

Head's Report for Governors – March 2021

Contents

Covid Update.....	5
Part 1 - Update on progress towards 2023 Strategic Plan	5
1. To raise levels of attainment, standards and progress to outstanding and to close gaps in performance between disadvantaged and non-disadvantaged students nationally.....	5
Performance Indicators from Strategic Plan.....	7
Profile of Year 11 for Current Cohort compared to last year	8
Centre Assessed Grades for Year 11	8
Contextual Data –whole school	9
SEND Overview	10
Safeguarding Breakdown	10
Online Progress/Parents' Meetings	11
Year 11	11
Year 10	11
2. To develop an inclusive, broad and balanced curriculum that will underpin progress and ensure all students achieve their maximum potential	14
Attendance Figures	15
Persistent Absence.....	15
Year Group	15
Pupil Premium.....	15
SEN Support	16
EHCP.....	16
Students coded X – Term 1 (isolation due to Covid / awaiting test results / school closure)	16
Students coded I&M (Illness and Medical) 2020/21.....	17
Students coded C (Authorised Absence) 2020/21.....	17
3-year trend whole academic year	17
Attendance during Lockdown – January – March 2021	18
Week commencing 04.01.21:	18
Week commencing: 11.01.21:	18

Week commencing: 18.01.21	18
Week commencing: 25.01.21:	19
Week commencing: 01.02.21	19
Week commencing: 08.02.21	19
Week commencing: 22.02.21:	20
Attendance figures – 08.03.21 – 19.03.21	20
Pupil Premium attendance – 08.03.21 -19.03.21	20
Students coded X 08.03.21 -19.03.21 (isolation due to Covid / awaiting test results / school closure)	21
Contextual attendance data:	21
Curriculum.....	21
Mind, Body and Character	21
Remote and Recovery Curriculum	22
Engagement with Google Classroom	23
Curriculum development for 2021/22	23
Key aim – To Develop key, personal qualities: aspiration, motivation, confidence, independence, resilience (surveys, personal development).	24
Duke of Edinburgh Award	24
3. To develop and sustain the BEV partnership by exploring every opportunity for collaboration and the sharing of good practice.	24
Current Applications for Year 7 Places for admission into September 2020 (and 3-year trend)	24
4. To ensure the school remains financially viable, meets demand and achieves, or exceeds, progression for students in line with National Average.	25
5. To ensure successful transitions into Key Stages 3, 4 and 5	25
Student Numbers- March 2021	26
In Year Transfers and Leavers	27
In Year admissions 2020/21	27
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.	27
Staff Absence	27
Training and Professional Development.....	28
Learning & Teaching Research Team – creating a ‘Blacon Blueprint’	29
Trauma Informed Approach	29
Trauma Informed Approach so far to review five of our most challenging cases	29
Preliminary trauma audit summary	29
Next steps	30

Staff Survey completed in February 2021.....	32
Multiple Vulnerabilities review	38
Behaviour Data	39
Exclusions – Permanent and Fixed Term	39
Fixed/ Permanent Exclusion Data	39
Step Out Data.....	39
Internal Exclusion Data	39
SSA Data	40
SIG Group Data	40
On Call Data	40
Remove Room Data	40
Exclusions.....	40
Step out.....	40
Internal Exclusion.....	40
SSA grades.....	41
SIG data	41
On Call data.....	41
Remove Room data.....	41
Part 2 – Highlights from the Spring Term	41
Careers	41
Humanities	42
History.....	42
Religious Studies	43
Key Stage 3 Science	44
STEM (Science, Technology, Engineering, Mathematics) Club	45
RAGE Fitness Blacon - Virtual home workouts	45
English	46
Quality Mark Renewal – 26 th January 2021	46
Reading Ages on School Reports for the First Time.....	46
Children’s Mental Health Week in English.....	46
English in Collaboration with Technology – Keeping Connected Project with The Blacon Action Team	47
National Tutoring Programme – Action Tutoring for Year 11	48
World Book Day – Thursday 4 th March.....	48
Project to Support our EAL (English as an additional Language) Students.....	49

Modern Foreign Languages	49
Performing Arts.....	49
Technology Faculty	50
Introduction: Ilya Haycock	50
Health and Wellbeing of Staff and Students.....	51
Food and Health Studies: Michelle Garner & Chloe Sutton	51
Remote Learning	52
Food and Health Studies: Michelle Garner & Chloe Sutton	53
Three Dimensional Design: Niall Haycock.....	54
Recovery Curriculum.....	54
Key Worker and Vulnerable Students work over Lockdown	55
Final Thoughts: Ilya Haycock.....	55
SEN update.....	56
Lockdown Update	56
SEND Funding.....	56
Applications for funding.....	56
Lockdown	56
Next academic year 2021-2022 picture	57
Key Stage 4 Transition.....	57
Access Arrangements and intervention.....	57
Outdoor classroom/wellbeing garden and ASDAN.....	58
Platform for Life	58

Covid Update

Since the last report to Governors in December 2020, the country went back into lockdown in January, students returned to home learning and we had 100 students of critical workers and vulnerable students in school, growing from 50 at the start. Since the 30th September, we have had 45 cases of Covid in school, with 10 since the 6th March. The mass testing of students in the two weeks return went so smoothly, with students responding in a mature and sensible way. An assembly was delivered to every year group to welcome students back and to remind them of all the positive aspects of being back in school. The external nurses, who came in to do some of the testing, commented on how polite the students were and how welcoming the school was. Students are settling back into the routine of being in school and Year 11 are focused on completing assessments over the next 8 weeks in order to allow teachers to make collate evidence for the submission of calculated assessment grades.

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.

Due to the pandemic, it is difficult to make comparisons with other schools on the data for 2020 and for 2021 due to each school submitting assessment grades in the absence of external examinations. Caution must therefore be taken in making judgements about the data or in making comparisons with other schools, (particularly in relation to Progress 8). However, we are satisfied that there is a robust quality assurance system in place and students will be awarded grades which are fair, taking into account the disruption they have experienced over the last 12 months. The results are also on an improving trajectory in line with the improvement journey on which the school is travelling.

The final column shows the targets for each of the key measures based on the prior attainment of students. The data catch 1 Autumn data has not been updated since December as the mock examinations planned for January, had to be cancelled due to lockdown and upon the return of students, since the 8th March, teachers have been working hard to support students as they settle back into the routine of school. The focus of our work now is to maximise the remaining 8 – 10 weeks in school in order to provide students with a number of opportunities to demonstrate what they know and can do, in order for calculated examination grades to be submitted to the examination boards, in replace of the usual exams.

Performance Indicators from Strategic Plan	Results 2018	Results 2019	CAGs 2020	Data Catch 1 Autumn Predictions Current Year 11	Targets for Year 11 based on prior attainment
	62 students	69 students	88 students	113 students	113 students
KPI – Progress 8 score 0.1	-0.55	-0.67	-0.09	-0.32	0.16
KPI - English and Maths 9 - 4 - 60%	47%	62%	69%	47%	80%
KPI - English and Maths 9 - 5 - 40%	19%	23%	49%	19%	43%
KPI - English 9-4 - 70% and 9 -5 - 60%	61% / 37%	72% / 48%	81% / 60%	80% / 48%	93%/66%
KPI - Maths 9-4 - 70% and 9 -5 - 60%	52% / 26%	67% / 28%	75% / 53%	50% / 25%	80%/43%
KPI - Progress 8 for English	-1.05	-0.73	-0.01	-0.32	0.18
KPI - Progress 8 for Maths	-0.58	-0.66	-0.23	-0.68	0.25
KPI – Student Premium 0 Progress 8	-0.45	-0.83	-0.18	-0.46	0.19
KPI Open Bucket Progress 8 score 0.2	0.07	-0.39	0.22	0.03	0.21
High Ability Progress 8	-1.43 (15 students)	-1.02 (26 students)	-0.16 (33 students)*	-0.47 (27 students)*	-0.01
Middle Ability Progress 8	-0.37 (34 students)	-0.51 (38 students)	-0.11 (43 students)*	-0.28 (71 students)*	0.21
Lower Ability Progress 8	0.11 (11 students)	0.06 (4 students)	0.29 (8 students)*	-0.12 (8 students)*	0.25

* no official DfE definition of HA, MA, LA for scaled scores 2020 & 2021 - converted to KS2 Fine levels

KPI - PP Progress 8 matching non disadvantaged nationally for English English Student Premium	-0.95	-0.90	-0.06	-0.35	0.25 (in school target)
KPI - PP Progress 8 matching non disadvantaged nationally for Maths Maths Student Premium	-0.57	-0.79	-0.43	-0.84	0.32 (in school target)

The data above shows all students in each cohort, which is the published data available. We also have internal data, which takes out the small proportion of students who have not attended, or who have joined the school in Year 11, which has a significant impact on the overall scores, particularly when there is a small cohort, shown below. This shows the key outcomes for each year with those taken out. With such small cohorts, these students have had a significant impact on the data and therefore it is always important to understand the context, in order to make fair judgements about the school's performance.

Performance Indicators from Strategic Plan	Results 2018	Results 2019	CAGs 2020	DC1 Predictions Current Y11
	56 students (6 removed)	66 students (3 removed)	86 students (2 removed)	106 students (7 removed)
KPI – Progress 8 score 0.1	-0.24	-0.56	-0.01	-0.22
KPI - English and Maths 9 - 4 - 60%	52%	65%	71%	50%
KPI - English and Maths 9 - 5 - 40%	21%	24%	50%	21%
KPI - English 9-4 - 70% and 9 -5 - 60%	66% / 39%	76% / 50%	83% / 62%	84% / 51%
KPI - Maths 9-4 - 70% and 9 -5 - 60%	57% / 29%	70% / 29%	77% / 55%	53% / 26%
KPI - Progress 8 for English	-0.71	-0.62	0.07	-0.24
KPI - Progress 8 for Maths	-0.26	-0.57	-0.18	-0.60
KPI – Pupil Premium 0 Progress 8	-0.14	-0.63	-0.03	-0.32
KPI Open Bucket Progress 8 score 0.2	0.56	-0.23	0.32	0.16
High Ability Progress 8	-1.09 (13 students)	-1.02 (26 students)	-0.16 (33 students)*	-0.47 (27 students)*
Middle Ability Progress 8	-0.08 (31 students)	-0.29 (35 students)	0.05 (41 students)*	-0.15 (68 students)*
Lower Ability Progress 8	0.38 (10 students)	0.06 (4 students)	0.29 (8 students)*	0.09(7 students)*

* no official DfE definition of HA, MA, LA for scaled scores 2020 & 2021 - converted to KS2 Fine levels

KPI - PP Progress 8 matching non disadvantaged nationally for English	-0.59	-0.70	0.10	-0.27
KPI - PP Progress 8 matching non disadvantaged nationally for Maths	-0.24	-0.64	-0.34	-0.73

Profile of Year 11 for Current Cohort compared to last year

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

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

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

Centre Assessed Grades for Year 11

The Department for Education has announced that students will be awarded teacher assessed grades for the summer examinations. Grades will be awarded and determined by teachers, based on what students have covered, taking into account the disruption to learning over the last 12 months due to the pandemic. The information below sets out how we intend to gather information to support these judgements over the next 8 weeks in school.

- Planned testing will take place between Monday 22nd March and Friday 28th May
- Students will have a minimum of three assessment opportunities to generate evidence (this may be less in vocational subjects where some units may already have been externally assessed)
- Assessments and evidence gathered earlier in the course may also be used to support judgments
- Assessments will be an appropriate length of time linked to subjects/tests and will be completed within normal lesson time
- Questions will vary in difficulty – assessments will allow students to access the full range of grades from 9-1 (except where tiered papers are being used)
- Assessments could be based on previous exam papers or new exam board materials
- Each assessment opportunity will be preceded by focused teaching/revision to prepare students for the assessments
- For the majority of students, assessments will take place in the classroom under supervised exam conditions
- Access arrangements will be incorporated into assessment arrangements for identified students

- Marks will be moderated and standardised in departments then quality assured by the Headteacher and Deputy Headteacher
- All teacher-assessed grades must be submitted to the exam boards by Friday 18th June.

Date	Action
22 nd March – 1 st April	Focused revision and assessment in subject areas
Easter holiday	
19 th April – 30 th April	Focused revision and assessment in subject areas
3 rd May – 14 th May	Focused revision and assessment in subject areas
17 th May – 28 th May	Focused revision and assessment in subject areas
Half-term holiday	
7 th June – 17 th June	Final catch up & submission of grades
18 th June	Submission of teacher assessed grades to exam boards

It is vital that students make the most of the available time and put their efforts into revision and preparation for assessments. Subject teachers have issued a detailed plan via Google Classroom. We are awaiting further guidance on an official leaving date for Year 11 students and we hope to be able to communicate this with students and parents after Easter.

Contextual Data –whole school

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

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

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

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

SEND Overview

Year Group	<i>Social & Emotional</i>	<i>Cognition & learning</i>	<i>Physical &/or sensory</i>	SLCN	Top Up Funding	EHCP	Funding application submitted
Year 7	14	18	3	6	6	5	1 EHCP assessment accepted
Year 8	15	14	1	5	3	4	1 (EHCP submitted awaiting panel outcome) 4 EHCP assessment accepted
Year 9	14	15	2	8	5	4	0
Year 10	5	12	0	2	1	3	0
Year 11	17	7	1	1	0	6	1 EHCP assessment accepted
Totals	65	66	7	22	14	22	7

The top up and EHCP numbers are already included within the areas of need. The amount of funding submitted has changed since last term. There has been an increase from 122 SEND students in 2019, to 160 pupils on the SEND register, which is 24% of the school. This is 8.64% higher than the national average. The national average has also gone up since last year.

Safeguarding Breakdown

TAFs - Team around the Family

Year Group	Numbers Dec 2020	Numbers March 2021
Year 7	2	2
Year 8	7	3
Year 9	7	4
Year 10	3	6
Year 11	5	0

CIN Child in Need

Year Group	Numbers Dec 2020	Numbers March 2021
Year 7	3	4
Year 8	3	6
Year 9	2	3
Year 10	1	1
Year 11	1	2

CP – Child Protection

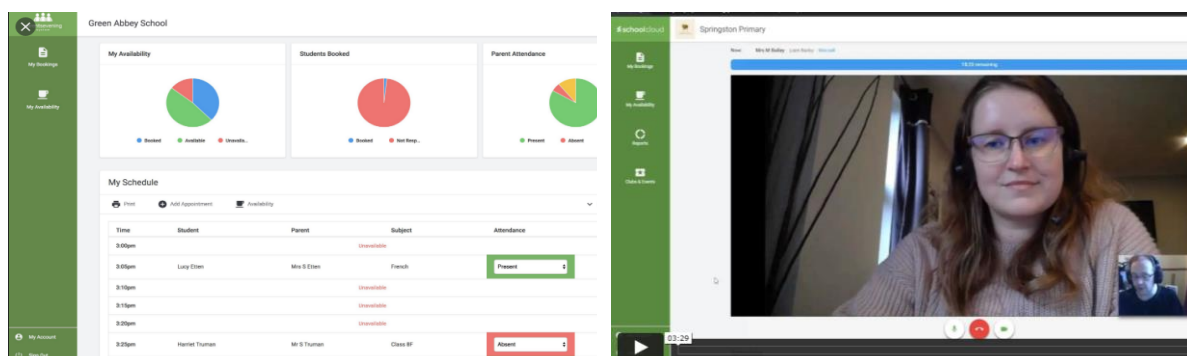
Year Group	Numbers Dec 2020	Numbers March 2021
Year 7	1	1
Year 8	2	2
Year 9	0	0
Year 10	0	1
Year 11	3	2

CIC/LAC Children in Care / Looked after Children

Year Group	Numbers Dec 2020	Numbers March 2021
Year 7	2	2
Year 8	4	5
Year 9	5	5
Year 10	1	1
Year 11	1	3

Online Progress/Parents' Meetings

As a result of COVID restrictions, the school has moved to online progress meetings through Schoolcloud – a video conferencing system that links with the school data systems.



Year 11

The Year 11 progress meetings were held on Thursday 11th February and took place over three sessions supported by the early closure of the school at the end of lesson 3.

- Morning: 10.00am – 12.00pm
- Afternoon: 13.00pm – 15.00pm
- Evening: 16.00pm – 18.00pm

Parents of 55 students made appointments using Schoolcloud

Parents of 7 students informed school they could not attend and asked for feedback in other ways
7 students do not attend the school and are educated off site.

62/104 = 60% attendance

332 appointments were made with staff

319 appointments were completed

319/332 = 93% completed appointments

The 23 appointments that were not completed were predominantly linked to the parents of 5 students

Approximately 60% of Year 11 parents engaged with the new system and took part in the evening.

Of the 332 appointments made, 91% were completed successfully and only a handful of parents did not attend their meetings with staff.

Year 10

The Year 10 progress meetings were held on Wednesday 3rd March and took place over two sessions supported by the early closure of the school at the end of Period 4.

Afternoon: 15.00pm – 17.20pm

Evening: 17.40pm – 20.00pm

Parents of 80 students made appointments using Schoolcloud

Parents of 16 students informed school they could not attend and asked for feedback in other ways
 $96/120 = 80\%$ attendance

4. Do you have any comments or suggestions on how we can improve parental meetings?

12 Responses

ID ↑	Name	Responses
1	anonymous	It was a really good system and so much better and easier than the old way.
2	anonymous	Really didnt like the camera way but understand why it needed to happen. Thank you for everything you are doing.
3	anonymous	The time limit was long enough for some and not others, maybe a few more minutes would have helped but in general a great way to complete parents meetings!
4	anonymous	Just the time. The 5 minutes went to quick.
5	anonymous	It was very efficient. I preferred it this way. I think 2 or3 minutes extra time would of been better.
6	anonymous	No I think as a school you've done everything possible to support your students and keep lines of communication open between students and parents. In what has been a turbulent year. Especially for teachers as the rules change from one day to the next.
7	anonymous	Was due to have parental meeting Thursday 11th February starting at 11.03am but due to school having a power cut it did not happen
8	anonymous	Obviously difficult with meeting freezing.but staff did their best in the situation.Nice some phoned back to continue chat
9	anonymous	No I thought it was great

380 appointments were made with staff

345 appointments were completed

$345/380 = 91\%$ completed appointments

The 35 appointments that were not completed were predominantly linked to the parents of 7 students

Feedback from staff and parents was very positive with many parents commenting that they preferred the online meeting as it was quicker and more efficient than the traditional face-to-face meetings.

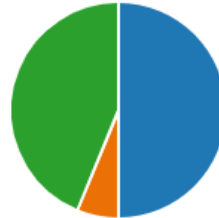
With more students returning to school and bigger cohorts in lower year groups it is no longer practical to run morning sessions. As a result, the Year 10 progress meetings took place on Wednesday 3rd March between 3pm - 8pm. Year 9 is scheduled to take place on Tuesday 23rd March with Years 7 and 8 to take place after Easter.

Questions	Responses 16
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1. Which session for appointments best meets your needs?

[More Details](#)

● Morning appointments	8
● Afternoon appointments	1
● Evening appointments	7



2. Do you think the 5 minute appointment slot was the appropriate length of time?

[More Details](#)

● Yes, 5 minutes was long enough	9
● No, I would have liked more ti...	7



3. Which format of parental meetings do you prefer?

[More Details](#)

● Online meetings	12
● In-school meetings	4



Feedback from staff and parents was very positive with many parents commenting that they preferred the online meeting as it was quicker and more efficient than the traditional face- to-face meetings.

There were some initial teething problems from using the new system:

- Parent's registration on system – use of titles that didn't match school systems
- Automatic registration on day of meetings
- Connectivity issues

Some of these issues arose as the Year 11 event ran using the free trial of the software. Now the school has paid for the service the new facilities and knowledge we have from running an event should support the smooth running of future meetings.

To support the planning of future events, Year 10 parents completed a survey on the timing of meetings.

1. Please indicate which session for appointments best meets your needs and would support your attendance. You can select more than one session.

[More Details](#)

● 9am - 11am	10
● 11am - 1pm	10
● 1pm - 3pm	7
● 3pm - 5pm	14
● 5pm - 7pm	20



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

KPI Performance Indicator from Strategic Plan	Current Performance up to March 2021
KPI Open Bucket Progress 8 score 0.2	0.03
KPI Attendance up to national average - 95%	90.2% overall and Pupil Premium 87.28%
KPI 80% sport participation, 100% Learning outside the classroom	0% Sport 0% Lotc (Impacted by Covid Lockdown)

Attendance Figures

Group	Term 1 2018/19	Term 1 2019/20	Term 1 2020/21	National average for Term 1 2019/20
Whole School	93.6	93.1	90.6	94.4
Pupil Premium	91.9	91.2	87.7	Not published
Non Pupil Premium	95.7	95.3	93.9	Not published
SEN	92.5	91.5	88.3	91.8% (2017/18)
EHCP	97.5	94.0	78.0	91.8% (2017/18)
Unauthorised Absences	2.3	2.3	2.7	1.3

Persistent Absence

	Term 1 2018/19	Term 1 2019/20	Term 1 2020/21	National average for Term 1 2019/20
Percentage	18.0	16.7	27.9	15.0

Year Group

Group	Term 1 2018/19	Term 1 2019/20	Term 1 2020/21
Year 7	95.8	94.9	94.2
Year 8	94.6	94.1	88.8
Year 9	91.3	93.3	92.2
Year 10	93.0	89.8	89.6
Year 11	92.2	92.1	86.8

Pupil Premium

Group	Term 1 2018/19	Term 1 2019/20	Term 1 2020/21
Year 7	94.7	93.4	91.7
Year 8	93.9	93.1	86.4
Year 9	89.2	91.4	91.0
Year 10	90.3	87.3	86.7
Year 11	90.0	88.8	80.6

SEN Support

Group	Term 1 2018/19	Term 1 2019/20	Term 1 2020/21
Year 7	94.8	94.9	92.8
Year 8	93.9	91.8	88.4
Year 9	87.7	93.4	89.5
Year 10	91.4	85.7	85.1
Year 11	94.6	90.2	80.1

EHCP

Group	Term 1 2018/19	Term 1 2019/20	Term 1 2020/21
Year 7	96.0	96.8	77.2
Year 8	99.3	90.3	58.3
Year 9	98.0	98.2	82.1
Year 10	n/a	88.9	99.5
Year 11	96.2	n/a	76.9

Students coded X – Term 1 (isolation due to Covid / awaiting test results / school closure)

	Number of students	Number of sessions
Year 7	148	1738
Year 8	151	1450
Year 9	109	1310
Year 10	106	1601
Year 11	111	1564
Total	625	7663

If we were to assume that the X codes would have been present codes then the schools attendance would be **91.1%**. Therefore, although that X code does not count as absence it reduces the number of possible absences for students, thus making any absences have a bigger negative impact on the overall percentage attendance.

Students coded I&M (Illness and Medical) 2020/21

	Number of students	Number of session
Year 7	89	595
Year 8	105	1185
Year 9	92	774
Year 10	85	626
Year 11	72	820
Total	443	4000

Students coded C (Authorised Absence) 2020/21

	Number of students	Number of session
Year 7	21	159
Year 8	25	344
Year 9	16	186
Year 10	25	312
Year 11	18	359
Total	105	1360

3-year trend whole academic year

Group	Full year 2017/18	Full year 2018/19	Full year 2019/20*	National average 2018/19
Whole School	92.5	92.8	93.1	94.5
Pupil Premium	90.7	91.2	91.0	Not published
Non Pupil Premium	94.9	94.1	95.6	Not published
SEN	91.4	91.4	91.4	93.5
EHCP	91.4	90.7	94.6	91.3
Unauthorised Absences	3.4	2.8	2.4	1.4
PA	22.5	19.8	18.2	13.9 (2017/18)**

*up to March 20th 2020

** Not published for secondary schools separately for 2018/19 – all schools including primary was 10.9%, compared to all schools being 11.2% in 2017/18

Attendance during Lockdown – January – March 2021

Week commencing 04.01.21:

Group	Students		Key Worker	Vulnerable	LAC
	Number	% of yr group	Number	Number	Number
Year 7	8	5.3	7	1	0
Year 8	18	12.0	13	5	0
Year 9	9	6.4	5	2	2
Year 10	8	6.7	4	4	0
Year 11	7	6.2	3	3	1
Total	50	7.4	32	15	3

Week commencing: 11.01.21:

Group	Students		Key Worker	Vulnerable	LAC
	Number	% of yr group	Number	Number	Number
Year 7	9	6.0	7	2	0
Year 8	25	16.7	18	7	0
Year 9	9	6.4	5	2	2
Year 10	9	7.5	4	5	0
Year 11	13	11.5	7	4	2
Total	65	9.7	41	20	4

Week commencing: 18.01.21

Group	Students		Key Worker	Vulnerable	LAC
	Number	% of yr group	Number	Number	Number
Year 7	11	7.3	8	3	0
Year 8	23	15.4	18	5	0
Year 9	12	8.6	7	3	2
Year 10	9	7.5	5	4	0
Year 11	15	13.6	9	4	2

Total	70	10.4	47	19	4
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Week commencing: 25.01.21:

Group	Students		Key Worker	Vulnerable	LAC
	Number	% of yr group	Number	Number	Number
Year 7	16	10.7	11	5	0
Year 8	29	19.5	17	12	0
Year 9	15	10.7	9	4	2
Year 10	9	7.5	5	4	0
Year 11	16	13.3	11	4	1
Total	85	12.6	53	29	3

Week commencing: 01.02.21

Group	Students		Key Worker	Vulnerable	LAC
	Number	% of yr group	Number	Number	Number
Year 7	21	14	6	8	0
Year 8	34	22.8	20	12	2
Year 9	16	11.4	10	4	2
Year 10	12	10	8	4	0
Year 11	19	17.3	14	4	1
Total	102	15.10	58	32	5

Week commencing: 08.02.21

Group	Students		Key Worker	Vulnerable	LAC
	Number	% of yr group	Number	Number	Number
Year 7	21	14	13	8	0
Year 8	35	23.5	19	14	2
Year 9	18	12.9	11	5	2
Year 10	14	11.7	7	7	0

Year 11	18	16.4	12	5	1
Total	106	15.7	62	39	5

Week commencing: 22.02.21:

Group	Students		Key Worker	Vulnerable	LAC
	Number	% of yr group	Number	Number	Number
Year 7	23	15.3	13	10	0
Year 8	35	23.5	21	12	2
Year 9	20	14.3	12	6	2
Year 10	17	14.2	10	7	0
Year 11	22	20.0	12	8	2
Total	117	17.4	68	43	6

Attendance figures – 08.03.21 – 19.03.21

Group	2018/19	2019/20	2020/21
Year 7	94.2	94.1	94.1
Year 8	93.8	95.9	88.8
Year 9	91.5	95.1	87.9
Year 10	93.3	90.7	91.4
Year 11	95.0	90.5	87.6
Whole School	93.5	93.6	90.0

Pupil Premium attendance – 08.03.21 -19.03.21

Group	2018/19	2019/20	2020/21
Year 7	93.6	92.7	92.3
Year 8	93.4	93.5	87.3
Year 9	89.8	94.5	84.9
Year 10	89.8	90.2	88.1
Year 11	93.8	84.6	83.7
Whole School	92.1	91.5	87.4

Students coded X 08.03.21 -19.03.21 (isolation due to Covid / awaiting test results / school closure)

	Number of students	Number of sessions
Year 7	135	860
Year 8	138	666
Year 9	138	685
Year 10	114	253
Year 11	13	92
Total	538	2556

If we were to assume that the X codes would have been present codes then the schools attendance would be **93.9%**. Therefore, although that X code does not count as absence it reduces the number of possible absences for students, thus making any absences have a bigger negative impact on the overall percentage attendance.

Contextual attendance data:

- The overall school attendance for this academic year, discounting the school closure = 90.2%
- The overall school attendance for this academic year, discounting the school closure and assuming X codes would be presents = 91.2%

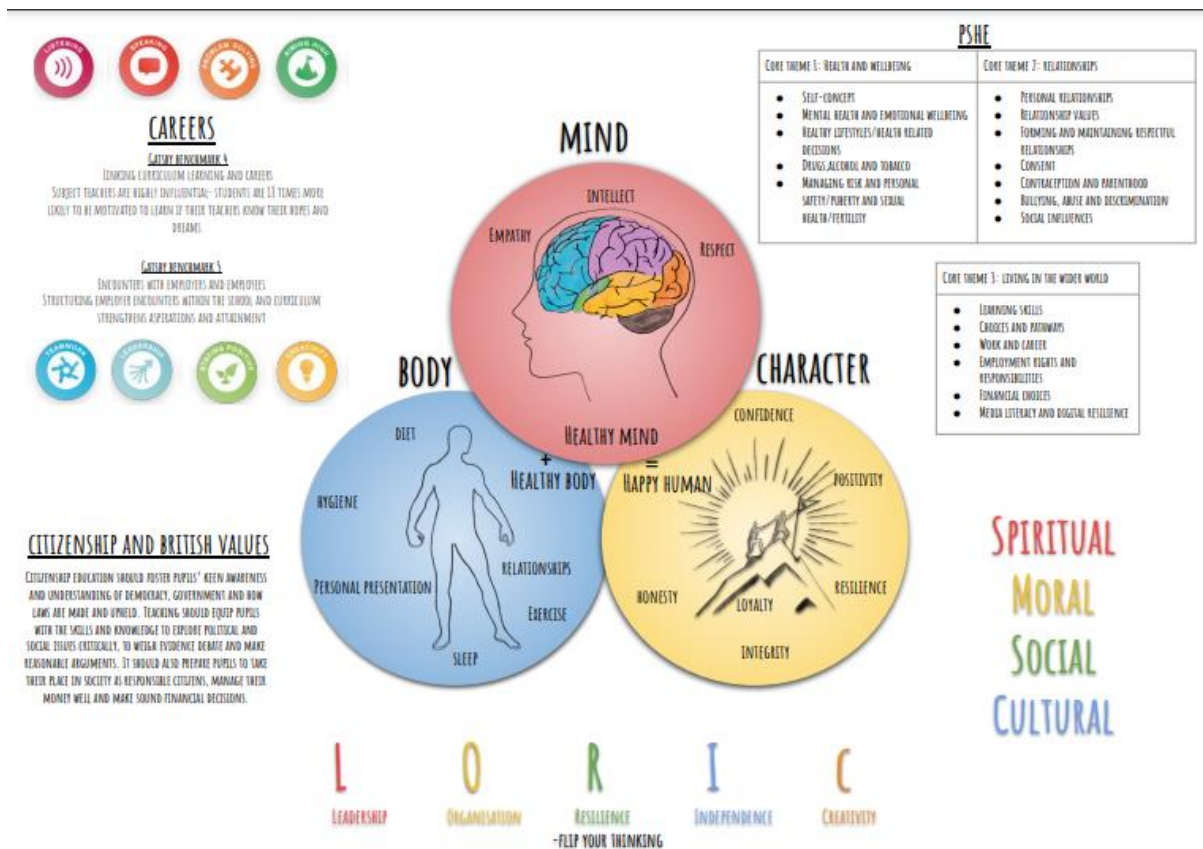
Curriculum

Mind, Body and Character

As we have developed and considered the key principles of the curriculum the Mind, Body and Character ethos underpinning our curriculum has been developed. The proposal is for Mind, Body and Character to be at the core of the curriculum, with all aspects linking to this central theme.

Middle Leaders have worked with departments to draft an initial overview of how this might look within their subjects, led by Mr John Lacey. SLT have also discussed the proposal. The next stage is to agree a timeframe for its introduction, how it is to be introduced whole school and where it fits within existing processes and branding.

The current proposed graphic summary for classroom and the logo associated with Mind, Body and Character are shown below. The aim is for all staff and students to understand how all aspects of the wider curriculum potentially link with subject curricula and can be interwoven with the subject lesson content.



Remote and Recovery Curriculum

During lockdown, work was set regularly on Google Classroom and live lessons took place for the majority of lessons. When in school, teaching the vulnerable children and the children of keyworkers, staff were unable to provide live lessons for those students at home and set recorded lessons or Oak Academy lessons to support the completion of the tasks provided.

Subject areas tracked the learning provided to the students at home and aligned the topics taught through Google Classroom with lessons taught to students who were in school. Staff communicated with each other and kept records, so that, as far as was possible, students at home and in school covered the same learning, to ensure continuity of learning for all.

In the majority of subject areas, the sequencing of the curriculum and topics remained, as it would have been had school continued as normal. With some practical subjects, the activities and content were adapted for online learning, as the resources available to students at home did not allow teachers to approach the teaching of topics as they would in a physical classroom. For example, in computing, for some topics, students did not have the required software on their home computers, so activities related to the topic were planned that allowed students to respond on paper or in a GoogleDoc.

Subject teams have clear records of the topics taught during lockdown and the students who attended live lessons, engaged with online learning and submitted the work set. Subject leaders have planned their approaches to ensure that all students cover and understand the key concepts and topics. In a number of subjects, an initial period of time has been assigned to revisit the topics taught during the lockdown with a focus on core themes, whilst also ensuring that there is additional learning available for those students who engaged fully during lockdown.

Subject areas are planning for longer-term adjustments to their curriculum plans, to ensure that all students gain a good understanding of the core themes and topics that are part of the statutory curriculum and that are part of the KS4 syllabus for their subject. This process of planning and adjusting the curriculum will continue over the next academic year as assessment, both formative and summative, identifies areas that have not been mastered by groups of students and therefore require further teaching.

Subject teachers are aware that we need to reduce the anxiety that children may be feeling because of disruption to their learning. The language we use will be key in building their confidence with their learning and motivating them to move forward in a way that is supportive of their wellbeing. Teachers are discussing learning with students using consistent and positive developmental language.

Engagement with Google Classroom

During the third lockdown, form tutors and subject teachers continued to make contact home weekly by email and by phone every two weeks, to check on the wellbeing of students and families and to encourage engagement with Google Classroom. Paper resource packs were also provided for students who were unable to complete the work on Google Classroom.

Engagement with Google Classroom improved further: 124 students (18.5%) either were in school or were working using paper resources, of the remaining students, 93% participated in a live lesson and 96% of students submitted a proportion of work through Google Classroom. There were some students who did not access the work, even with the ICT resources made available and following calls home, an increase was seen, however, this has highlighted how much more is needed to support our students with their learning and progress and just how important it is for them to be in school.

Curriculum development for 2021/22

We made the decision to continue with the options in Year 8 and pushed back the options process to:

Monday, April 19th 2021: Options information shared with parents and students.

Wednesday, April 28th 2021: Year 8 Progress Evening: to include discussion with parents and students about possible options.

Friday, May 7th 2021: Deadline for submission of options.

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

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

continue to study both subjects they will have to choose which of their other option subjects to replace with either Geography or History.

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

Duke of Edinburgh Award

There are 18 students currently completing their Bronze award from Year 11. They have all completed the expedition and a number of them have completed the vast majority of the skill and physical activities. Due to the pandemic the volunteering section is causing issues however hopefully with the easing this will become easier to complete.

For Years 9 and 10 currently we do not have a cohort to have started the Bronze award. This is because the first lockdown hit in March 2020 as it was due to be launched and the most recent lockdown has again, had an impact. Mr Blain is working with Mr Lacey on how the award can be re-structured to enable more students to achieve it, given the restrictions that have been in place.

The Cadets (CCF) has also been on hold for the last 12 months but it will be starting up again after Easter on the 16th April. There are currently 25 cadets on roll with 8 new applications from students in Year 8. A summer weekend camp is being planned for July 2021 in the hope that the current restrictions will be lifted. Gary Morgan Jones works with staff and students to maintain student involvement and interest in this fantastic opportunity.

Sean Blain and Josh Jones have been enrolled to do officer training at Frimley but this has again been affected and therefore incomplete due to the pandemic.

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

Current Applications for Year 7 Places for admission into September 2020 (and 3-year trend)

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

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

KPI agreed surplus - A benchmarking exercise is being completed along with a review of the staffing structure, which will compare us to other schools.

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

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

A feasibility study is underway, exploring the viability of post 16 provision. A strategic planning group has been created, led by Rachel Thomas, Assistant Head and a meeting is planned with Carolyn Davis at CWAC to discuss 6th Form funding and the process.

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

Feedback remains strong with high satisfaction rates from parents, students and staff from the BEV Primary Schools for the transition work undertaken to support the KS2/3 journey. Applications to

Blacon High School have increased over the last 5 years, with the highest number of first preferences (151) in 2020. Further analysis has been undertaken on the proportion of students from each of the BEV schools choosing to attend the local school in order to achieve the school's ambition to be the school of first choice for students and families within Blacon. The Local Authority have provided data showing that in 2020, 86% of children in the catchment area of Blacon, attended our five local, feeder Primary Schools at the age of 10. Current applications suggest that the school will be full at 150 for September 2021 and the authority are currently backfilling places from the waiting list. A breakdown of the numbers and potential students in each school will be provided in the summer report.

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

Primary School	2020	2019	2018
The Arches Community Primary School	40	30	22
St Theresa's Catholic Primary School	11	17	19
Dee Point Primary School	52	49	41
Highfield Community Primary School	13	15	20
J H Godwin Primary School	20	14	23
Other	7	17	17
Total	143 (8 on waiting list)	142	142

Student Numbers- March 2021

Year	Males	Females	Total
Year 10	64	56	120
Year 11	68	45	113
Year 7	90	59	149
Year 8	76	72	148
Year 9	86	53	139
Totals	384	285	669

In Year Transfers and Leavers

In Year admissions 2020/21

Year Group	Number of Students
Year 7	2
Year 8	1
Year 9	2
Year 10	3
Year 11	0
Total	8

In Year leavers 2020/21

Year Group	Number of Students
Year 7	2
Year 8	5
Year 9	3
Year 10	0
Year 11	0
Total	10

3 students have moved out of area.

2 students were permanently excluded.

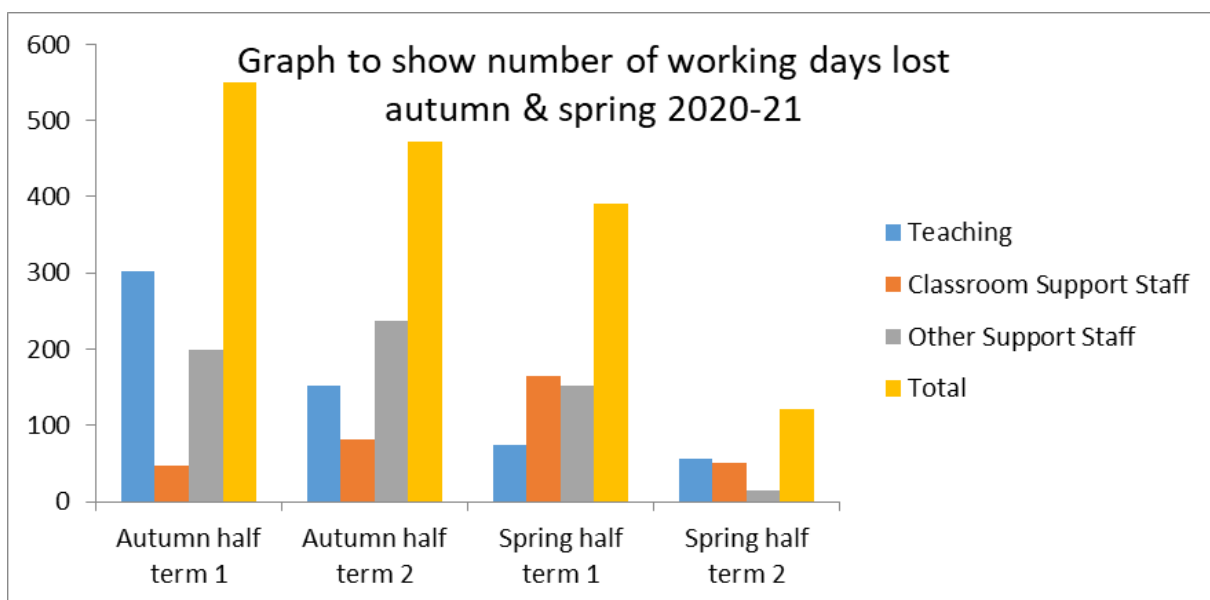
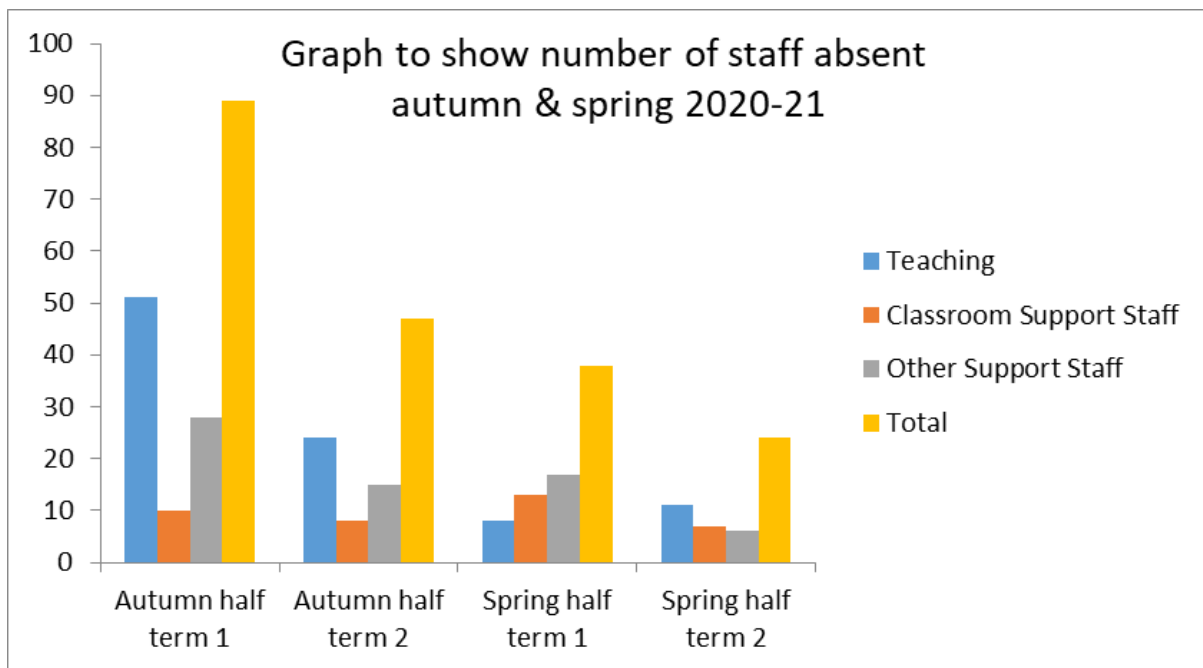
1 student in year 7 left to attend school of first choice.

4 students left to join local high schools.

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.

Staff Absence

Staff Group	Autumn half term 1		Autumn half term 2		Spring half term 1		Spring half term 2	
	No. of absences	Working days lost	No. of absences	Working days lost	No. of absences	Working days lost	No. of absences	Working days lost
Teaching	51	303	24	152	8	74	11	56
Classroom Support Staff	10	47	8	82	13	164	7	51
Other Support Staff	28	200	15	238	17	153	6	15
Total	89	550	47	472	38	391	24	122



Training and Professional Development

The CPD programme during 2020/21 has been based around our response to Covid 19 and the skills that staff needed to develop to enable them to meet the needs of our students. For teaching staff, this has, very much, been a case of upskilling them in terms of the use of IT in order to facilitate the effective delivery of remote learning. There have been frequent and varied whole-staff CPD sessions focused on uploading resources and delivering live lessons using Google Classroom, and offering exposure to some of the extended tools that Google Classroom has to support student engagement; these have been pitched to meet need but have also been progressive, as staff have gained confidence and expertise. These CPD sessions have been delivered by a variety of both internal and external presenters.

In addition to this, during objective setting for the year 2020/21, staff agreed an area of development with their line managers for their third appraisal objective, and committed to twelve hours of bespoke, online CPD to support that interest, which they will then evidence in their end-of-year review meetings in October. The recent lockdown has in some cases, provided staff some extra time, which has enabled them to engage with a huge amount of remote, personalised CPD as they work towards this appraisal objective. Not only will this significantly develop the breadth of the skill-set in school, it also underpins our commitment to staff well-being in that the flexible approach to CPD allows staff to engage with training at times that are most convenient to the individual, thus helping to maintain an effective work-life balance.

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

During the Autumn Term, a team of staff were brought together to initiate a Professional Community of Inquiry’ where a team with a range of experiences and subject areas will meet each half-term, focus on a piece of current research and share this practice whole school, led by Mrs Karen Appleby.

The team consists of eleven experienced teachers, NQTs, RQTs and support staff. The first meeting took place in Autumn and the focus was on ‘retrieval practice.’ All staff were split and collaborated on planning and reflection, including observing each other ahead of presenting findings at the Whole School L & T meeting to discuss.

The response was positive and the team feel this is helpful for their development in many areas. The next focus will be on our key priorities: students’ well-being following a third lockdown. The team will present strategies and outcomes at the next Learning and Teaching Meeting due to be held on the 27th April 2021. It is anticipated that the team will expand each time.

Following the recent lockdown, staff were supported through the mid-year review process, which enabled them to generate an appropriate dialogue to highlight how they are meeting their appraisal objectives when, for the bulk of the academic year to date, they have not been teaching students face to face.

The school continues to develop its Trauma Informed Practice and there are a number of whole-school CPD sessions planned. CAA leads on this work and it will continue to inform practice as we move forward.

Trauma Informed Approach

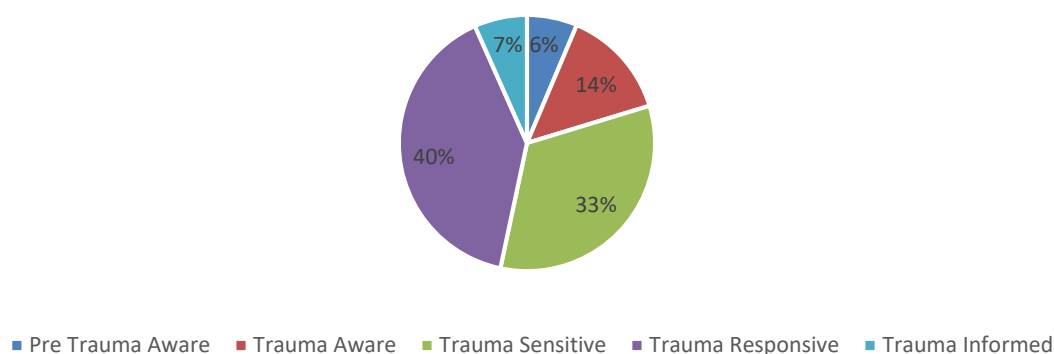
Mr Carr and the team have worked with Dr Anne- Marie Wright who is a psychodynamic organisations therapist. The work was to review five of our most challenging cases to make sure that we have not missed anything as we take a trauma informed approach to try to make

Trauma Informed Approach so far to review five of our most challenging cases

- 7/12/20 Department audits shared, completed by the 5/1/21
- 6/1/21 SLT completed audit
- 12/1/21 Individual staff completed audit
- Submitted to Educational Psychologist by 15/1/21
- 29/1/21 Met Ed Psych to review audits

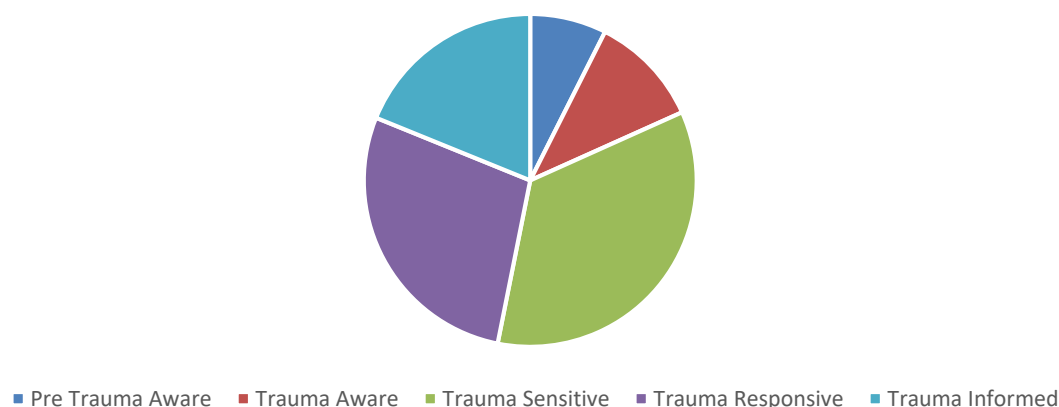
Preliminary trauma audit summary

Individual Assessments



Mr Carr has met with Jess Swire (Educational Psychologist) to discuss the findings and draw up an action plan to meet our areas of development. The first point to note is that the findings were positive and indicate that many staff recognise the importance of understanding trauma but also indicate that they feel comfortable and know who to seek support from within school.

Teams Assessment



Next steps

- After half term, two training presentations will be shared for all staff. These will be approximately 45 minutes long. One will cover information regarding attachment and one will cover a basic understanding on the development of the brain and the impact of trauma. The plan will be for these to be viewed by staff before Easter at a time that is convenient to them.
- Following these sessions, we will identify Trauma pioneers from each department who going forward will act as the key person in each department for all of this work to ensure that the work is kept high profile in depts.
- In the summer term, the pioneers will meet with Mr Carr and the Educational Psychologist, to review what has been learnt from the two remote sessions and brainstorm what the whole school training session will look like to help move us to being a Trauma Informed school.
- The aim then is to have a whole school training day in September at the start of the academic year. The idea to have a full day like this at the start of the year is to begin the year

with a very clear focus about our schools ethos, culture and use of language. By having the training in September, we can start the year positively and my intention is to use the Trauma Pioneers as a way to keep the work high profile, as it can become an agenda point in department meetings.

- In addition, in September we will create parenting workshops these will be informed by this piece of work and delivered by our family support team.
- From September, all policies when reviewed will be reviewed from a Trauma informed perspective this may mean there needs to be some change in language and or practice.
- Once this initial training phase is completed, we will keep all of the video presentations and these can be shared with new members of staff when they start throughout the year.

Even during what has been one of the most challenging of years, the school continues to be an increasingly popular hub for Initial Teacher Trainees (ITTs). Most of these are PGCE students and, in recent years, we have developed a bank of excellent, experienced Subject Mentors across a variety of subject areas. We continue to develop our relationship with our local partner, the University of Chester, but also have strong links with others institutes including Manchester Metropolitan University, Liverpool John Moores University, Liverpool Hope University and Edge Hill University. Delivering effective, initial teacher training has been a challenging ask this year amid changing guidelines and amendments to the qualifying criteria issued by the DfE. Currently, we are offering placements to, and supporting, nine PGCE students across the school. The benefit to the school is that we are constantly analysing and developing our own practice across the curriculum, while the Subject Mentor role helps to develop individuals via personal and professional growth and offers aspirant middle leaders the opportunity to manage someone.

In addition to the PGCE course, Mr Stockdale is working closely with two institutes in the development and delivery of a post PGCE training package to support early career teachers (ECTs). The thinking behind the development of the programme is an acknowledgement that anyone who trained and qualified in 2020, and anyone who qualifies in 2021, will have had a significantly different experience of their PGCE year, mostly due to a lack of physical classroom practice. This initiative will prove to be very beneficial if the school appoints any recently qualified staff this September and in the years ahead.

In terms of wellbeing, in 2020, the school committed to achieving the Optimus Wellbeing Award for Schools. An initial meeting has been scheduled with an advisor and, following this, an action plan will be agreed so that work can begin in earnest, led by Mr Stockdale. The award covers areas such as reducing stigma around mental health, student behaviour and wellbeing, staff wellbeing and morale and parental wellbeing. It is clear that the school already engages in a number of initiatives that will feed naturally into the action plan and we know that some of the work that we have completed already meets, and in some cases exceeds, the criteria for achieving the award. The award should take between twelve and eighteen months to achieve but it is hoped that this timescale will be reduced once current practice is structured, presented appropriately and matched to the relevant criteria.

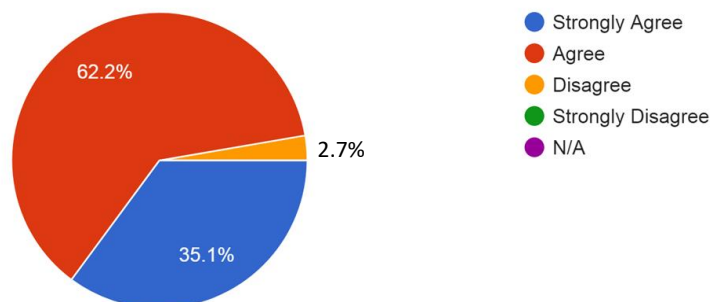
SLT have recently completed some very pertinent and topical CPD. Two sessions were delivered by 'Chapter', a mental health charity to support mental health and wellbeing among senior leaders, in response to Cpv19-19. SLT have also completed an online course via iHASCO called 'Unconscious Bias'. The enhanced awareness generated in response to this training supports the wellbeing of the wider school community.

Staff completed a wellbeing survey in February 2021. The findings were very positive and staff acknowledged the support they have received during this most difficult of years. SLT continue to respond to staff concerns and are committed to working closely with staff to resolve any concerns.

Staff Survey completed in February 2021

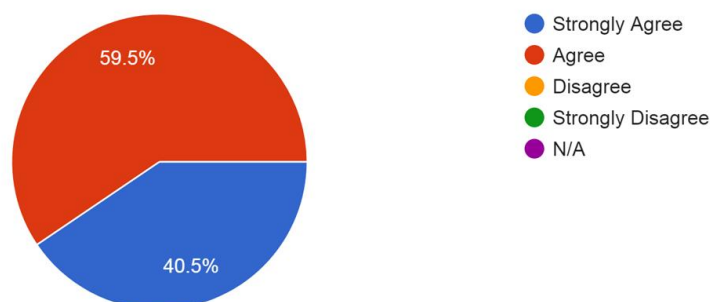
1) I feel supported by the school leadership

37 responses



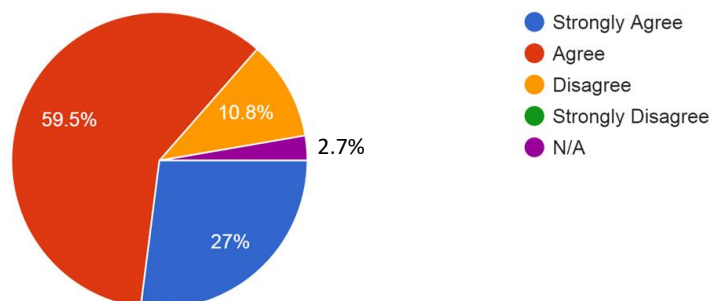
2) I am kept informed and up to date with relevant information by the Headteacher

37 responses



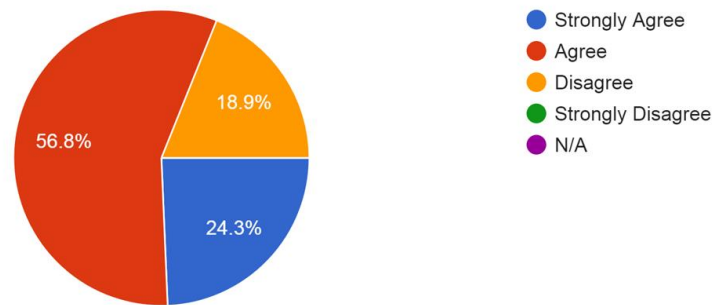
3) Appropriate practical measures are in place in school to support my health and well-being

37 responses



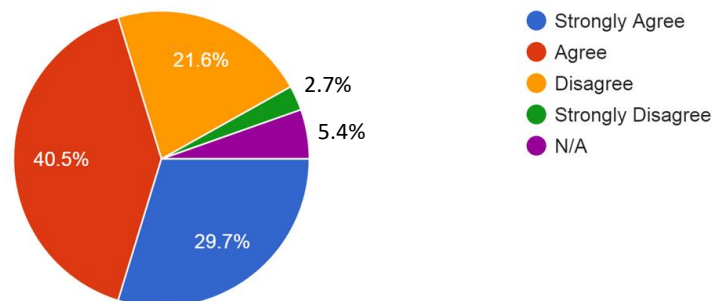
4) Hygiene protocols in school are well embedded and effective

37 responses



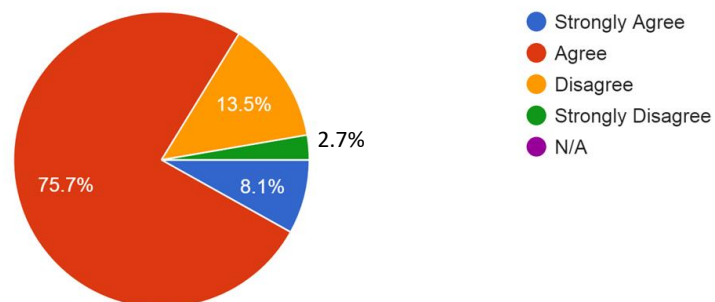
5) Onsite rapid flow testing supports my physical and emotional well-being

37 responses



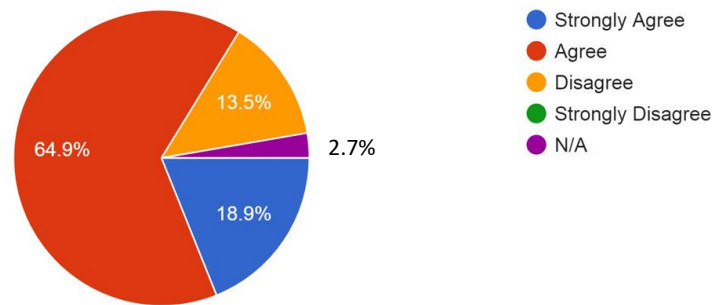
6) I feel safe in school

37 responses



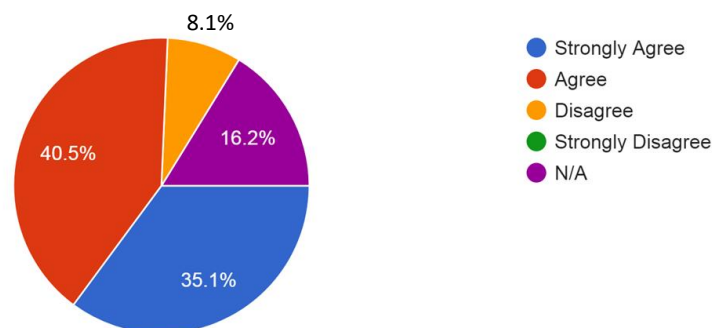
7) My workload is manageable

37 responses



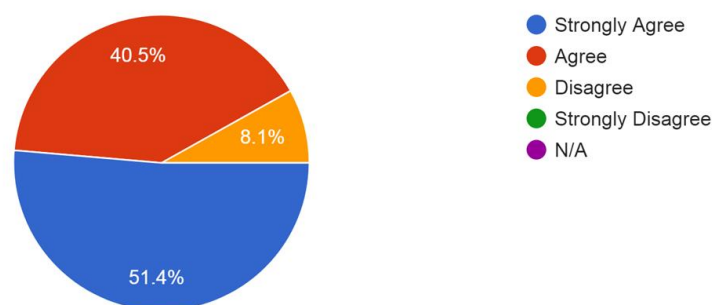
8) I feel supported by the school rota

37 responses



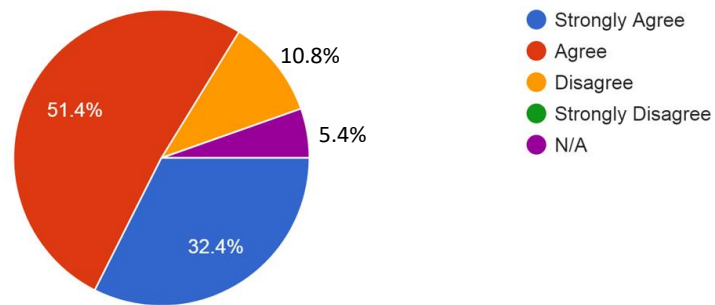
9) I am in regular contact with my line manager

37 responses



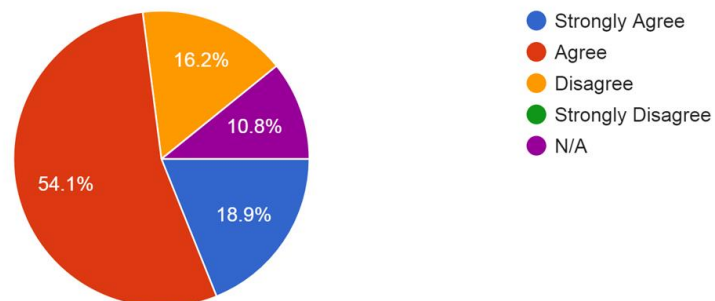
10) I am confident that my concerns are taken seriously and responded to

37 responses



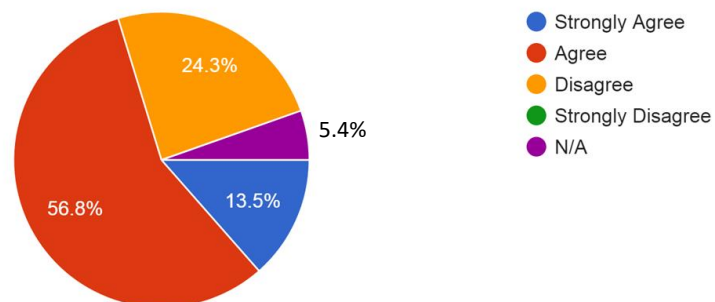
11) The organisation of students accessing school supports my health and well-being

37 responses



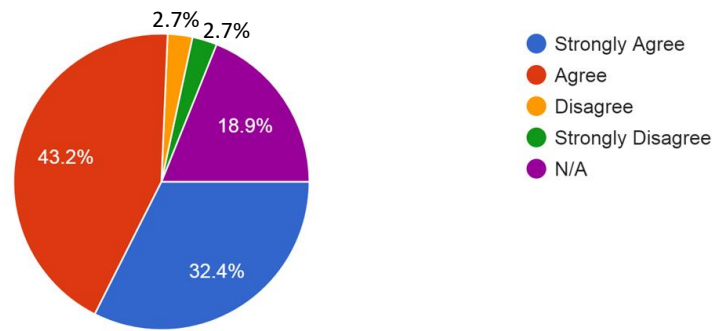
12) Students who are in school are well managed and well behaved

37 responses



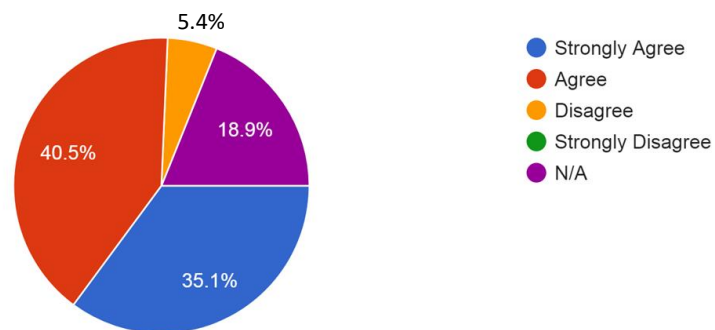
13) The rota system enables me to work effectively from home

37 responses



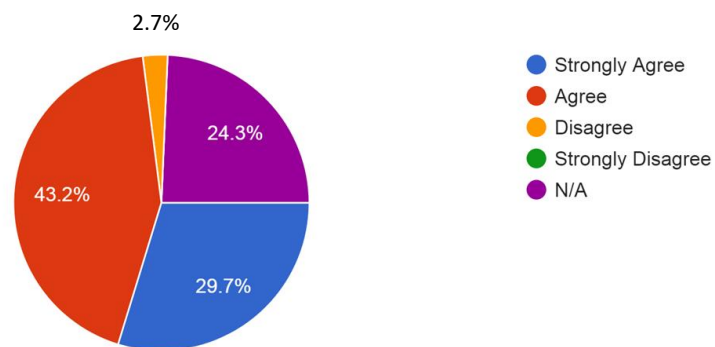
14) I have all of the IT resources I need to enable me to deliver remotely

37 responses



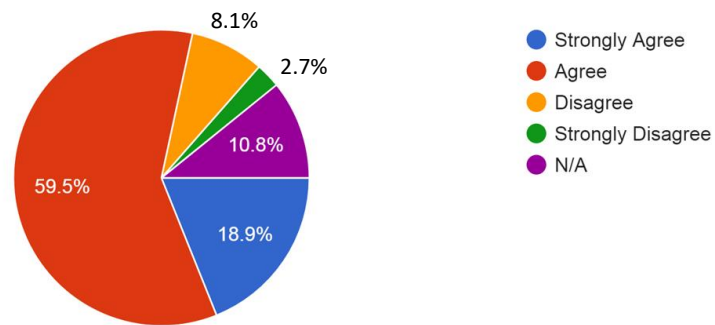
15) Regular and appropriate training has supported the delivery of remote learning

37 responses



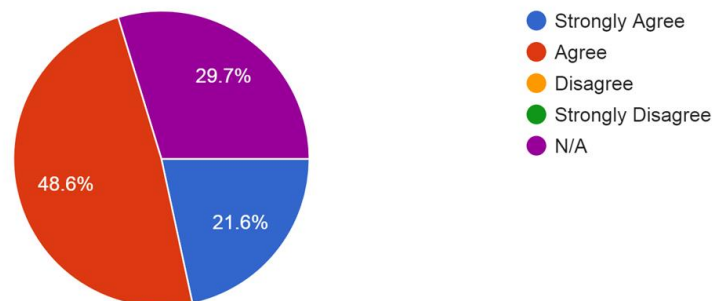
16) The school has provided clear guidance around remote learning

37 responses



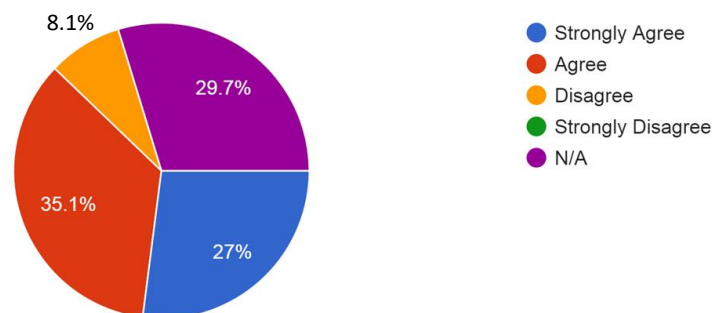
17) I feel safe and protected while delivering lessons remotely

37 responses



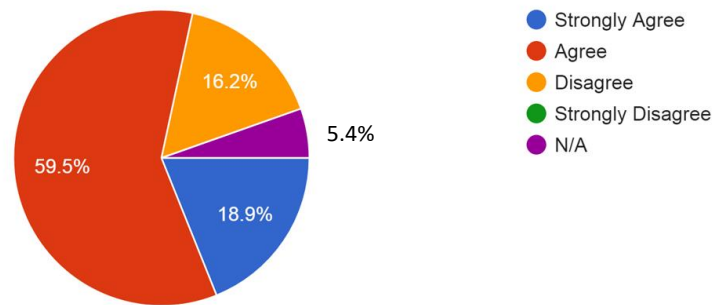
18) I feel confident delivering live lessons

37 responses



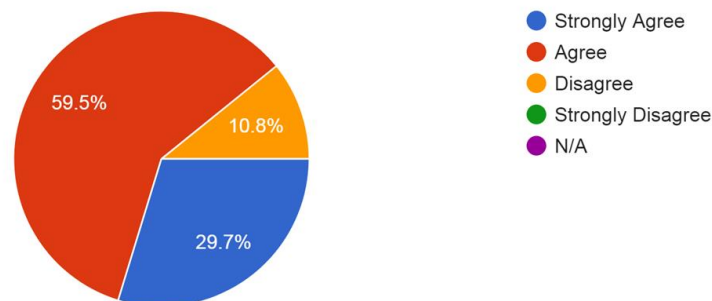
19) School leadership has a clear focus on well-being

37 responses



20) School is proactive in its response to Covid 19 in terms of protecting staff

37 responses



In terms of staff and student wellbeing, the return to school has been managed effectively and all students for whom the relevant permissions had been granted had three lateral flow Covid tests; staff have been tested twice a week since January. Following their first test, students went straight into a 'welcome back' assembly. This was an opportunity to reconnect with students, allay any fears and re-establish core principals following the extended period of absence during lockdown.

A small number of students who are children of key workers tested positive on the last week of lockdown but, because they had not been in contact with the rest of the school community by this stage, the impact of this, in terms of the need to isolate as contacts, was minimised. We continue to operate a very effective contact tracing system in school.

Multiple Vulnerabilities review

In 2019-2020, 26% of the whole school have three or more vulnerabilities; however, the current percentage is 35%. This year 19% of the whole school have five or more vulnerabilities, compared with last year's figure 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.

Break down by year of students with five 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%

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

Behaviour Data

Exclusions – Permanent and Fixed Term

<u>Exclusions</u> <u>ASP</u>	<u>2017/18</u>		<u>2018/19</u>		<u>2019/20</u>	
	<u>NHS</u>	<u>N av</u>	<u>BHS</u>	<u>N av</u>	<u>BHS</u>	<u>Nav</u>
Pexclusions as % of pupil group	0.44 =2	0.2	0.57 =3	0.20	0.16 =1	
% pupils with FTE	2.88 =13	10.1	6.84 =36	10.7	5.09 =31	
% pupils with 1 or more FT exclusions	1.33 =6	4.71	4.18 =25	4.93	3.12 =19	
% pupils with 2 or more FTE	0.66 =3	1.91	1.52 =8	2.03	1.15 =7	

Fixed/ Permanent Exclusion Data

<u>18/19</u> <u>Au</u>	<u>18/19</u> <u>Sp</u>	<u>18/19</u> <u>Su</u>	<u>19/20</u> <u>Au</u>	<u>19/20</u> <u>Sp</u>	<u>19/20</u> <u>Su</u>	<u>20/21</u> <u>Au</u>	<u>20/21</u> <u>Sp</u>
17	12 +(2pex)	7 +(1pex)	16	15 +(1pex)		21 +(2pex)	0

Step Out Data

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

Internal Exclusion Data

<u>18/19</u> <u>Au</u>	<u>18/19</u> <u>Sp</u>	<u>18/19</u> <u>Su</u>	<u>19/20</u> <u>Au</u>	<u>19/20</u> <u>Sp1</u>	<u>19/20</u> <u>Su</u>	<u>20/21</u> <u>Au</u>	<u>20/21</u> <u>Sp</u>
15	15	19	35	22		27	3

SSA Data

<u>18/19</u> <u>Au</u>	<u>18/19</u> <u>Sp</u>	<u>18/19</u> <u>Su</u>	<u>19/20</u> <u>Au</u>	<u>19/20</u> <u>Sp1</u>	<u>19/20</u> <u>Su</u>	<u>20/21</u> <u>Au</u>	<u>20/21</u> <u>Sp</u>
97.8%	97%	96.6%	96.9%	96.1%		97.5%	97.3%
0.55%	0.62%	0.78%	0.82%	1.1%		0.8%	0.9%

SIG Group Data

<u>18/19</u> <u>Au</u>	<u>18/19</u> <u>Sp</u>	<u>18/19</u> <u>Su</u>	<u>19/20</u> <u>Au</u>	<u>19/20</u> <u>Sp1</u>	<u>19/20</u> <u>Su</u>	<u>20/21</u> <u>Au</u>	<u>20/21</u> <u>Sp</u>
14	33	21	27	30		16	0

On Call Data

<u>18/19</u> <u>Au</u>	<u>18/19</u> <u>Sp</u>	<u>18/19</u> <u>Su</u>	<u>19/20</u> <u>Au</u>	<u>19/20</u> <u>Sp1</u>	<u>19/20</u> <u>Su</u>	<u>19/20</u> <u>Au</u>	<u>20/21</u> <u>Sp</u>
95	136	129	286	305		257	15

Remove Room Data

<u>18/19</u> <u>Au</u>	<u>18/19</u> <u>Sp</u>	<u>18/19</u> <u>Su</u>	<u>19/20</u> <u>Au</u>	<u>19/20</u> <u>Sp1</u>	<u>19/20</u> <u>Su</u>	<u>19/20</u> <u>Au</u>	<u>20/21</u> <u>Sp</u>
83	104	99	218	193		182	9

Exclusions

We have seen an increase in the number of exclusions compared to previous years. In total, we have seen 23 exclusions (including two permanent). These 23 exclusions have come from 17 different students. 74% of all exclusions have come from students who have already been identified as needing extra support and receive this through our personalised curriculum offers including our KS3 ORION and Sanctuary groups and personalised pathways in KS4. These students have a higher level of support with a more personalised curriculum, but despite this, have been unable to consistently follow the CORE principles at school. 91% of exclusions are from boys and 65% Pupil Premium.

Step out

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

Internal Exclusion

This year we have had a reduction in internal exclusions. We have had to be creative with how we internally excluded students, due to the inability to use the internal exclusion room due to COVID and not being able to mix bubbles. Internal exclusions have instead taken place with Progress Leaders and the Senior Leadership Team.

SSA grades

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

SIG data

The Significant Intervention Group is formed from students in each year group who have the worst A2L across all of their lessons. Progress leaders identify these students through data analysis and create behaviour plans that are shared with students and parents. Students are placed on report and must report to their Progress Leader at the end of every day to monitor their progress. This forms part of our whole school Behaviour and Inclusion Map. If students are unsuccessful with their Progress Leader, they escalate up the SIG process to SIG2 where the Progress Leader works alongside Mr Carr and the Sendco to identify if there is an underlying issue leading to their behaviour. We are due to create our first groups at the end of this term.

On Call data

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

Remove Room data

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

Part 2 – Highlights from the Spring Term

Careers

- Students in Years 7, 8 and 9 took part in a 'Spring into Careers' live event on the morning of the 2nd March 2021. This was an event through the Cheshire West and Warrington Pledge and was broadcast via the Learn Live website. Due to the interactive aspect of the event and the live chat function, this also enabled schools to record the event against their Gatsby 5 Benchmark as a 'meaningful' encounter with an employer.
- 10 students from Year 10 and Miss Thomas are taking part in a Bank of America mentoring programme, which sees five employees from the Bank discuss aspects of their roles and careers, plans for the students' futures, different skills in the workplace, as a few examples. There are 6 sessions in total from the first one on the 22nd February to the 10th May.

- 10 students from Year 10 were due to take part in a programme through the Wider Participation Programme from the University of Chester. The Pathfinder Project was to enable students to think about their futures after their GCSEs. This has been postponed as it was due to begin in January but we hope to resume this in March/April.
- Mrs Thomas has been working with parents and students during the lockdown with regards to CEIAG and 8 live careers meets have taken place with active applications in place for Post-16 study.
- 10 Year 11 students have applied to 6th Forms to study for A-Levels although there will be more to follow. All the students who applied to Upton have received a conditional offer.
- Year 10 now has a Careers Google Classroom and resources are uploaded regularly to enable them to start thinking about their next steps.

Humanities

History

January is an important month on the calendar in the History Department, as it is Holocaust Memorial Day. Blacon High School has always participated in activities to commemorate this important event. The date for Holocaust Memorial Day is chosen, as it is the date the largest extermination camp, at Auschwitz-Birkenau in Poland, was liberated in 1945. HMD is dedicated to the remembrance of the Jews and others who suffered in the Holocaust, under Nazi persecution. It was first held in January 2001 and has been on the same date every year since. In normal years, Blacon High School has linked up with Chester Cathedral to provide workshops for students where they can explore themes linked to the Holocaust, and have the opportunity to listen to a Holocaust survivor and ask them questions about their experiences.

Due to the pandemic, this would not have been possible but thankfully, the Holocaust Memorial Trust offered all students nation-wide the opportunity to listen to a Holocaust survivor via a live stream, and post their questions. Hosted by Natasha Kaplinsky this was an extremely professional event and Blacon students responded brilliantly. We created a Google Classroom to manage the administration of the event, and to ensure instructions were clear on how to access the webcast at home. All students in school and around 350 families at home were logged on to attend the event, which went without any hitches and I personally received lovely feedback from students, staff and parents who found it moving and compelling. I anticipate the reach of this event will promote similar initiatives in the future, even after the pandemic, and I will ensure that Blacon High School continues to participate.

In other news, remote learning continued to rollout, and many new methods were used to increase participation and improve outcomes. Both key stages have used lessons from Oak Academy, and many students have commented on how well these work at home for them. Year 11 are working on more personalised programmes of revision, GCSE POD has been very successful for facilitating this and works well with Google Classroom.

Below are examples of student's work:

Year 9 student

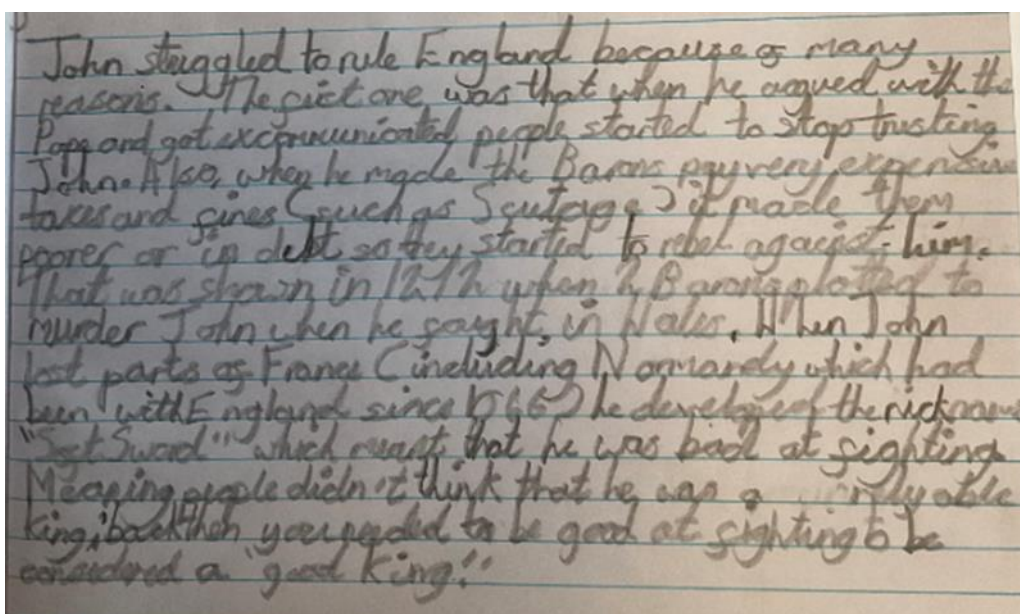
Why was Mary Queen of Scots executed in 1587?

Religion caused a massive conflict during Elizabeth's reign thanks to the roller coaster from her family before her, as England proceeded to swap between Catholic and Protestant. Spain, which was a powerful country, was strongly Catholic and exerted a strong force over politics. The country was torn in two, which was something Elizabeth wanted to fix and to unite it again. People obviously weren't completely happy with the Protestant Queen though, which sparked the plots to replace her with a Catholic one.

The Act for the Preservation of the Queen's Safety in 1585 had already been introduced because of the many plots against Elizabeth to replace her with Mary. The act stated that anybody found guilty of conspiring against the queen will be banned from succession.

Elizabeth and Mary were cousins; the latter was Catholic, she also had a legitimate claim to the throne, and the backing of France. The evidence that implicated her was found during the Babington Plot. The evidence used to put Mary on trial were the letters that held codes during the period of the Babington Plot. The notes were decoded and understood to be her consent to overthrow Elizabeth. This was the final proof they needed, Elizabeth couldn't avoid taking direct action any longer, but even so she was devastated after the execution.

Year 7 student



Religious Studies

During their Religious Studies lessons, Year 7 have been focusing on the topic 'Looking for God'. This has involved considering arguments for the existence of God. Through student led enquiry, class discussions and independent reflection, students have begun to evaluate each of these theories and justify their opinions. Students have made clear progress in their extended writing skills, through a combination of writing as a class and writing as individuals.

Since January, Year 8 has been studying Buddhism. Through an integrated approach of Oak Academy and live lessons, students have begun to link core components of key beliefs and develop questions about how these beliefs may influence individuals. This has been further supported by student's increasing engagement with key terminology written in various languages, such as Pali and Sanskrit.

Through textual analysis, students are showing a developing ability to evaluate the significance and impact of beliefs and practices, as well as continuing to develop and explain their opinions.

Year 9 has been focusing on the topic 'Religion and Identity'. This unit considers what it means to be human and how the development of technologies such as Artificial Intelligence (AI) affects the way, we characterise and discuss humanity. Students have discussed the limitations of discussing the features of AI in relation to disability and whether changes in our understanding of 'humanness' need to be made. With a particular focus on ethics and morality, students have also considered whether AI is more moral than humans and whether they can be better religious participants because of being programmed to do no wrong.

During their fortnightly lessons, Year 10 have been considering the relationship between religion and science. Looking at theories such as the Big Bang and Evolution, students have begun to develop an understanding of scientific approaches to the origin of the universe and the evidence that supports this.

Key Stage 3 Science

On 25th February 2021: Severn Trent treated us to a lesson on water treatment. An external speaker hosted a virtual lesson, which taught us all about how they clean our water and the part that they play in the water cycle. This lesson was attended by 8x1, 8y2, 8y3, 7y1, 7y2 and 7y3 and all of the staff within Science. At the end of the lesson, everyone had to make a pledge on what they were going to do to keep our waterways clean. These are recorded on the certificate in the file.



From 5-14th March, it was British Science Week. This year's theme is on Innovating for the Future. In the final week of on line learning all KS3, students designed a poster on this theme. The Science team will judge and select the best posters from Blacon High School to send off to be entered into the national competition.



BRITISH SCIENCE WEEK
5th – 14th March 2021



KS3 POSTER COMPETITION

Theme: Innovating for the future

RULES:
✓ Your poster must be:
A4 or A3 size
✓ You need to be able
to take a photo of it to
send online for
judging.
✓ You can use pop up
pictures, pull out tabs
or use materials such
as paint, drawing
pencils, crayons and
paper.
✓ Closing date is 30th
April 2021.



- To think about?...
- What new ideas, inventions, products or services we have never heard before would make the world a better place?
 - Research or interview an inspiring innovator. Tell us all about them and their brilliant ideas.
 - How has COVID prompted Scientific innovations in Britain?
 - Identify common innovations that you use daily – how our life would be without everyday innovations that we may take for granted.

STEM (Science, Technology, Engineering, Mathematics) Club

In December 2020, the virtual STEM Club was launched to KS3 students with a stop motion competition. The competition encouraged students to use their phones over the Christmas holidays to make a stop motion film (e.g. Wallace and Gromit style). The winning student received a £10 gift card for Amazon. Both the competition and the winner was announced on the school blog via the website.

January and February 2021: The virtual STEM Club met once (sometimes twice) weekly online to take part in the Amazon Explorer Competition. This UK-wide competition encourages students to design their own technology-based product (e.g. app, robotics, artificial intelligence) to overcome a 'problem' identified by the students. We had two teams of students develop an idea of their own, and the opportunity to meet with technology experts to enhance their idea. Both teams have submitted their applications, with the guidance and support of Miss Alderman. The teams for the next round of the competition are expected to be announced by the end of March 2021. The finalists will have the chance to win the top prize of £20,000 for their school, with the runners up receiving £5,000.

March 2021: The virtual STEM Club continues via Google Classroom; weekly at-home experiments are uploaded for the students to complete in their own time. The STEM Club is also in talks with the gardening club, which aims to work together in the coming summer months. The STEM Club has booked a live Q&A session on Thursday 18th March with scientists and psychologists - this 40-minute session gives students the opportunity to ask questions about what it means to be a psychologist.

RAGE Fitness Blacon - Virtual home workouts

From the end of January 2021, Blacon High School staff and students have had access to the Rage Fitness Blacon website - a virtual school portal to carry out weekly fitness sessions at home during lockdown. Each session was 20-25 minutes long, a HIIT (High intense interval Training) session that students, teachers & family members carried out with limited equipment remotely. The PE Department will continue to work with Craig Brown & Rage Fitness as we look to further develop our relationship for the benefit of the Blacon Community.

English

Quality Mark Renewal – 26th January 2021

The Quality Mark renewal looks at the following areas:

- Quality of teaching and learning materials (including display) and how they are used to support English and mathematics
- Quality of the teaching and learning environment
- Range of teaching and learning styles in use
- Samples or other evidence of student's work, marking, target setting etc.

This meeting took place via Zoom, so there were no learning walks this time but everything, we provided was enough for our accreditation and the report itself was a pleasure to read. We are noted as being proactive with our curriculum design and our focus on enhancing our Learning outside the classroom and Careers was commended. Additionally, the focus on student voice was recognised as a real strength.

We were also informed that we are eligible for the 10 year plaque this year, too and this will be sent as soon as lockdown is over due to their offices being closed until then, so this will be proudly displayed as soon as it is received.

Reading Ages on School Reports for the First Time

Following a focus on reading across whole school and extensive research being carried out for Mrs Appleby's NPQSL – English has supported this immensely by conducting whole school reading tests to assess the reading age of each student in order to identify those who require support in raising this to expected age level. The research all points towards evidence of reading ages affecting outcomes in Year 11, so this is beneficial to all.

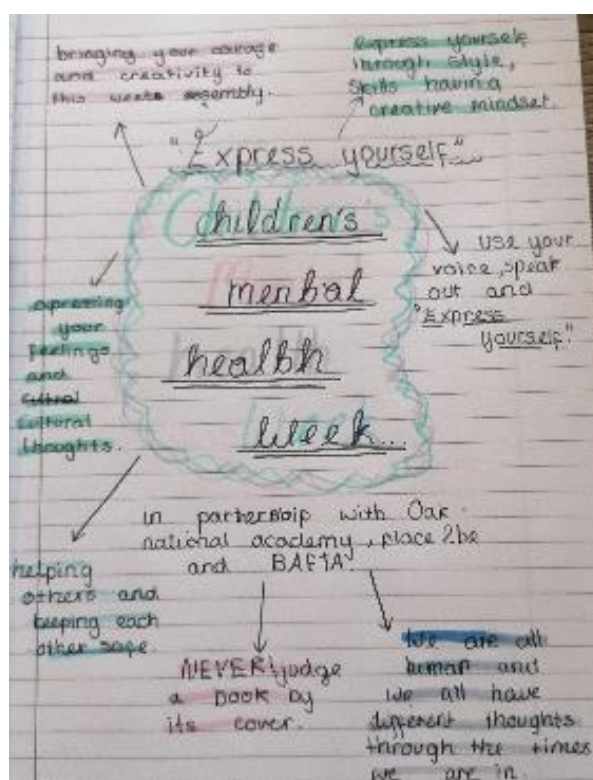
Rather than merely record the reading ages and share with all staff, we decided to engage parents by reporting reading ages in order to promote wider reading outside of school. A letter and guide was drafted to explain the meaning behind the ages and the benefits of reading for pleasure. It is hoped that, once we return, we will continue with D.E.a.R (Drop Everything and Read) and begin key interventions for those students who are currently below their reading age.

Children's Mental Health Week in English

The English Department continued to lead the way with key events on our calendar - even through Lockdown. Students across the year groups recognised Children's Mental Health Week by getting creative and using either their computer skills or artistic talents to make posters to promote this important event.

Miss McFetridge was particularly proud of her Year 7 students for their efforts, with examples of the posters shown below.

Additionally, a whole school 'live' virtual assembly was viewed to support this special week.



English in Collaboration with Technology – Keeping Connected Project with The Blacon Action Team

Blacon High School received a request to assist a charity who received funding to enable them to deliver meals and a gift to up to 200 residents who are normally involved in Blacon Organisations or find themselves on their own at the moment on the 1st April. We were asked to make cards to accompany these, so Technology designed some beautiful cards and in English, we brought the 'poetry' – here are some examples from Miss Illingworth's class.



National Tutoring Programme – Action Tutoring for Year 11

A charity called Action Tutoring has provided us with the opportunity to provide 1:1 tutoring for our Year 11 students, in English and Maths at a much reduced cost. This charity is focused on raising attainment in the key priority group of disadvantaged students who are Grade 4/5 borderline and to provide tutoring for students who would not usually have the chance to access. Both the Head of English, Mrs Appleby and Head of Maths, Mrs Fiona Austin, carefully selected 12 students each and this is now set up to being mid-March. We are hoping this will be taken forward for other students to enable students to secure the outcomes they deserve.

World Book Day – Thursday 4th March

Once again, albeit differently this year, Blacon High School celebrated World Book Day through a series of fun and engaging activities for all staff and students. Miss Alice Denny, who has brilliantly organised this each year, came up trumps again with some starter activities for all lessons in school for key workers/vulnerable students and some great ideas for those on remote learning. Staff were encouraged to share their favourite book and discuss the importance and enjoyment of reading. This year, the genre was 'Gothic Literature' and many entered the National Book Token Competition, so we are excited to see the outcome of that.

World Book Day Thursday 4th March 2021

In celebration of World Book Day 2021, you will complete a starter activity at the beginning of each lesson. This year, we will be focusing on **Gothic Literature**.



#WorldBookDay



Project to Support our EAL (English as an additional Language) Students

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

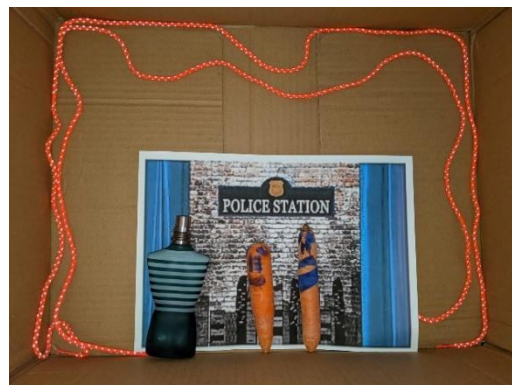
Modern Foreign Languages

During lockdown, we have developed confidence and proficiency in tailoring and delivering a variety of live and remote lessons and all year groups have continued to follow our normal curriculum. For Y11, the focus has been on evidencing grades and those students with evidence gaps through non-attendance will be targeted for interventions when we return to school. There are a significant number of Y7-11 students who have fully engaged with their learning and have continued to take pride in the quality of their work. For these students, 60 celebratory e-certificates were sent home to parents last half term. These were well received and a number of parents responded by sending their thanks. We intend to repeat the exercise in the coming weeks and these students will be favourably considered when we are able to introduce our planned MFL Ambassadors scheme, upon our return to school.

Performing Arts

KS4

As always, the Performing Arts Department has continued to work hard to ensure that students have been supported throughout this term, working remotely and in Studio based sessions with students attending school during Lockdown. It has been a challenge but we have created exciting and informative lessons in a range for Drama and SMSC at KS3 and for Performing Arts at KS4: live lessons, pre-recorded lessons, paper packs and practical Studio based lessons. KS4 Students have produced some excellent work in studying and exploring the design pathways of Performing Arts, creating box set designs and using objects from around the house to create storyboards and stage designs.



KS3 students have explored Musical Theatre in Drama, creating set designs for *Wicked*, exploring the creative and production roles in the Performing Arts industry, and engaging in reading scripts aloud, discussing the themes of identity, diversity, resilience and wellbeing. In SMSC, we have engaged in discussions and exploration of academic and emotional wellbeing and are now focusing on wellbeing through resilience. Our students have demonstrated great resilience in engaging with the work, being respectful of opinions and making mature and insightful suggestions for developing their resilience to support wellbeing as we transition from remote learning in our return to the classroom.

Mrs Salisbury has collaborated with practitioners at Storyhouse to establish an exciting series of Performing Arts workshops which will be delivered, rehearsed and performed in the newly launched Drama Club, which will be offered to small groups of students over 2 – 4 afternoons in the Studio to allow for social distancing. The Arts have served as a lifeline for some of our students over the last 12 months and they are looking forward to engaging in practice and performance once more and in accessing the technical and creative resources in the Studio. This collaborative work places Blacon High School as a Beacon School for exciting performing arts projects that will be trialled free of charge, through our Drama Club, prior to being offered to subsequent schools for a professional fee. The Drama Club will launch this term and students are excited to engage.

Technology Faculty

Introduction: Ilya Haycock

Below is a brief summary of how Technology have responded to three of the key priorities for this year; mental health and well-being for staff and students, remote learning and the recovery curriculum.

The team has worked tirelessly to ensure they were prepared for the obstacles faced during these unprecedented times. The staff have devised and implemented innovative ideas to enable remote learning to reduced barriers of non-engagement whilst delivering the curriculum. The faculty now offers a full Art and Design Technology KS3 curriculum and 6 KS4 courses, it was imperative KS3 students accessed a full curriculum and KS4 students the greatest opportunity to be successful at the

end of their KS4 courses. To achieve these goals, the team; attended weekly virtual meetings to support one another and share resources and good practice, developed new curriculum pathways and established innovative and interesting learning and teaching strategies and resources.

Graphic Communication: Suzy McIvor

The KS3 'Just for fun' topic is an optional area of Goggle Classroom where students can engage with Graphics alongside their normal class work. The aim of this topic is to encourage pupils to try something new within graphics without formal marking. This has been a great way to build pupils confidence in their graphics ability. Recently pupils had the option to create tributes for Sir Captain Tom Moore in their own style. They chose to engage with this task in a variety of ways, some drew illustrations by hand and others created PowerPoints. Each piece of work does not get marked but I give personalised feedback, the pupils creations were also celebrated and shared on the school blog.

As pupils do not have access to art galleries currently, a virtual gallery was created that students could 'walk around' using their phone or laptop. The gallery features excellent examples of the classwork that pupils have completed. It has been a successful way of celebrating the pupil's hard work and giving them as close to a gallery visit experience as we can.

Whole school Cooking and Nutrition group on Google Classroom

The tutorials were promoted via; the school website and social media, where links are shared to support students with the activities set. Staff are also encouraged to get involved too, with many teachers joining the group. Everyone is encouraged to submit images of their completed products; it would be nice to also share this on social media too to promote the progress of pupils and to further develop student and staff relationships.

Following regular communication with a large number of students and parents, Miss Garner was beginning to notice a pattern, suggesting there were a number of Year 11 girls struggling with their mental health in the most recent lockdown, supported in liaison with Year 11 Progress Leaders as an emerging pattern.

sessions ran by Miss Garner and Mrs Carr. . The sessions will take place via Google Meet and parental consent will be obtained prior to any student participation.

Nutrition and its impact upon cognitive function and mental health and wellbeing.

A presentation has been developed, which is being rolled out to parents and their families to help promote the importance of nutrition in maximising cognitive performance, and in supporting and promoting mental health and wellbeing, focussing on young people. This is particularly during post lockdown and living with social restrictions and the disruption to normal, everyday life. We want to promote self-care amongst our students and their families, with nutrition being one key element of it.

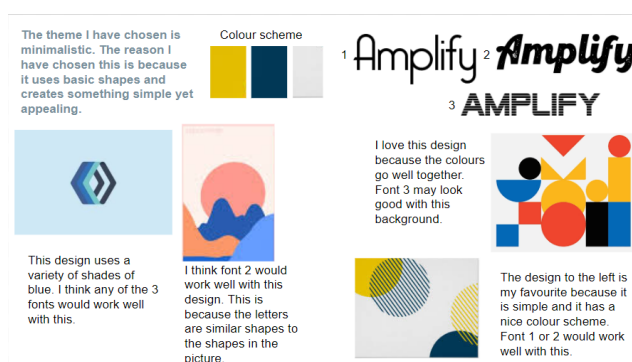
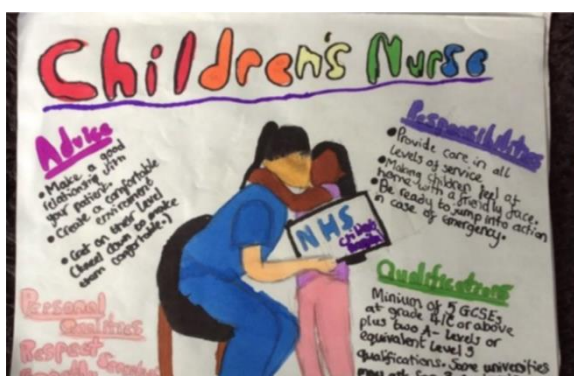
Work has been undertaken linked to the idea of refining the KS3 learning programme in food to focus upon the concept 'Body, Mind and Character', focussing on how diet can affect our overall health and wellbeing. This presented a cross-curricular opportunity, working alongside the PE and Science departments. We have agreed we need to establish a way of teaching this that embeds the knowledge, but also encourages and promotes them to make better choices in terms of their diet, and to give them a direct understanding of how this can specifically impact upon their physical, mental and emotional wellbeing. The team are in consultation with this and are planning for its implementation in September 2021. We recognise that this is a good time to focus on this with the difficult time COVID-19 has brought to our pupil's and their families. We feel this will support them in moving forwards, and increasing resilience to difficult and challenging situations within the future.

Remote Learning

Graphic Communication: Suzy Mclvor

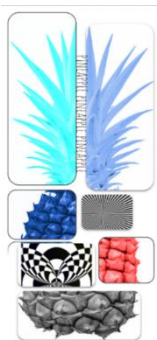
Adopting and Implementing a range of strategies across our specialist areas to promote and encourage effective remote learning

Normally during this time in school, students would have access to Photoshop and other photo editing software and be learning how to use it for digital experimentations. As these programmes are paid for, it is not possible for pupils to have access at home. In response, Miss Mclvor has self-taught herself to use Google Draw and will be running a CPD with the department, so other subjects are able to offer this new skill set to other students on differing courses within the faculty. This free programme allows students to create a range of edits. As a department, the technology available is being utilised to broaden the skills that can be offered to students. This has been achieved through live lessons, recorded demonstration videos, and artist videos.



When starting a new skill such as google draw editing, a live lesson would be delivered to demonstrate the skills required. This gives students an opportunity to ask questions and to address any misconceptions. Within KS4 as in school, tasks are set to run over a few lessons so students will work independently on the task after the demonstration lesson. This is supported by a

demonstration video that they have access to at any time and 'Drop In' sessions, scheduled between the setting of a task and submission, during timetabled lessons. Students were encouraged to log in to the lessons during lockdown, to maintain communication and consistency but if they were happy to continue working, they could do so. These sessions are in line with the normal timetable so students that are confident with their work can continue and receive instant feedback. They are also beneficial for those pupils that may need extra 1 to 1 support. Reminders were sent out in advance of when work was due in and the offer of more support. For those students who struggled to access Google Classroom, there have been phone calls home and other provisions provided such as paper work packs. Below are some examples of work created during lockdown,



Year 7 NHS Competition



Year 8 Amplify Gift Card

KS4 Google Draw

Food and Health Studies: Michelle Garner & Chloe Sutton

Adopting and implementing a range of strategies

Staff have worked hard to transfer the curriculum so that is accessible remotely for students. Below is an outline of the range of strategies used:

- Staff have had to teach controlled assessment work remotely (in accordance with Ofqual rules and regulations.) To do this they have issued our pupils with a wealth of support resources to support pupils with a variety of ability. This has included – video tutorials to explain tasks, links to videos / websites / information pages to help pupils gain a deeper understanding, exemplar work, clear success criteria, and templates to support structuring essay work.
- Live lessons in the form of 'Coursework Support Drop in Sessions' so that even when they are supposed to be independently completing work, we are still there to support any pupils who still need it. We encourage all to log in to the lesson anyway, to maintain communication and consistency.
- Google Classroom links used frequently to remind pupils where to access support and direct them to individual tasks to avoid confusion.
- Offering 1:1 support to pupils who struggle with accessing GC. E.g. Calling parents and organising alternative provision to GC such as paper resources, emailing resources directly, and breaking down tasks to smaller chunks to make it more accessible.
- Used demonstration videos to demonstrate key skills, [particularly in Cooking and Nutrition lessons to ensure we are still accommodating the full range of curriculum requirements.
- Held departmental meetings in which successful strategies have been shared so we can draw upon expertise from colleagues and adopt approaches in our individual subject areas.

E.g. Suzy sharing knowledge of Google Draw in Graphics and how it can be adopted to other areas such as Food, to help demonstrate chemical structures and formulas.

Three Dimensional Design: Niall Haycock

Product Design is a problem solving practical subject, and our students love engaging within the practical nature of this subject, which we believe supports their health and wellbeing. Lockdown and its restrictions have meant we as practitioners have had to think outside of the box, even more so now students are working independently and remotely. However, as a team, staff have designed a series of activities, which facilitate the engagement with problem solving and practical skills at home. As practical activities are currently on hold at school and students are unable to access tools and machinery at home, we have replaced the practical side with drawing tasks and model making tasks, improving drawing skills, encouraging students to be innovative and resourceful at home. We have found students have enjoyed engaging in these activities and have learnt new skills, which will benefit them when designing and making on their return to school.

Adopting and implementing a range of strategies

Google Classroom Product Design lessons we offer a mix of; live lessons, pre-recorded lessons and support materials to help students to complete work. The PowerPoint Presentations we offer in Google Classroom are structured exactly the same as in school lessons, so students will see the similarity.

Live lessons have been effective for the mental wellbeing of students because it has the familiarity and structure of an in school lesson. Live lessons have been the best way to enhance pupil engagement and provided the platform to issue assessment and feedback effectively, so the majority of my lessons have been live or given students the opportunity to 'drop in'. The 'drop in' sessions were scheduled after an assignment had been set and before the assignment was due. These 'drop ins' were aligned with the students' timetable with live links within Google Classroom at the start of the lesson where students could log in and ask questions or request feedback on ideas, on receiving answers and feedback. They could also leave and continue with the set assignment. Staff were always available for the full lesson and many students returned within the hour for more guidance. Additionally this strategy, enabled students to access a 'live stream chat' where they could have discussions with their peers, which has been a brilliant platform to express how they were feeling and coping with the work set.

Recovery Curriculum

Michelle Garner

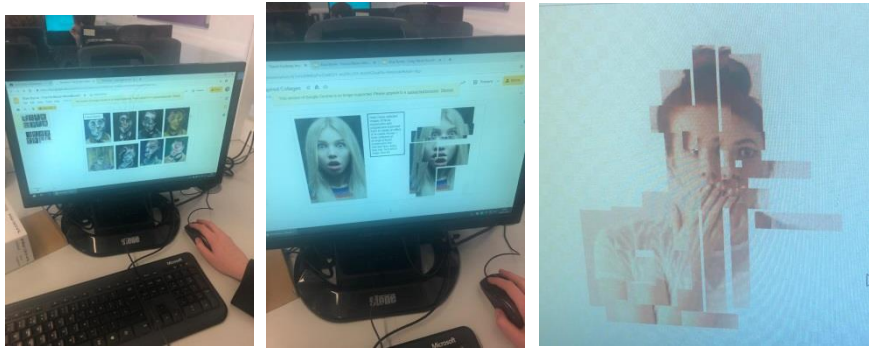
Departmental Discussions based around subject specific goals, and how we intend to get there

Each subject area will be facing different modifications due to COVID-19. Subject leads have taken charge of the individual areas within Technology and identified a 'planning backwards' strategy. This identifies the things pupils must complete and by when.

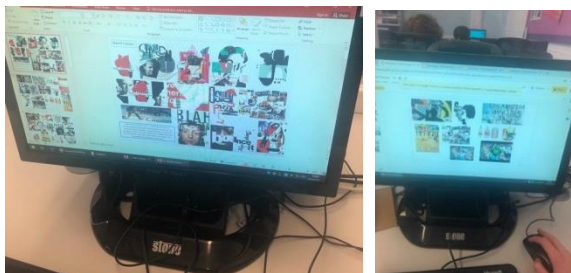
As a department, staff are working collaboratively to ensure effective plans are in place to secure the progress of students as they have returned to school. A similar process will be adopted for September. A strategic plan will then be developed to bridge gaps in pupils' knowledge as much as possible.

As a department, staff use tracking effectively to assess and monitor the progress of all pupils across KS3 and KS4. This allows us to identify pupils who are not making expected progress, but most importantly identifies pupils who may require specific intervention. E.g. we currently do this on a half-termly basis for Y11. Each teacher identifies a maximum of five pupils who require specific and tailored intervention. These strategies are documented, as well as the impact this has had on the individual progress of the pupils. We will branch this out to the rest of KS4 so we can make these identifications earlier, and apply interventions at an earlier stage.

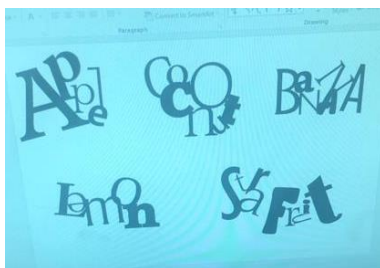
Key Worker and Vulnerable Students work over Lockdown



Francis Bacon and David Hockney inspired Photographic Manipulation



David Carson inspired Typography



Chicken Fajita Practical

Final Thoughts: Ilya Haycock

As we all know these are unprecedented times we are living and working in, with each day presenting new obstacles and challenges. I am so proud with how my team have responded, working to ensure the high standards that we have set as Faculty are maintained. There has always been a real togetherness within the team and during these difficult times, this bond has become stronger. I wanted to take the opportunity at the end of this review to thank all of the Technology Faculty staff for their hard work and commitment to our school and students.

SEN update

Lockdown Update

During lockdown, we have had a mix of eight students from the Orion and Sanctuary classes. All students have accessed core lessons from mainstream teaching staff and engaged successfully. We have seen a great improvement with focus and engagement compared to the first lockdown. As this has been so successful for one student in particular, the decision has been made to move them from 8 Orion into the Sanctuary, which will then be a springboard to reintegration into mainstream. Additionally, one student will be moving from The Sanctuary to 7 Orion as a steady transition prior to movement into mainstream.

We have kept in regular contact with the students who have not attended during lockdown and have completed weekly phone calls in addition to home visits. We have been in contact with families in the wk. beginning the 1ST March to discuss return arrangements and supporting parents with completing the testing consent if required.

During lockdown, we have supported a Sanctuary student in applying for college; he had the news a couple of weeks ago that he has been accepted. He will be completing a course on animal care, which has fitted in well with the Asdan coursework he has been working on whilst in school over the lockdown period. We are currently in the process of ensuring transition opportunities are in place to ensure he has a settled move. With less students in over lockdown, this has really given him the opportunity to become more settled and he has made great progress and improvement in completing written work to a good standard. We have really celebrated this as it has been a fantastic achievement for him and we have seen him grow in confidence academically.

Over lockdown, interim reviews have been held by Miss Fisher for Sanctuary students to discuss provision as needs were becoming more apparent and anxiety was extreme prior to lockdown. A carefully planned reintegration plan has been implemented for students in this situation.

SEND Funding

Applications for funding

We have had one successful Top up funding for a Year 10 student this term and two successful EHCP applications; one in Year 8 and one in Year 11. EHCP applications have been accepted for assessment as well for two students in 8 Orion.

There is currently an EHCP application to be sent off in year 8 next week and an Emergency EHCP application to be sent in by Easter. Three applications for EHCP's are underway in year 9 – these are transfers from top up funding. The SEND and Inclusion team have worked incredibly hard to secure additional funding to support the needs of students.

Lockdown

During Lockdown, the SEND Team and Teaching Assistants have been working full time in school. The majority of students in receipt of an EHCP have eventually been in school and been supported during lessons. Others, have come into school part-time and then been supported to access the learning with daily phone calls. Some students have had weekly phone calls and support to access google classroom.

We have continued offering interventions and staff have been able to carry out more ELSA sessions especially around anxiety. There have also been a lot more Year 7 students having daily sessions of IDL, which is an intervention for spelling and reading.

Next academic year 2021-2022 picture

Six EHCP's have had Blacon High school named on them for transition to High school. Five of these students will almost certainly have to access the sanctuary such is their level of need. One student will be able to access the mainstream but with TA support.

We have asked the primary schools and four of the local ones have replied with an outline of the support that their students are currently receiving. It is clear that we have around 40 students coming to us that are very low ability, standardised scores well below 90, mostly in the 70's and 80's. There are currently four of these with top up funding that we know about. With this in mind, we have proposed to put a full time TA with the lowest set, which has worked really well this year and has supported the students and teachers.

We propose that to meet the needs of what looks to be a very complex new cohort to employ three new Teaching Assistants. By using the potential money from the current applications that are in progress and the funding that will come with the new Year 6 students, this should amount to approximately £110,000.

Vicki Davies-Rose

Key Stage 4 Transition

The six students in Year 11 with EHCPs have been closely supported to think about their next steps Post 16. They have had help to apply to college, three of whom have been accepted at West Cheshire College, and one at Coleg Cambria. One student is hoping to do an apprenticeship, and another who is educated at Ancora Hub, has applied for a supported work experience placement at Jigsaw nursery. To support our students' transition to college there is currently a piece of work underway to build links with the FE inclusion departments in order to collaborate on planning transition activities which will reduce their anxieties about leaving Blacon High and starting education in a new environment with different people and routines. The aim is to give them confidence in orientation of the college sites, meet their teachers and learning support, and to know where to go if they have an issue, and therefore ensure they continue to attend education.

Access Arrangements and intervention

Due to the high proportion of students we have with SEND needs, we receive a high number of referrals for Access Arrangements from teachers. All the Year 11s who were referred by teachers were assessed, with those meeting the criteria having approval for 25% extra time, modified papers, the use of a laptop, a small room, reader and so on. Some of the Year 10s have also had approval already; however, we are awaiting the students' return to complete the rest. The aim this year is to

also assess in the summer term all the Year 9s who are referred by teachers. This will mean that we will be ahead of time, be more informed of the students' needs in examinations and assessments earlier, and will be able to apply for Access Arrangements as soon as they reach Year 10.

Due to the pandemic, we have been limited in being able to deliver face-to-face dyslexia interventions. IDL is proving very useful in KS3, and as an online programme, it can be rolled out for a high number of students. This has therefore allowed more time for face-to-face interventions for students in KS4, who would not necessarily engage readily in an online intervention, and who require additional personalised study skills support for examinations. A programme of skills sessions are being planned for KS4 students in lower sets, to be held in their English lessons for the whole class. Identified individuals will also receive targeted interventions to receive a structured programme of literacy support and study skills training.

Outdoor classroom/wellbeing garden and ASDAN

Working with Nature Friendly Schools and Young Minds, we have been granted funding of around £2000 to create our vegetable garden, with the purpose of enhancing wellbeing and learning at school. On the 3rd of March, we had our delivery of sleepers, and construction of the garden will commence soon. This will be used by the science, food technology and SEN departments to support curriculum learning with practical activities such as growing from seed and learning where food comes from. This will consist of six raised beds for plants arranged as the school logo, and at the centre, there will be an outdoor classroom with a teaching area and benches. It is anticipated that any teacher from any subject could book the outdoor classroom to improve the wellbeing of students by having time outdoors, as well as use the space itself for curriculum specific content. It is also hoped that staff will use the area at lunchtimes and so on to enhance wellbeing. In addition, the after school gardening club will commence as soon as the garden is erected. We are seeking donations of seeds, plant pots and yoghurt pots for all the above projects, and eventually we hope to have a greenhouse/polytunnel and our own shed.

We have set the school up as an ASDAN provider, and have already commenced courses in animal care, expressive arts and hair and beauty. ASDAN courses provide bespoke learning opportunities for our vulnerable and SEN students, allowing them to gain certificates for learning vocational and practical skills, depending on the amount of hours they participate in. The learning is self-directed largely, allowing students to follow their interests and tailor their experiences to support their future goals. There are many courses available and it is proving successful with students who might not succeed in gaining a full complement of GCSEs.

Catrin Kenyon-Owen

Platform for Life

Platform for Life counselling intervention is expanding in terms of its provision, and we are seeing a growing need for this intervention within school. The service is also becoming more prominent within the community and offers support to parents and families. This combined with the service being recommended by health and social care professionals, has meant that we are now getting requests from outside of school for pupils to access this service within school time.

We currently have 9 sessions per week (three of which are funded) who are currently receiving support, and we have just started a pilot scheme which supports pupils who are at risk of exclusion. This gives an additional two funded sessions, bringing the total number of sessions to 11 per week. There is a waiting list currently of seven completed referrals, 6 awaiting referral and 20 additional pupils who have been identified as possible candidates for this support.

We are also in the very early stages of discussions regarding another potential pilot scheme, which is targeted at transitional points in a pupil's school career (year 7 and 11). This could bring three drop-in sessions, and a possible three additional individual sessions for pupils who are highlighted as needing more targeted support. This could bring a further 6 sessions dependant on funding and viability.

Rachel Hudson
Headteacher