at a number of charities and voted for the charity to which they would like to donate the remaining third of the sponsor money. The charity with the most votes was the "Against Malaria Foundation". The foundation works to prevent the spread of malaria by distributing long-lasting, insecticide-treated mosquito nets to susceptible populations in developing countries (100% of the money donated goes towards the buying of the nets). Malaria kills approximately 400,000 people every year and 200 million fall ill. Before the distribution of bed nets the deaths were more than three times higher. Raising money for the Against Malaria Foundation, directly links to aspects of the

curriculum including Citizenship; the study of development in Geography; and Biology, where students learn about malaria as an example of a communicable disease.

#### **Thursday 21<sup>st</sup> July 2022 – Celebrating Achievement and Success**

Students will enjoy an end of year assembly where we celebrate all of the achievements from the past year and our newly appointed student leaders will be introduced to the rest of the school, along with the final draw of 'what's in the box?'

#### **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. Mrs Salisbury tied in resilience cards; flip your thinking to KS3 with resilience being a key feature of our school values. Summer Term 2 focus in departments is LORIC overview and Mr Cairns will carry out an assembly to conclude the 1<sup>st</sup> year of LORIC skills at Blacon High School

During Year 11 ROA Evening, 8 students were presented with 14 awards for Leadership, Independence, Organisation and Creativity.

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

## **BEV PE**

The 8<sup>th</sup> BEV Blaon Sports Day was another huge success at Queensway Stadium in Wrexham with year 3,4,5 and 6 boys and girls all taking part in track and field events. Mr Forbes and Mr Sabri with the support of the PE department and our year 9 and year 8/ ex-student leaders organised another fantastic Sports Day which all of our feeder primary schools enjoyed with Highfield being crowned overall winners for the second time and had a clean sweep by winning the year 3, year 4, year 5 and year 6 competition.

Within the BEV PE, the PE department hosted the Year 5 and Year 6 boys Cricket competition which was a huge success with the aim of boys playing proper Cricket to showcase their fielding, batting and bowling skills. We have a year 5/6 Rounder's tournament and year 3 and 4 mini red tennis tournament to finish the summer term which will involve KS3 and KS4 leaders to officiate.

16 Year 10 leaders carried out carousel sports day activities for Chester Bluecoat primary school which was a huge success with year 3, 4, 5 and 6 students showing sporting talent on a number of challenges with support off our excellent students.

Music will continue to be delivered to Highfields and Dee Point next year with JH Godwin also coming on board.

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

### **Finance**

As previously reported for the financial year 2022 – 23, we currently anticipate ending the year with a small surplus, which included a pay increase of 2% for support staff. We received information this week from HR that we could expect this to be closer to 6% and further information will be available in September. In the current climate, there are a number of factors that may influence the schools' financial position further; the cost of living crisis and the recruitment of support staff will both have a significant impact upon the school budget, the full impact will be evident in the autumn term.

### **Additional Funding Opportunities**

After meeting with David Briggs CVO MBE KStJ at a number of recent events including Cheshire Young Carers and a celebration of 60 years of Youth Federation at the Westminster Estate, I have made further contact to see how he can support Blaon with submissions for additional funding streams. David Briggs is the former Lord Lieutenant of Cheshire and a Patron for Cheshire Young Carers, Youth Federation with links to the Poverty Truth Commission. Mr Briggs is a key supporter of the school and we hope to secure some additional contacts in order to submit successful bids to MBNA, The Steve Morgan Foundation and Ursula Keyes in order to enhance equal access to opportunities for students in school.

### **6<sup>th</sup> Form Feasibility Study**

Exploring the feasibility of post 16 provision at Blaon High School remains part of our key strategic plan. After submitting our views on the One City Plan in Chester, the outcomes were shared in December and we look forward to working with the Council and local partners to address this

educational inequality in Chester with regards to post 16 education. We will continue to work on our Business Plan and consultation document over the next 30 months so that when we receive Good in our next Ofsted inspection, we will be ready to launch the consultation to implement this study. This time will also enable us to secure funding and develop a 5 year financial plan to support the building as we move to consultation in 2024.

## 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

Primary School	2022	2021	2020	2019	2018
The Arches Community Primary School	37	40	28	30	22
St Theresa's Catholic Primary School	13	13	21	17	19
Dee Point Primary School	56	55	47	49	41
Highfield Community Primary School	17	13	23	15	20
J H Godwin Primary School	18	20	21	14	23
Other	9	7	5	17	17
<b>Total</b>	<b>150</b>	<b>148</b>	<b>149</b>	<b>142</b>	<b>142</b>

Admissions Preference	2022	2021	2020	2019	2018	2017	2016
First Preference	161	137	151	148	134	114	103
Second Preference	15	13	12	16	12	10	9
Third Preference	10	15	15	18	12	7	6
Late First Preference	n/a	3	6	15	13	6	15
Late Second Preference	n/a	0	0	2	3	0	1
Late Third Preference	n/a	0	0	0	2	0	1
Placed By L A	n/a	0	0	1	1	1	6
<b>Total Applications</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 preference since recorded.*

## Student Numbers- July 2022

Year	Males	Females	Total
Year 7	74	77	151
Year 8	90	58	148
Year 9	74	66	140
Year 10	81	47	128
Year 11	64	54	118
<b>Totals</b>	<b>383</b>	<b>302</b>	<b>685</b>

## In Year Transfers and Leavers

### In Year leavers – as of 04.07.2022

Year Group	Total Number of student leavers for this academic year to 04.07.2022
Year 7	1
Year 8	3
Year 9	7
Year 10	4
Year 11	0
<b>Total</b>	<b>15</b>

### In Year Starters- as of 04.07.2022

Year Group	Total in year starters for this academic year to 04.07.2022
Year 7	4
Year 8	2
Year 9	5
Year 10	2
Year 11	0
<b>Total</b>	<b>13</b>

## Transition

Over the past 2 weeks, we have begun the transition process for Year 5 students and finalising the transition process for Year 6 students.

Following visits to all of our BEV feeder Primary schools by Mr Sabri, we welcomed all Year 5 students with their teachers during week beginning 4th July. This saw all students taking part in some of our more practical sessions and exploring what a day in Blacon High School look and felt like. Students took part in highly engaging Product Design, Music, Science, Geography and PE sessions, supported by our staff and young leaders. Students were all provided with a free school meal and finished with a Q+A session with Mr Sabri and Mrs Hudson. Feedback was overwhelmingly positive from students and teachers and pictures of these days can be seen on our school Twitter feed.

The year 6 transition process came to a close this week as we finished our masterclass sessions and held our 'Transition Day' and 'Meet the Tutor day'. These sessions took place after detailed work between primary class teachers and key staff from Blacon High where we have met, discussed and created plans for all of our young people joining us in September, particularly those deemed to be more vulnerable. Many of these students had already visited Blacon High School to complete our vulnerable transition package, including tours of school and the opportunity to question students and staff about things concerning them. The Transition day was a great success with students visiting for a full day, taking part in 4 sessions and putting many of their worries at ease. It also provided us

with an opportunity to set clear expectations around September. Meet the tutor day provided all Year 6 parents with the opportunity to visit school and have a 15 minute meeting with their child's tutor to start to build what will be a key relationship between home and school.

## **Careers and CEIAG Update**

It has been a really positive year for all things CEIAG (Careers Education, Advice and Guidance) this year.

### **September Guarantee**

98% of our Year 11 cohort have secured offers of Education, Employment of Training and this leaves our NEET (Not in Employment, Education or Training) figure at one of our lowest for the past 6 years. The CWAC liaison team will now work with those students to secure 0% NEET for this year.

## **Careers / CEIAG Events**

### **Employer visits to school**

- Students from Years 9, 10 and 11 Health and Social Care spent a lesson each with Rebecca Zartarian who is the Managing Director of Bluebird Care. They found out a great deal of information about this sector and the routes into the wide variety of jobs and roles in Health and Social Care.
- Students in Years 8 and 9 English classes spent a lesson each with Angie Lopez who works in the fundraising department of the NHS. She came to talk to our students around her role and using their English writing skills to promote events across the community. She was also able to discuss the huge variety of jobs and careers at the NHS.
- Students in Year 9 Product Design and Year 10 Physics spent a lesson each with Davinder Lotay who is the managing director of Altimex. Davinder has worked with our school on numerous occasions. Students learnt about Davinder's company, which delivers solutions in electronic manufacturing and fibre optics.

These sessions are of real benefit to students to understand the world of work, routes into a variety of sectors and also to discover jobs and careers they may not have heard of and actually meet employers in order to understand how the world of work is different to school.

### **Events in school**

#### **Learn to Earn:**

This is an event we hold every year as it has consistently positive feedback from students. All of Year 9 take part in this and it is 3 sessions held in the morning in school. Employers come into school to deliver these sessions and they are based on:

1. Dream Lifestyle  
Dream Budget  
What Success Means to Me
2. Who Are you Now Quiz  
LMI & Jobs Booklet  
Reality Bites – Cost of Living

- 3. Path to Success
  - STAR Pass
  - Goal Setting

The feedback from this was really positive:

‘Better than I thought.’ ‘Wish we could do things like this more often.’

‘Really enjoyed it and made me think about what I want to do.’

### **Blacon Careers Fair – Take control of Careers**

This was a fabulous event for us at Blacon and the first time we have organised and held a Careers Fair. This was undertaken through The Pledge as we are now a Hub school. The Cheshire and Warrington Pledge Partnership is a team of people from across the education, commercial, and community sectors. This allows them to work with every school and college in the region to provide links between employment and education.

This event was aimed mainly at parents and carers to provide them with information from the world of a variety of employment sectors and also Post – 16 / 18 providers and choices – in order for them to support their young person with choices.

We had representatives in attendance from:

- Altimex – Fibre Optics / Electronic Manufacturing
- Ramboll – Engineering
- Minerva Arts – Arts and Theatre
- Encirc – Glass production
- Bank of America
- Cheshire Police
- Cheshire Fire Service
- NHS
- Bluebird Care – Home care services
- 1<sup>st</sup> Enable Care Providers – Health and Social Care
- Nailbase Training Academy – Nail, hair and beauty
- Vistry Partnerships – Sustainable housing and revitalising communities
- YouthFed – A youth charity providing vital support for young people.
- Marketing Cheshire - PR, Marketing Support, Event Management, Social Media Support and Brand Consultancy
- Digital Skills Partnership - Aims to improve digital skills for people and organisations.
- DWP
- Equans UK - supports businesses, communities and the public sector by mobilising its expertise to provide low-carbon energy solutions.
- CCSW
- QPHS 6<sup>th</sup> Form
- Upton High 6<sup>th</sup> Form.

The feedback from this event was very positive.



'I really valued learning about careers and life in the future.'

'That there are multiple different career paths to choose from and if one plan doesn't prevail there are always more options.'

'I learnt about the different roles in the different jobs that I didn't know existed.'

'The information given was really interesting and very informative.'

'A great event for the school - we really enjoyed it and welcomed this chance to find out about options for our child after their GCSEs.'

'Really well organised.'

'We would definitely want to come to another event like this and will be letting other parents know how good it has been.'

### **Bank of America Mentoring Programme**

10 Year 10 students have taken part in a 6 session mentoring scheme with employers from the Bank of America. The aims of the programme are to provide advice, mentoring, guidance and information to students regarding plans for their future careers – especially those students looking to go to University.

Students discussed with employers from the bank their plans for the future and were given guidance on how to improve work based skills and also how to complete CVs and go about finding experience and information to write onto a letter of application or UCAS form. This year, on the final session, the employers actually came into school and this is so much better than virtual as it adds validity to the scheme and also purpose – students had a really good conversation with the mentors and everything they had talked about in the previous sessions.

### **Events out of school**

#### **Year 10 Virtual Work Experience at Chester University**

All Year 10 students took part in the Virtual Work Experience programme and we ran this from Chester University on the 27<sup>th</sup>, 28<sup>th</sup> and 29<sup>th</sup> June. The Pledge provided the employers to take part. Students were in groups of 5 with 5 groups per room. They were presented with a challenge / project / assignment from their employer – which was virtual for the first 2 days. Employers then were available to chat with the students via Google Classroom and to provide feedback on how the groups were doing and on the work they had done so far. Employers then came in person on the Wednesday afternoon to listen to the groups presenting their final projects and then deciding on an overall winner who would win the contract for that company.

Students were learning important work skills such as:

- Teamwork
- Communication
- Leadership
- Problem solving
- Creativity
- Resilience

Companies who took part were:

- Ramboll
- Minerva Arts
- HSBC
- Bank of America
- Altimex

Feedback is still in the process of being gathered but many students have said they enjoyed it and it has made them think about how different the world of work is to school.

### **Year 10 Secondary College at CCSW – Ellesmere Port campus 30<sup>th</sup> June**

We have taken part in this event before and it is always a purposeful and productive day which the students really enjoy and engage with. All Year 10s were at the Ellesmere Port campus of CCSW where they each had previously chosen 5 taster sessions to engage with. Students then were given 3 of those choices and spent the day in each of these areas with the college lecturers, essentially being a student for the day and experiencing a lesson in college.

This event gives students an insight into the actual campus and what it looks like and also gives them an opportunity to experience courses they are interested in and now they have a much better image as to what that 'looks like' and what is involved. The college offers a wide range of vocational courses and all these were included in the taster session options.

Again, feedback is in the process of being collected but the majority of Year 10 will say – and have said – it was a really enjoyable day and they have learnt something around the course they want to do – or found something positive out about a course they didn't know much about.

## **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**

#### **NPQs 2022/23**

The following staff have been undertaking professional development courses linked to the National College. We have benefitted from these courses being fully funded this year with school just paying for supply costs when staff are attending courses.

Lee Cairns – NPQSL – completed Autumn 2021

Karen Appleby – NPQSL – completed Autumn 2021

Julie Salisbury – NPQSL – submitted and awaiting final assessment

Lauryn Gibson – NPQ Leading Teacher Development – due to complete November 2022

Peter Evans – NPQ Leading Teacher Development – due to complete November 2022

Zara McFetridge – NPQ Leading Teaching – due to complete November 2022

Laura Cockburn – NPQSL – due to complete March 2023

Ilya Haycock – NPQSL – due to complete March 2023

Joanna Carr – NPQSL – due to complete March 2023

### **Ares of focus**

The NPQs in Leading Teacher Development and Leading Teaching, as well as the NPQSL, are not assessed via in-school projects as they would have been in the past. Rather, these courses are delivered via online modules with a summative assessment at the end.

Staff on the NPQSL have covered the same areas:

- EEF (Education Endowment Fund) implementation
- Ethical Leadership
- Behaviour, culture and ethos
- Teaching and Learning, assessment and SEND

There is a further module and an end of course summative assessment that is dictated by Best Practice. The NPQ Leading Teaching and Leading Teacher Development have covered areas including:

- Evaluation of ongoing assessment
- Evaluation of whole-school CPD

There is a further module and an end of course summative assessment that will be released by Best Practice two weeks ahead of the deadline.

### **Leadership Coaching**

As part of our support package from the DfE, we are able to access 3 days of system leader support from an NLE (National Leader in Education) from Painsley Catholic Academy in Staffordshire to take place in the autumn term. The CEO is Steve Bell and we have agreed that he will do some coaching with middle leaders and senior leaders in school. I have met with Steve Bell and Clare Oberman from the Academy to discuss our current priorities, strategic plan and work on curriculum and learning and teaching following our Ofsted inspection. Having reviewed our evaluation, improvement plan and following discussions with the Head, it has been agreed that they will provide 3 days to work with curriculum leaders and the SLT using a coaching model, to support our work on curriculum and leadership and to implement improvements.

On the first date, the Head will meet with Steve to discuss further the current strategic priorities, curriculum development work and to understand where we are on our improvement journey. He will then spend 1 hour with each middle leader alongside the SLT member who line manages this area over the remainder of the time to do some coaching with all leaders across school.

He will then feedback on the strengths of our middle leaders in terms of the intent of the curriculum, the consistency of understanding of the vision, strengths in our work on the quality of education and any further areas for development in the way in which we support and challenge subject leaders on the curriculum through high quality line management and a clear understanding of what makes good in terms of the quality of education. This will feed into departmental and whole school evaluation

and improvement plans for the next academic year and links to our work on the Quality of Education and Leadership and Management development.

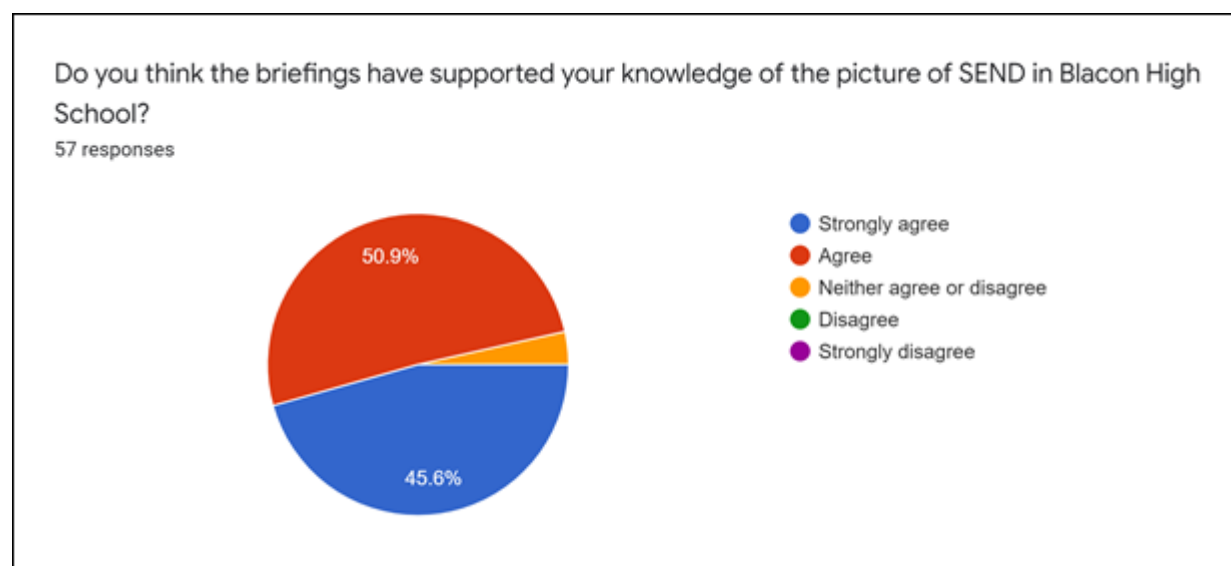
The focus will be as follows;

- How subject leaders articulate the intent of the curriculum
- How subject leaders and senior leaders articulate the vision of the school
- Coaching and support on the key expectations as to what makes a 'good' quality of education
- Support for line managers within SLT on how to provide the appropriate level of challenge for middle leaders
- To prepare all leaders in school for the conversations with SIP, Ofsted and Governors to support high quality leadership and management across the school

### SEND Training

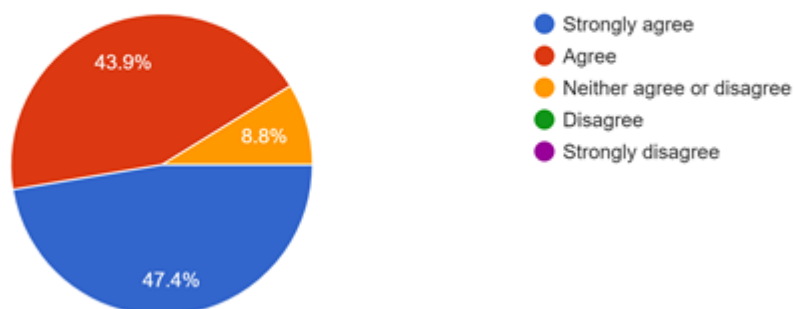
Each Wednesday morning we hold a staff briefing specifically for SEND and Safeguarding and these have been led by different members of the Inclusion team, linked to areas of responsibility and expertise. Last week we collated feedback from all staff members in order to gauge how useful and successful this has been.

### SEND/Safeguarding Evaluation



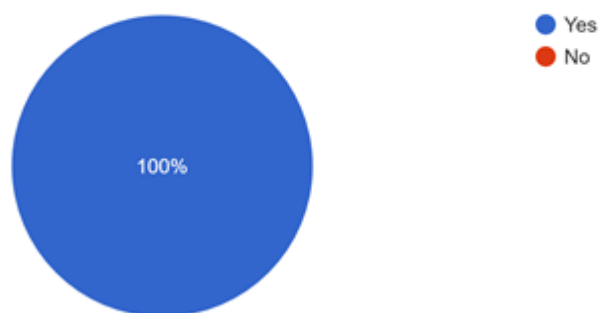
Have they made you more aware of our inclusion team and their expertise?

57 responses



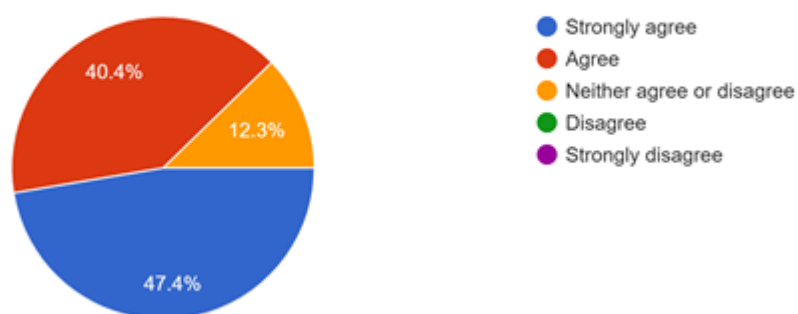
Are you aware of how and where to access SEND safeguarding information?

57 responses



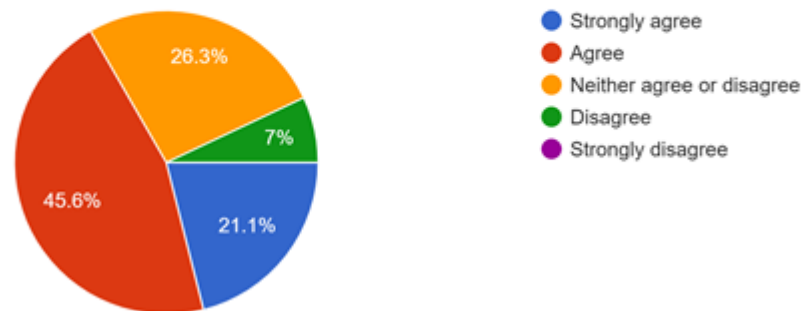
Do you feel the sessions have given you a greater appreciation for the work of the Inclusion Team?

57 responses



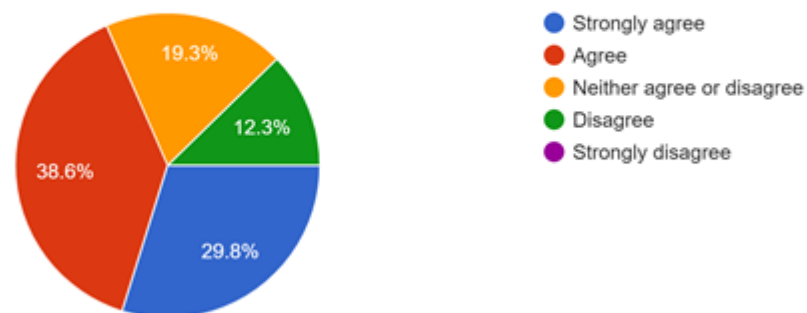
Do you feel this has had a positive impact in your ability to deliver quality first teaching in the classroom?

57 responses



Are these sessions a positive start to your Wednesday morning?

57 responses

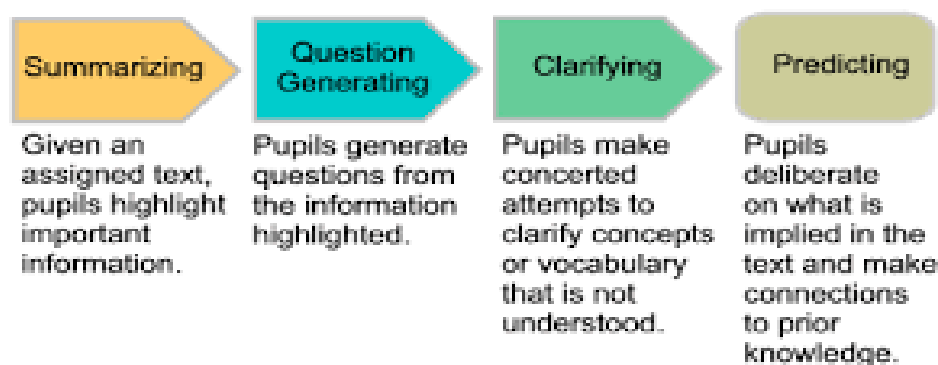


## Research/Pedagogy

CPD this term has focused on the curriculum development work linked to the Quality of Education and reading across the curriculum. Staff have volunteered to be part of key groups; Learning and Teaching, Research and Assessment. Training has focused on Reciprocal Reading as detailed below.



## Reciprocal Teaching Strategy



### Learning and Teaching

Mark Cotton has led on some key strategies to begin the journey of becoming a 'Thinking School.' The following Heads of Department worked with Mark: Karen Appleby, Laura Cockburn and Emma Owens. This has included planning using the Willingham teaching model, reviewing a lesson, team-teaching with Mark, observed by the Head and Deputy and then a reflection period to evaluate the process. All involved have agreed that this has been a welcome support to new methodology and feel more teachers should benefit from this supportive approach.

To work alongside Mark's methods, the Learning and Teaching groups will form a similar approach next academic year with the focus on the Willingham model to ensure each step of a lesson is developed and consistent for all students.

### Staff Recognition Scheme

We launched the staff recognition scheme in September 2020 as a way for parents, staff and students to formally recognise the contribution of staff who go above and beyond. 75 letters have been issued this term, following nominations sent in after celebration events, Parents' Evenings and from the website.

### Wellbeing

The Wellbeing Group continues to meet termly and the final meeting of the year is on 14<sup>th</sup> July. This group has a small number of 'core' attendees, while other members of staff join when it's convenient. It is invariably a really positive meeting that offers staff an opportunity to share their views and contribute to improving the experience of all members of staff by adopting a 'solutions orientated' approach to the issues they face.

Over the year, staff have completed a number of wellbeing surveys and we have made every effort to respond positively where possible. For example, staff have requested an appropriate space to use as a staffroom since we took ownership of the new school in 2016. We have been able to accommodate this request by using one of the areas in the mobile classrooms. We also were able to furnish it with some comfortable seating and also add desks to enable staff to work effectively and uninterrupted during non-contact times. For 2022/23, the staffroom will move into the new building, which will offer a more permanent base.

Also, in response to a request from staff, evening events held in school, such as Whole School Celebration Evening and ROA Evening are now held on a Thursday where possible; staff commented

that when these events were held earlier in the week, they were always really tired because of the impact of the late night.

A virtual suggestion box has been added to the Desktop to enable staff to make suggestions either in name or, if they prefer, anonymously. We aim to share how we have responded to suggestions on a regular basis.

Progress towards achieving the Optimus Wellbeing Award is ongoing and it is hoped this will be achieved by October 2022.

### **Initial Teacher Training**

During 2021/22, we have hosted 15 PGCE students across two placements from a number of our higher education partners including: Liverpool John Moore's University; Edgehill University; Liverpool Hope University; Manchester Metropolitan University and the University of Chester. We continue to explore other opportunities to expand the list of providers we work with across differing models of ITT such as Schools Direct, Teach First, SCITT as well as the, more standard PGCE route.

Mr Stockdale leads this work and in recent years has developed a team of highly efficient Subject Mentors. It is really positive that so many staff are now experienced mentors and would note that it is also an effective means of enhancing leadership capacity and, ultimately, contributing to succession planning.

It is also worth noting that this work has generated a significant amount of additional revenue for the school.

### **Our Promise as Leaders**

All middle leaders and members of the senior leadership team, have evaluated themselves against the behaviours set out in 'Our Promise as Leaders' within our Blue Sky system and this will form part of the discussion in appraisal next term linked to the leadership of staff and how we live and breathe our values in school. This has been reviewed as part of our annual Investors in People meeting and school has received positive feedback on the work undertaken so far and the thinking behind how we have articulated the people behaviours linked to our three core values of respect, relationships and resilience.



# **OUR PROMISE AS LEADERS**

*We Will...*



**Communicate openly,  
honestly and cosistently**



**Listen  
and make time**



**Trust and support**



**Value you both  
professionally and  
personally**



**Recognise and  
celebrate success**



**Set a positive  
example**



**Involve you in  
decision making**



**Challenge behaviours  
not in line with our values**



**Support professional  
development**

# OUR PROMISE AS LEADERS

## We Will...



### Relationships

#### Communicate openly, honestly and consistently

Ensure that all communication is clear, appropriately timed and relevant to your role.

Involve others in decision making, consulting and valuing opinions.

Be open to feedback and listen to ideas for improvements.

Provide clarity over roles and how they contribute to the whole school aims.



### Relationships

#### Listen and make time

Listen to opinions and recognise different ideas.

Ensure that agreed actions are acted on within an appropriate timeframe and outcomes communicated.

Have clear agendas, minutes and actions for meetings so the purpose is clear.

Maintain an open door policy.

Be patient, allow time for thinking but remain ambitious.



### Relationships

#### Trust and support

Demonstrate a clear understanding of others' roles and responsibilities.

Be aware of the abilities of all colleagues.

Listen, in a culture of openness and honesty.

Promote a team ethic.

Reinforce the vision of the Head and the school.



### Respect

#### Value you both professionally and personally

Recognise the challenges and experiences that can affect professional life, showing support and empathy.

Build strong connections with staff, students, parents, Governors and the wider community.

Respect and support a work/life balance.



### Respect

#### Recognise and celebrate success

Recognise success and achievement and 'going the extra mile', on a formal and informal basis.

Will recognise the contribution of staff through our staff recognition scheme and show genuine appreciation.



### Respect

#### Set a positive example

Model best practice and will be an ambassador for our values.

Act with integrity and honesty with our values at the heart of our actions.

Aim to inspire, enable and encourage.

Be committed to improving and achieving the highest standards.



### Resilience

#### Involve you in decision making

Create innovative approaches to solving problems together.

Be committed to honest reflection and continuous improvement.

Be solutions orientated as a team.

Work collaboratively when making decisions.



### Resilience

#### Challenge behaviours not in line with our values

Have professional conversations when needed to address, clarify and resolve behaviours which do not reflect and promote our values.

Be consistent, respectful and fair, even if it is a difficult or awkward conversation.



### Resilience

#### Support professional development

Be committed to supporting the training and development needs required to enable success.

Adopt a coaching and mentoring approach to support all staff to be successful in their role.

Be ambitious and determined in our belief that everyone can achieve.

# OUR SCHOOL VALUES

## CORE VALUES

## BEHAVIOURS



### RELATIONSHIPS

- Supportive
- Empathy
- Team ethic
- Communicate with clarity
- Honesty and integrity
- Making time for people
- Acknowledge others' opinions and challenge appropriately
- Inspire, enable and encourage
- Listening to ideas and being open to feedback
- Culture of trust
- Positive language
- Building positive interactions
- Making time for people
- Reinforcing the vision of the Head and the school



### RESPECT

- Leading by example
- Showing awareness of others' role and responsibilities
- Model best practice
- Respecting others' roles and responsibilities
- Recognition of success and the contribution made to the school
- Fairness
- Punctuality; being on time for meetings, lessons and appointments
- Availability; being available for others
- Acting with integrity and honesty with our values at the heart of our actions
- Building strong connections
- Support work/life balance



### RESILIENCE

- Creative approaches to solving problems together
- Commitment to honest reflection in order to drive continuous improvement
- Collaborative work
- Being open to feedback
- Challenging in order to drive up standards and achieve ambitions
- Solutions orientated
- Positivity
- Flexibility
- Patience
- Supporting professional development and training
- Ambitious and determined in our belief that everyone can achieve

## Staff absence

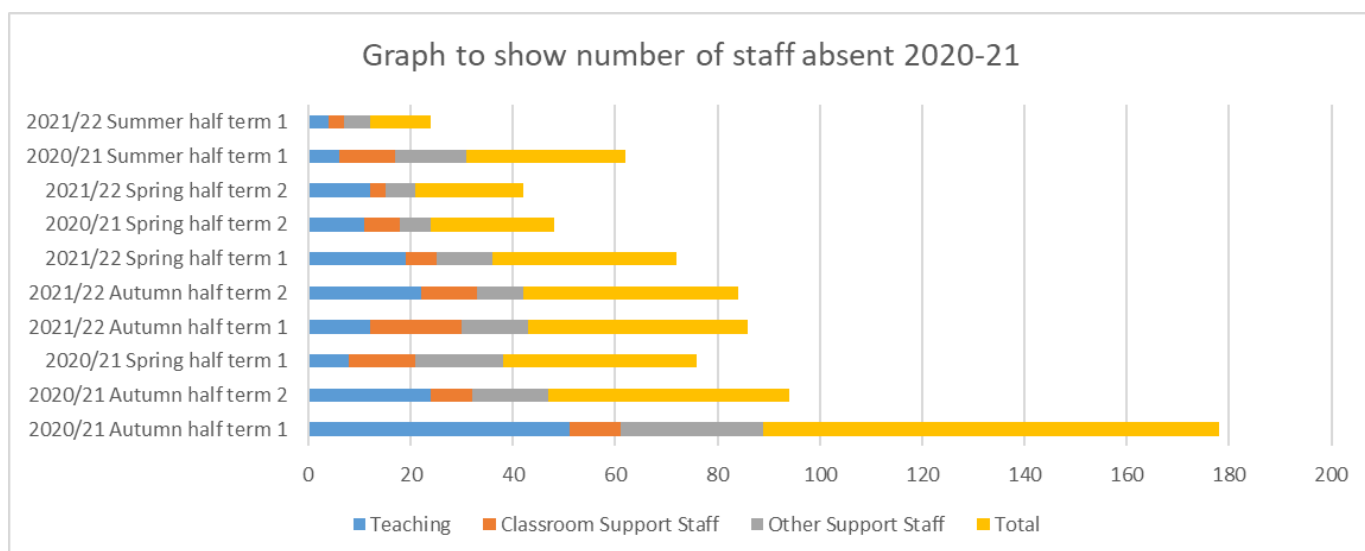
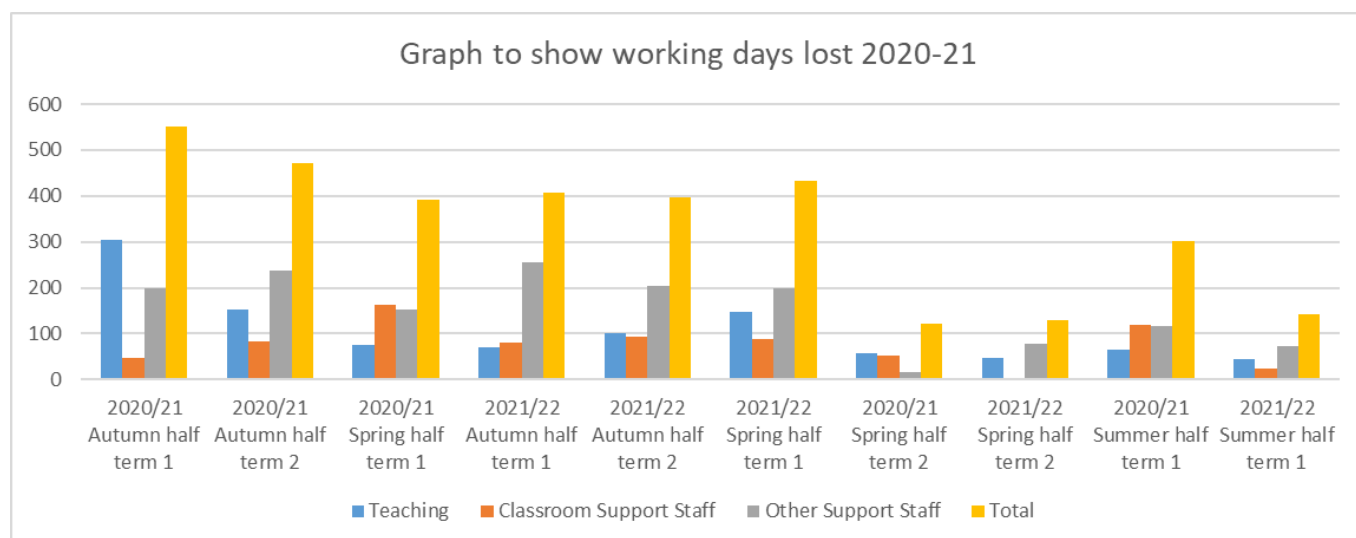
Tables to show the number of staff absences 2020-22

Number of staff absent 2020 -2022								
	2020/21 Autumn half term 1	2020/21 Autumn half term 2	2020/21 Spring half term 1	2021/22 Autumn half term 1	2021/22 Autumn half term 2	2021/22 Spring half term 1	2020/21 Summer half term 1	2021/22 Summer half term 1
Teaching	51	24	8	12	22	19	6	4
Classroom Support Staff	10	8	13	18	11	6	11	3
Other Support Staff	28	15	17	13	9	11	14	5
Total	89	47	38	43	42	36	31	12

Table to show the number of working days lost to staff absence 2020-22

Number of staff absent 2020 -2022								
	2020/21 Autumn half term 1	2020/21 Autumn half term 2	2020/21 Spring half term 1	2021/22 Autumn half term 1	2021/22 Autumn half term 2	2021/22 Spring half term 1	2020/21 Summer half term 1	2021/22 Summer half term 1
Teaching	303	152	74	70	102	147	66	45
Classroom Support Staff	47	82	164	81	92	89	119	24
Other Support Staff	200	238	153	256	203	198	116	73
Total	550	472	391	407	397	434	301	142





Much progress has been made over this academic year. We started the year still experiencing high levels of absence from covid and have ended the year in the same way for staff. We started the year not knowing whether Year 11 would sit their exams. We had our Ofsted inspection in October which recognised so many strengths in the school linked to behaviour and personal development, but clearly gave us areas of development. This provided the platform to make some changes to the curriculum in order for us to continue on our trajectory of improvement.

Ofsted took its toll on staff, we have had to pick ourselves up, dust ourselves down, reflect and work with a renewed determination to come back stronger and that is what we are doing. We know that there is still much to do with challenges along the way including the long term effects of the pandemic, but I am absolutely sure that the work we are doing in relation to the curriculum, teaching and learning and assessment along with the significant piece of work we have undertaken with staff and students on our vision, aims and values, will provide strong foundations to enable us to flourish and continue to fulfil our mission of being more than a school for our young people.

**Rachel Hudson - Headteacher**

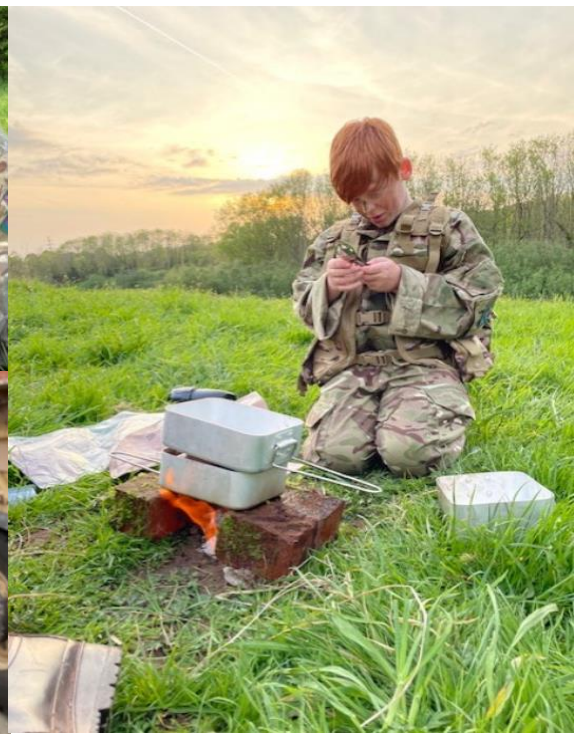
## CCF Combined Cadet Force

Students recently attended the CCF Annual camp trip to Altcar Military base with the 15 cadets we have on board. Although it has been a struggle to secure the numbers back up to pre-covid levels, these students have persevered and shown their commitment by coming every Monday. They will now have the pleasure of attending the Annual Camp for a week, where they will be involved in many activities such as live firing, paint balling, assault courses, blank firing exercises, camping and field craft, as well as building relationships and friendships with other Cadets.



Our most recent trip was to Fox Barracks for a weekend, where Cadets were introduced to the A2 rifle and completed a weapons handling test. Some were even able to join in a live firing session. Over the weekend, Cadets camped out, learnt how to cook ration packs and completed some field craft exercises.

The plan going into late July is to try and recruit more Cadets ready to begin in September, with another visit from the Queens own Yeomanry will be arranged to boost that recruitment process. We also hope to have a permanent air rifle range set up in one of the containers in the top car park, which will be a boost to our contingent and retaining the number of Cadets we have.



## Part 2 – Highlights from the Summer Term

### English Department

#### English Masterclasses

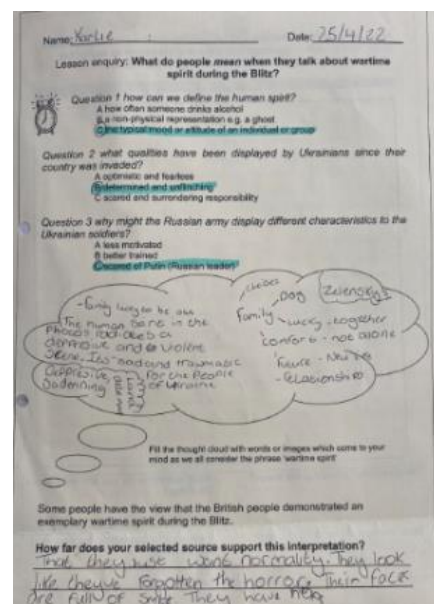


Along with Maths, Technology and Performing Arts, the English Department has provided a four-week programme for Year 6 students who will be transferring to Blacon High School in September 2022. The course has focused on all aspects of communication: reading, writing, speaking and listening. These skills have been explored using the theme: Superheroes and Villains. The students are enjoying the challenge of creating characters and a plotline. They are excited to enter a competition at the end of the programme with the hopes of being published before starting high school.

#### Humanities

Although Year 11 have now departed, time marches on and as such we have commenced Year 10 mocks prior to students attending the virtual work experience days at the end of June. There have been some outstanding results already with 3 student scoring above grade 7 in the History mock on Elizabethan England. Similarly 3 students have secured grade 8, 7, 6 respectively in Religious Studies. These results are testament to the students who have managed through the year to catch up with the curriculum and are in the strongest position for GCSE success next year.

At Key Stage 3, Mrs Owens has been working with Mark Cotton and Year 8 students in History to look at developing thinking skills and improving outcomes using a sequence of lessons co-planned and delivered through team teaching. This is a whole school focus and teachers were able to observe the lesson and see Mark frame the characteristics and behaviours to encourage greater independence and ownership of learning by students in lessons built around interpretations of the Blitz. This was very successful and other teachers in the department have volunteered to also take part in future visits with Mark.







Also in Year 8 Mrs Owens hosted a free online zoom as part of National Refugee Week with author Tom Palmer, who is well known for historical fiction set in WWI and WWII for a Young Adult audience. Dozens of schools from around the country joined to hear him talk about his experience of researching refugee stories for his new book about the Ukraine invasion. This engaged many students who are enthusiastic to read more by this author and have read some excerpts from his book 'After the War', which deals

with Jewish children who were evacuated to the Lake District during World War II. This has already generated lots of questions which will be followed up next year in their Holocaust unit studied in the Autumn Term.

Nearly all Year 9 students have now selected their Humanities options for Year 10 and will commence their chosen GCSE subject in September. As a result of Mr Roberts offering to deliver an additional Geography class after school to the cohort who wished to study both Geography and History, this is now possible and around half a dozen students will be able to sit an additional GCSE.

The Year 6 Transition days have been an opportunity for younger students to experience some Geography lessons, and Mr Roberts led a game for students where they had to 'travel the world' by completing challenges.



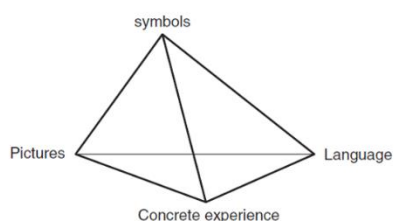
## Maths

The academic year of 2021/2022 has certainly been a busy one for the Maths department of Blacon High School. Our work with the North West Maths Hub has driven much of our professional development; with a model of collaborative planning, team teaching and reflection being used as a way to strengthen the learning experience of our students.

At the beginning of May we applied for some funding from the trustees of the Liverpool Mathematical Society Bursary Fund (charity no. 1156909). After a successful bid, we were able to purchase 60 sets of algebra tiles to support our students' understanding of algebraic thinking.

Nationally, algebra is an area of mathematics which students struggle to have a relational understanding for the representations used, Ann Watson from the Nuffield Foundation quotes:

*"Time spent relating algebraic expressions to arithmetical structures, as opposed to calculations, can make a difference to students' understanding. This is especially important when understanding that apparently different expressions can be equivalent, and that the processes of manipulation (often the main focus of algebra lessons) are actually transformations between equivalent forms"*



<https://www.nuffieldfoundation.org/wp-content/uploads/2019/12/P6.pdf>



This is not a new finding, in 1961 Bruner's Representations of Knowledge of Enactive, Iconic and Symbolic learning came about and Singapore's Ministry of Education researched into Concrete, Pictorial and Abstract. In 2007 Haylock & Thangata took it further and added in language creating this mastery learning model.

Below are some examples of the concrete-pictorial representations we are starting to use our algebra lessons with exemplars of students developing these ideas to help form more abstract methods.



$$3 \times 3 + 3 \times 7$$



$$3 \times (3 + 7)$$

### Linking with Prior Knowledge

An example of pre algebraic learning, whereby we link with a student's prior knowledge of arrays learnt in primary school as an early understanding of multiplication.

We purposefully draw their focus and attention to the different ways in which we can re write the same calculation with and without brackets.



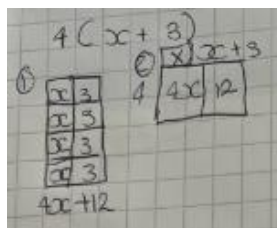
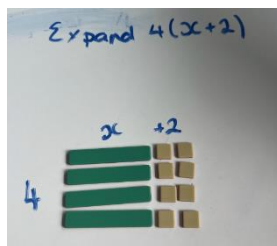
### The introduction of a "variable"

The counting of the sweets is a "concrete" experience.

Students can begin to see that there are "3 rows of the number of sweets in 1 packet and 4 extra" we can draw representations for this and we can use algebraic symbols to represent the calculation for the total number of sweets  $3(x + 4)$ .

We focus on the use of language, referring to the number of sweets in a packet as a "variable". We find that students respond and retain this knowledge as it is countable and a concrete experience they can recall upon.

Once we have an understanding of this we can move onto our variable representing a length or an area and this is where the tiles are introduced.



### The introduction of Algebra Tiles

The image to the left is a concrete representation using the algebra tiles for the expression  $4(x+2)$ ; we can build a rectangle made up of 4 rows of a length of  $x$  and 2 singles, students can then see that the area of the rectangle is 4 lengths of  $x$  and 8 singles  $4x + 8$ .

Students can then recreate this in pictorial form. To begin with the students might draw each row like the tiles. They will then move onto the abstract form of knowing it is the area so using multiplication.

Our new curriculum model in Maths, not only supports this way of learning but compliments the CPD we have undertaken with the North West Maths Hub and Sally Bamber from the University of Chester. This year our focus has been on experimenting with these new ideas and concepts, however as we move into a new academic year, our focus will be on embedding these new ways of learning into all of our lessons across both key stages.

### **MEM Maths Challenge 2022**

The MEM maths challenge has been running since 1970 and this year out of 2000 entries Francesca Dee Mcquillan in Year 8 won the certificate merit. The competitions consist of 8 questions usually centred on a particular theme, with illustrations provided by Theo Chaddock. The theme for 2022 was Famous Artworks.

Francesca along with the other best entrants were invited with family and friends to a prize-giving evening at the University of Liverpool on the 18th May. We are very proud of Francesca's achievement, she is a great representative of our school.



If you are wanting to test yourselves, feel free to have a go at the questions that made up this year's challenge!



MATHEMATICAL EDUCATION  
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# Challenge '22

## Year 8 or below

Illustrations by Theo Chaddock & Peter Ackerley

### Rules

- 1) Challenge '22 should be attempted at home during February half term.
- 2) Your entry must be your own work, though of course you may ask for help on how to get started or for the meanings of unfamiliar words.
- 3) Entries without any working out at all or written on this sheet **will not be marked**.
- 4) It is possible to win a prize or certificate even if you have not completed all of the questions, so hand in your entry even if it is not quite finished.
- 5) Please make sure that you staple your pages together and you must write **your name and school neatly on every page**.

Either you or your maths teacher needs to return your entry by 18<sup>th</sup> March to this address:

Challenge '22 Entries,  
Chris Marchant,  
Department of Mathematical Sciences,  
University of Liverpool,  
Peach Street,  
Liverpool,  
L69 7ZL

### 4. The Night Watch

Charlie wakes up in the night and looks at his 12-hour digital watch. The time he sees can be read as a three-digit number. He remarks: "The digits add to six and, if you divide the number by six, the answer is a prime." What time could it be?



### 5. Dogs Playing Poker



Barry and Kerrie are discussing their pets during a poker game. Barry tells Kerrie that he has at least one dog at home.

When Kerrie asks what breed, he answers cryptically: "If I have a Labrador but not a Staffie, I also have a Collie. I either have both a Collie and a Staffie or neither. If I have a Collie, then I also have a Labrador." What breed or breeds does Barry have at home?

### 6. Whistler's Mother

Anna Whistler was asked how old she was when her son painted her. She replied in the form of a riddle:

If to my age there added be,  
Half of it, a third of it and three times three,  
Six score and ten, the sum you'll see,  
So tell me, please, what age I be?



### 1. Café on the Terrace

The café's menu lists 3 choices:

Egg & Chips - £3.00

Sausage & Chips - £3.60

Sausage & Mash - £2.70

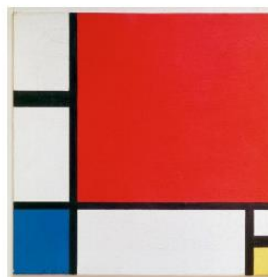
How much would it charge for Egg & Mash?

### 2. A Starry Night



Ian drew this example of a five-pointed star. He wants to create a computer program to draw five-pointed stars in general. To do this, he needs to know about the relationships between the internal acute angles at the points of the star. What is the sum of the angles at its five points (in degrees)? Justify your answer.

### 3. Composition with Red, Blue & Yellow



The image on the left shows this famous Mondrian painting.

The rectangle in the top right is red, the one in the bottom left is blue and the one in the bottom right is yellow. The remaining ones are white.

How many rectangles are there altogether in the painting?

### 7. The Birth of Venus



Venus and her cousin Ursula recently celebrated their birthdays on the same Sunday in December 2021. Ursula is now four times as old as Venus was when Ursula was the same age as Venus is now. Venus is a teenager. How old are Venus and Ursula? On which day of the week was Venus born?

### 8. The Money Changer and his Wife

In a particular country, the coins come in the denominations 1, 15 and 50 schillings. Whilst visiting this country, Peter bought a book for his wife, Rachel, paying with several (more than 2) coins. He paid with the minimum number of coins needed to make that amount.

His change contained one more coin than the handful of coins with which he paid, but again it was the minimum number of coins needed to make that amount.

What are the eight lowest possible prices for the book?

What is the lowest price of the book where the coins Peter pays with is a sensible set of coins to have handed over?

All of the questions in this year's Challenge have been inspired by famous paintings. To see a gallery of these works of art, go to [www.tinyurl.com/challenges2022gallery](http://www.tinyurl.com/challenges2022gallery)

The competition is promoted by

Mathematical Education on Merseyside (MEM)  
Registered Charity No 517028,  
Department of Mathematical Sciences,  
University of Liverpool,  
Peach Street,  
Liverpool,  
L69 7ZL

MEM is proud to acknowledge generous financial support from the following during the past year:

The University of Liverpool  
Liverpool Hope University  
Liverpool John Moores University  
Mercer Limited  
The P H Holt Foundation  
Liverpool Mathematical Society  
The Leverhulme Trust

## **Science Club**

Over the past eight weeks, the Science Club has benefitted from workshops delivered by the Education team at Chester Zoo. Each week, a Zoo Educator has come into the school for an hour after school to lead workshops on Conservation, Sustainability, Zoo Enrichment, Palm Oil and Local Wildlife. As part of this, the students have had the opportunity to set up animal print traps within the school grounds to monitor the local wildlife, make enrichment devices for animals and even a short stop-motion video on different wildlife conservation issues in the world. The students have loved taking part in the workshops and the opportunity to participate in activities that are not directly part of the curriculum, but are global issues that every person should be aware of. The idea of the workshops was to raise awareness among students in order for them to spread the word about conservation and what we could do on a local level in order to help.

Now that the workshops have ended, we have also been offered the amazing opportunity to select three students to attend the Chester Zoo summer school for three days in August. This course would normally be quite costly, but we have been offered three free places, which will be offered to students based on their interest and availability. Chester Zoo have also offered a number of workshops to be delivered alongside the curriculum in September to KS3 students, something which we are hoping to be able to accommodate to give students the opportunity for learning outside the classroom. There is a chance that these workshops will also result in participating students gaining a Family Ticket to the zoo for taking part, so we are hoping to be able to give them this opportunity. As a science department we look forward to working with Chester Zoo again in the future.

## **Chester School Sport Partnership**

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

### **Membership**

We have had 34 schools (primary and special) join the Chester School Sport Partnership this year where we deliver programmes which are not part of the national remit.

### **Competitions**

County wide this year, competitions this year have been split into three categories. This is to help to provide opportunities for all children to take part and enjoy sporting events.

1. Celebrate for children who are new to the sport and / or the least active.
2. Aspire for children who are not very competitive but like taking part in sport.
3. Inspire for children who are sporty and competitive.

**Year 3&4 Football** – Thursday 5<sup>th</sup> May at Blacon High School. Involving 13 schools and 96 participants.

Celebrate category event.

4 leaders from Blacon High School helped at the event.



**Year 3&4 Diamond Cricket Festival** - Wednesday 11<sup>th</sup> May at Christleton Cricket Club. Involving 3 schools and 56 participants. (The event was cancelled in the afternoon due to the weather, only 3 schools took part as the forecast was showers).

Celebrate category event.

**Year 3&4 Tennis Festival & Inclusive Tennis Festival** - Wednesday 18<sup>th</sup> May at Hoole Tennis Club. Involving 13 schools and 170 participants.

Celebrate category event.



**Year 3&4, and 5&6 Gymnastics** – Thursday 19<sup>th</sup> May at Ellesmere Port Gymnastics Club. Involving 2 schools and 20 participants.

Inspire and Aspire categories.

**Year 5&6 Girls Cricket, Mixed Cricket B team and Mixed Cricket A teams** - Wednesday 8<sup>th</sup> & Thursday 9<sup>th</sup> June at Christleton Cricket Club. Involving 18 school teams and 160 participants.

Inspire category.



**Year 5&6 Quad Kids competition**- Wednesday 15<sup>th</sup> June at Upton High School. Involving 4 schools and 32 participants.

Celebrate and inspire category.

**Gifted and Talented** session at Rage Fitness in Blacon on Monday 13<sup>th</sup> June. This was where schools were able to send any children from Year 6 who were on their gifted and talented register for sports. They took part in HIIT, exercises in the gym and yoga/meditation exercises.



**Girls Euros Football Fun Day** Tuesday 21<sup>st</sup> June at Cheshire FA, Moss Farm, Hartford. As part of the Girls Football programme girls from primary schools across Cheshire and Warrington attended the event at Moss Farm. The leaders from Blacon High (Year 7 girls) have been working with Mrs Smedley to improve their leadership skills and to help encourage more girls to be active within school. The leaders had a great day helping the primary school girls with fun football activities and they even met former England player Sue Smith.



**Top up Swimming** – 129 year 6 students from 15 primary schools took part in the intensive swimming programme at Northgate Arena. This is for children who are in year 6 and who do not meet the KS2 curriculum target of being able to swim 25m.

**Sports Awards** evening Thursday 30<sup>th</sup> June at Blacon High School. 10 awards given to school teams and individuals in the Chester area, including a guest speaker Megan Giglia (Paralympic cyclist and 3 times world record holder & Paralympic gold medallist).

**This Girls Can** event on Tuesday 12<sup>th</sup> July at Birchwood Tennis Centre, Warrington. Dodgeball, Badminton and UV Light event for children in Year 7/8 from across the area. Chester teams TBC

**Cheshire County Cricket** competition for primary schools, Wednesday 13<sup>th</sup> July and Thursday 14<sup>th</sup> July at Warrington Sports Club. Representing Chester we have: Christleton Primary School, Tarvin Primary School and Saughall All Saints Primary School.

**Active in Mind** Jenna Downing - World Inline Skating Champion came to Blacon High School to provide an inspirational session with a targeted group of children. This programme uses psychosocial tools, stress-busting strategies, and peer mentoring and physical activity to support young people experiencing mental wellbeing issues.

### **Cheshire & Warrington Summer School Games county finals:**

Taking place on Wednesday 6<sup>th</sup> July at Hoole Tennis Club and Ellesmere Port Sports Village.

Representing Chester schools are:

Year 3&4, 5&6 Tri golf – Tarvin, Hoole and Oldfield Primary School.

Year 3&4 Football – Acresfield Primary School

Year 3&4, 5&6 Gymnastics - Oldfield and St Werburgh's Primary Schools

Quad Kids athletics - TBC

Leaders from Blacon High School will be helping out with the Primary Tennis festival at County Final.



**CPD:** Cheshire Cricket Board Cricket course for primary teachers Thursday 21<sup>st</sup> April at Christleton Cricket Club.

### **BEV Sports Day**

On Friday 1<sup>st</sup> July, we were delighted to host the return of the Blacon Educational Village Sports Day. The event took place at Queensway Stadium in Wrexham and saw students in Year 3, 4, 5 + 6 from The Arches, Highfield, JH Godwin and St Theresa's primary schools competing for the title of Sports Day winners 2022. Unfortunately, Dee point were unable to make the event because of the cost involved in transporting students to Wrexham.

In addition to the 450+ students who were involved in the day (all of who took part in at least 2 events), we provided approximately 30 young leaders who organised and officiated the events.

It was a fantastic community event with so much laughter and smiles.

We are concerned that this fantastic community event may struggle to continue because of costings and we are looking for funding opportunities to support with this, moving forwards.

You will be able to find a copy of the video that was created celebrating the event on our website.

## **MFL**

Following our successful Developmental Review with Kath Harris, we are reassured that we are making appropriate change to the MFL curriculum and have gained clarity, moving forward.

This term, we have continued to work on our curriculum, with a key focus on how we define 'depth and breadth of knowledge' for our students. In line with this, we differentiated the new Year 9 scheme of work for X Band and Y Band students, enabling us to challenge and engage students on differing flight paths. This requires further attention in light of the new setting arrangements.

In the context of the school's wider curriculum, we support the planned setting restructure. As addressed in Kath's report, mixed ability grouping does not lend itself to successful MFL Teaching and Learning, but we are reassured by the move to implement two upper ability classes in each year group. We envisage that this will go some way to supporting us in our endeavours to grow the uptake of MFL in KS4.

We have also been exploring Culture Capital and LOTC opportunities for our students and we have the following in place as possibilities for next year:

- June 2023 - 3-night visit to Salou, Spain - open to all years - priority given to KS4 MFL students and those in KS3 opting/intending to opt. This visit is in the initial planning stages and will go ahead if there is sufficient uptake (40 students @ approx. £550-£600 each.)
- Overnight, immersive language courses in London (less expensive - cost dependent on numbers).
- Visiting French/Spanish theatre group – highly recommended!
- Lunya – restaurant in Liverpool - can provide an authentic tapas menu and Spanish conversation with their staff. They can accommodate us any time for £12 per student. We would like to make this a regular MFL rewards event, funding permitting.

From September 2023, all incoming cohorts will learn Spanish, with our current Y7 being the last to study French. This is widely felt to be appropriate for our school. Unfortunately, we do not have sufficient staffing to offer any further Primary MFL provision from September 2023.

## **Performing Arts**

The annual Performing Arts Awards Evening took place this term with every Year 11 Performing Arts student receiving an Oscar statue for their outstanding work and contribution to the Arts. It was a pleasure to welcome parents, carers, staff and Governors to celebrate our students' success and to remember their workshops, rehearsals and performances with photographs and videos showcasing those precious moments.

Our thanks go to Kelly Broadbent for preparing a sumptuous buffet for the evening. Our performers took turns in reading the nominations and nominees for each category before opening the gold envelopes to reveal the winners who made their way down the red carpet to accept their award and



deliver their acceptance speeches. It was heart-warming to hear the students share the ways in which Drama and the Performing Arts have supported them in developing many different skills, including confidence, self-esteem, resilience and respect.

It has been rumoured that Mrs Salisbury may have wiped a tear or two from her eye as the evening came to a close in true paparazzi style with photo opportunities on the red carpet at the foot of the Oscar staircase, as she delivered her parting words to our dazzling artistes: "It has been a pleasure and an honour to have shared your Performing Arts journey with you. Each and every one of you is a star. Now go out there and shine!"



Performing Arts have also been delivering a Year 6 Masterclass to students from our feeder Primary schools. They have enjoyed participating in teambuilding games, vocal and movement exercises, script work and Mask work. Mrs Salisbury is impressed by their engagement and performance skills.



Year 9 and Year 10 Performing Arts students are rehearsing for their performances in *Much Ado About Nothing* and *Romeo and Juliet* in the Shakespeare Schools Festival in the Autumn term. They have focused on choreography for dance and for devising the physical theatre skills used in the Montague and Capulet brawl. Mrs Salisbury has used choreography from traditional Elizabethan dance and blended it with contemporary music for the masked ball in *Much Ado About Nothing*. The fight choreography for *Romeo and Juliet* has been developed by Mrs Salisbury using a series of hand



to hand combat workshops to explore techniques for a realistic, yet safe, performance of the brawl, adding in the Frantic Assembly techniques of round-by-through and lifts.



## Technology

### Food Department

#### KS3 Cooking and Nutrition

This has been a very busy term for Key Stage 3. In year 7 we have been focussing on developing confidence and independence within the kitchen and on increasing the nutritional value of favourite food products. Students have been looking at the main nutrients and why they are needed by the body, and in practical lessons, making Carrot cakes, with Banana Bread for their final practical. For this there is a specific focus on reducing added sugar, and using fruit to amend the flavour of dishes due to its natural sugar content (fructose). We also discussed the role of 'Retinol' which is better known as Vitamin A. This is found in carrots and we discussed why people say that "Eating carrots can help you see in the dark!"

In Year 8 we have been looking at the role of starch and its scientific structure. We have been learning about why starch is a more effective energy source than sugar. This term, they have made

Chelsea buns, developing their ability to make an enriched dough and to mould and shape it. They have increased levels of fibre by adding wholemeal flour and some mixed dried fruit and we have discussed the importance of fibre in trying to keep our digestive system working effectively.

#### **KS4 Food Preparation and Nutrition**

With Year 11 being away on study leave and preparing for their exams, Years 9 and 10 have been in the spotlight this term! They have been studying the functional and chemical properties of Fat, Carbohydrate and Protein and having to really use our scientific brain to explore the 'science' behind many processes in cooking. We have particularly focussed upon how to denature proteins and how this contributes to common processes such as the coagulation of egg and creating of foams such as meringues. The students have been exceptional in this area of study, showing a real thirst and desire for learning. We have gone on to look at how we can use emulsifiers to combine oil and water, and how this links to the process of making Mayonnaise.

In practical work, they have had an opportunity to develop their presentation skills by taking part in the national 'Teacake Challenge'. This involves students being given a traditional teacake, and they have to present it in any way they wish. The theme this year was 'nature' and we had some superb designs and examples of creativity and skill.

They have also been developing higher level skills and practicing making Choux pastry to make eclairs, however, the heat definitely had an impact on our outcomes as many of the eclairs didn't rise! This is going to form some of our future study, as they can use their scientific knowledge to predict why this happened.

Finally, for the final part of this academic year, Y9 and 10 are going to embark upon a mock Food Investigation. They have to research and investigate the use of raising agents in baked products, to see which ones are more successful and why. I am very much looking forward to seeing them conduct their experiments and to see if their hypothesis was correct!



## Family Cooking in the Community

In collaboration with Healthbox, Miss Garner has been able to secure funding for some family cookery sessions this term.

Our aim is to run a weekly cooking session for 12 students and one member from each of their families. The students participating will be ones who have been identified as currently facing particular challenges or barriers to school. Through cooking, I believe that we can help to build and develop relationships between family members, giving them the opportunity work together to create nutritious, tasty meals they can then share with the rest of their family.

Alongside this process, we want to promote healthy eating on a budget and focus on how popular fast food and takeaways can be transformed in to more nutritious, home cooked alternatives. We will be encouraging participants to continue the cooking together at home, running weekly home cooking competitions and challenges for the get involved with. The plan is outlined below.

Theme – Fake Away Favourites	
Date	Dish
22 <sup>nd</sup> June 2022	Home-made pizza, with a homemade BBQ sauce, grated Mozzarella and a selection of toppings for you to choose from.
29 <sup>th</sup> June 2022	Home-made Sweet and Sour Pork, with egg fried rice.
6 <sup>th</sup> July 2022	Chicken Zinger burgers with oven baked wedges and homemade ketchup.
13 <sup>th</sup> July 2022	Classic Lasagne served with garlic ciabatta.



All ingredients and equipment are provided for participants.

Project Funded by 'Westminster Foundation funding. They will pay for ingredients and any specialist materials. Blacon High school will supply venue / cooking facilities and equipment.

<https://westminsterfoundation.org.uk/>

Sessions will be led by Miss Garner and will be supported by external nutritionist – Mark (Healthbox).

<https://www.healthboxcic.com/>

If this project is successful, we will apply for future funding to continue the course again, enabling us to offer this support to a broader range of students across our school and wider community



### **Prince's Trust – Achieve Award**

The Prince's Trust Achieve Award is a course for 11-19 year olds. The Prince's Trust Achieve programme is uniquely designed to support young people, who struggle in mainstream or are disengaged young people, back into mainstream education to better place them to progress into a positive future. The award recognises a variety of personal skills, qualities and attitudes required by employers across a range of sectors.

Laura Staff is the Achieve Advisor for Blacon High School. Over the past two years we have been sampling work from the Prince's Trust. On the 22/06/2022 Blacon High gained approval to become a recognised centre, with this we can now submit students work for an award, certificate, extended certificate or diploma in Personal Development and Employability Skills.

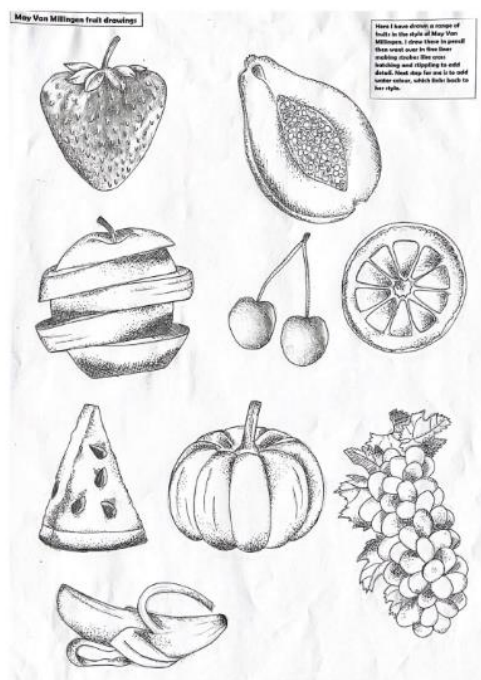
Within the course students will complete some of the following modules, Career Planning, Community Impact, Customer Experience, Digital Skills, Experiencing the world of work, Managing Money, Personal Development, Preparing for the world of work, Presentation Skills, Project based learning, Sustainability, teamwork skills, Undertaking an enterprise project, Wellbeing, Healthy Eating and Physical Activity.

### **Graphics**

Year 9 have been working on a project inspired by the work of May Van Millingen, an artist they have spent time researching and exploring the work of. They have then gone on to create collages using this work inspired by another artist they have researched David Carson. They have then learnt how to use Adobe Photoshop to edit these designs and have then worked back in to the final photoshop edits. Some of the work is exceptional, and the students have really focussed on including the key elements of existing work and refining their own ideas to add individuality and creativity. I am very much looking forward to Year 9 starting their GCSE next year and seeing how their skills and creativity develop further.

Examples of the work produced and how their designs have developed throughout the project are shown below.





## Gardening Club

The Gardening Club which caters mainly for vulnerable students in KS3, has been working with Chester Zoo on an exciting endeavour called The Nature Corridor Recovery Project led by Catrin Kenyon-Owen and Stacey Morrison. We are halfway through our 15 sessions of practical learning activities including: bird identification, making Japanese art from natural ink, making bird nesting boxes, bug hotels and bat boxes, all led by zoo staff member Alex and his assistants.

In March, Alex kindly invited the children for an afternoon at the zoo's nature reserve to show them around and take part in some exciting activities. We started off having some lunch at the Bembe cafe which was exciting as we had a fantastic view of the elephants. After lunch, Alex guided students to

the nature reserve site, here they did some fun activities including creating wildlife out of leaves, hugging trees, bird watching with binoculars and pond dipping which was awesome as we discovered all sorts of interesting creatures that were hidden beneath the water. The students and staff had so much fun, even though it rained and rained, there was still lots of smiles and laughter. We will be visiting the nature reserve again on the 14<sup>th</sup> of July.

In recognition of the fantastic conservation education work going on in our school, as part of the nature recovery corridor project, Chester Zoo invited us for their awards dinner and ceremony on Wednesday 6<sup>th</sup> July 2022 at 7pm. The Chester Zoo Conservation Schools awards ceremony is an evening awards dinner, hosted at The Oakfield, Chester Zoo. With schools and educators from across the region attending, Chester Zoo wanted to celebrate all the high quality conservation education going on in schools, rewarding best practice and celebrating those who go above and beyond to inspire a future generation of conservationists. Although we did not win this time, our journey working with the zoo has only just begun, and we have lots of ideas about how we can expand our conservation projects and learning opportunities across the school. We hope to win next year!

## **PE**

### **Sports Week**

The department are carrying out SPORTS WEEK in our PE lessons and have made it into an inter-school year group tutor competition.

**4<sup>th</sup> July – Friday 8<sup>th</sup> July** Students have competed in a range of different sports within PE lessons. The PE department then awarded and collated points for students' score for their tutor groups. Teams were grouped by PE staff to ensure fair competition, with everyone having an opportunity to score points for their form. Friday 8<sup>th</sup> July, students in Key stage 3 and 4 had the opportunity to score more points by taking part in traditional sports day events such as 100m, High Jump, Javelin, Discus and Shot Putt.

The winning tutor group with the most points from year 7, 8, 9 and 10 will win the sports day trophy and have a reward during Enrichment week.

Ways to score points for each tutor group:

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

### **Athletics**

The Year 9 and 10 Boys' team, performed extremely well at the Chester and District Athletics at Deeside. William Edwards and Charlie Durey 5<sup>th</sup> in High Jump, Jake Graves 5<sup>th</sup> in Javelin and the department hope to improve next year with full boys and girls teams.

### **Cricket**





The Crash 'N' Bash Cricket season started for our under 13 and under 15 cricket teams. Both teams lost their opening fixture to Catholic, Billy Jamieson retired on 20 runs with the bat for the u15. We lost again to QPHS, U13 lost by 1 run and in our return fixtures against Catholic High, the U13 lost by 14 runs but the U15 team drew with the last ball. The U13 lost by 8 runs against Queens Park in the reverse fixture, Lennon Smith and Harry Giles taking good wickets in their best performance of the season.



### Rounders

Year 7, 9 and 10 have had friendlies against Catholic High, Queens, Abbeygate, Queens Park and Bishops. We entered 3 tournaments and came top 3 in Chester (11 schools) in all 3 tournaments. Year 10 came 3rd, year 9 came 2nd losing in the final by half a rounder and year 7 play their final on Friday 8th July v Queens Park High having got to the final without a loss but unfortunately rain stopped play.

### Active Mind Project

For 6 months, 5 year 10 mental health champions have delivered a weekly PE club to 15 year 7/8 students who struggle with mental health / anxiety with support off Jenny Beyer. Two cohorts of KS3 students were created because of the progress made with students who struggle to engage with PE and Jenna Downing was impressed with the Year 10 leaders, how well they coach and mentor the younger students.



## School Games Award

We are delighted to have a full year back delivering PE curriculum, the extra-curricular programme, BEV competitions & successful projects such as Girls Football in Schools and Active Mind project. Blacon High School have been awarded with the Gold School Games Mark Award!



## International Youth Lorrach

## Games July 2022 in

Blacon High School students represented Chester for the fourth time in the International Youth Games hosted by Lorrach. Mixed teams of boys and girls from Lorrach (Germany), Sens (France) and Senigallia (Italy), together with students from Blacon High School, representing Chester, descended to Lorrach in Germany and took part in three days of sporting and cultural exchanges. The students from year 8 and 9 were selected by the PE department to represent the school at the International Youth Games because of their attainment and behaviour in PE, their commitment to extra-curricular sport along with their PE attainment and positive attitude and team work skills.

The students were divided into mixed teams so that they could interact with other nationalities, and spent the first evening in a bonding session of discussion and team building activities. Two students did a presentation about Blacon High School, facts about Chester and the values of sport.

The games were officially opened by the Lord Mayor of Lorrach, Monika Neuhofer-Avdic, and we engaged in some team sport ice breakers. Showing great team spirit, the students then engaged in several alternative sporting activities including, Swimming survival, Frisbee Golf, Graffiti, Pump Track, Cross Fit, climbing, and preparing a tent and Orienteering. The students spent one afternoon at the local horse stable, competing in team challenges such as riding an electric horse, stable run and walking the horse around cones.

We experienced the German culture with a city tour of Lorrach, saw the summer musical festival, stopped at Chester Square and enjoyed the cultural experience in Germany, making new friends and memories for life. We stayed at the black forest hostel, enjoyed the local food and spent free time at the outdoor water sports center which the students enjoyed. We visited three countries, flew to Mullhouse-Basel airport in France, and drove through Switzerland to reach southern Germany in glorious weather.



The opportunity allowed us to develop the sporting talent that we have within year 8 and year 9 and allowed students to play sport with students from different countries and cultures, in a very different environment and at professional facilities. The students played recreational football, badminton, table tennis and basketball which contributed to strong relationships and social skills development. We enjoyed the lifestyle and culture of Lorrach, it was a fantastic school trip abroad.

8 students were selected and they were accompanied by the Head of PE, Mr Cairns and Mrs Carr and Local Conservative Councillor Razia Daniels also attended.







**Rachel Hudson - Headteacher**