

Head's Report for Governors - January 2020

Part 1 – Update on progress towards 2023 Strategic Plan

Part 2 – Student Numbers, Contextual Data, Behaviour, Staff Absence

Part 3 – Highlights from the Autumn Term 2019

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.

<i>1st column shows all students and second without 2 who are persistent absentees</i>	Current – January 2020	Current
Performance Indicators from Strategic Plan	88 students	86 students
KPI – Progress 8 score 0.1	-0.147	-0.091
KPI - English and Maths 9 - 4 - 60%	65%	66%
KPI - English and Maths 9 - 5 - 40%	32%	33%
KPI - English 9-4 - 70% and 9 -5 - 60%	76% / 55%	77% /56%
KPI - Maths 9-4 - 70% and 9 -5 - 60%	76% / 38%	77% / 38%
KPI - Progress 8 for English	-0.357	-0.27
KPI - Progress 8 for Maths	-0.082	-0.09
KPI – Pupil Premium 0 Progress 8	-0.159	-0.05
KPI Open Bucket Progress 8 score 0.2	0.216	0.269
KPI - PP Progress 8 matching non disadvantaged nationally for English	-0.367	-0.205
KPI - PP Progress 8 matching non disadvantaged nationally for Maths	-0.016	-0.038

There are 88 students in the cohort for current Year 11 compared to 69 for 2019. Statistically, this has a significant impact on our data because every student's figures count and as can be demonstrated in the second column above, just 2 students with underachievement, has a significant impact on the overall data. Within this year group, the details below provide a more in depth analysis of how the group is comprised in order to understand the context.

Profile of Year 11

Males 44 Females 44

Student Premium – 50 (56%)

English as an Additional Language – 4 students – 5%

SEND Special Educational Needs and Disabilities – 18 – 20%

Number of In Year Transfers to Year 11 - We have 15 students that arrived in Year 11 after normal year 7 admission in September 2015. (17%)

Number affected by safeguarding currently – 8 students – 9%

Multiple vulnerabilities - 25 students (28%) and of these 14 (15%) with experience of multiple traumas

High 33, Middle 45 and Lower Ability 8 (4 no prior data)

The current picture is promising and shows great progress and significant increases in overall performance and key measures across the board. Maths has shown positive improvements and English are achieving well in the key measures but are still below on Progress 8, the key factor affecting this is the performance of high ability students. We have students who are achieving the headline measure of a grade 5 but whose targets are higher and therefore means that progress is not where it should be. This is an area of priority for the school and at each department level. A detailed action plan is in place for the more able, led by Mr Stockdale, Assistant Headteacher. This year, we recruited an additional English and Maths teacher to provide capacity within the core subjects for targeted intervention work to support the most able and those students who are significantly below targets. The English team have identified students from the higher ability group and those below expectations, for intervention where it will have the most impact. Last year, SLT in conjunction with the Head of English, made the decision to enter 70 out of 89 students in Year 10 for English Literature in summer 2019 to allow absolute focus on English Language in Year 11. Students in top set have continued to work towards English Literature to allow the higher ability students to still achieve their targets and the highest grades.

English Literature

9-5: 15.2% (10 students) There are 19 other students to sit the exam in 2020 all of whom are Grade 5+ targets. Should this be achieved, including re-marks, this would see a result of 33 students with 9-5 = 38% (2019: 34%, 2018: 29%).

50% of the 10 students who achieved a Grade 5 were boys and this has been a key motivator for boys particularly; to secure a GCSE early, so they can focus on key grades for post-16 which we anticipate will have a positive impact on English Language outcomes and other grades for P8 in the Open Pot, allowing more time to focus on completion of coursework.

Impact must also be noted (to be evidenced in 2020 outcomes) on the amount of time to focus on key skills across literacy for English Language GCSE and how this will impact positively on other subject areas where extended writing is required: History, Geography and other Literacy based subjects. Overall, early indications suggest that this was a positive outcome and the true impact on both, English data and whole school data will be seen in 2020. Student Voice during the start of Year 11 (September 2019) has been positive with students expressing relief at not having to read those texts again and as a result, engagement in English Language teaching has been positive. Following Mrs Appleby's presentation and analysis on the early entry, to the Senior Leadership Team in September, it has been agreed that data from Year 11 in the autumn term, will dictate the future of early entry going forwards.

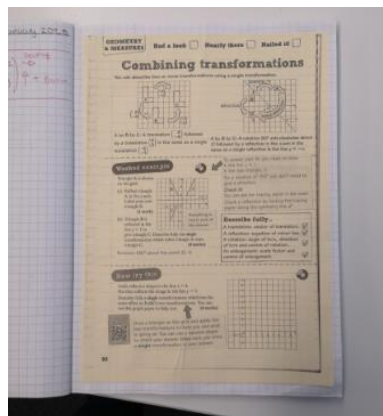
Maths are showing improvements in key measures and progress. New assessments have been created and introduced with three sections; fluency, reasoning and problem solving designed to mirror the demands of the GCSE examinations and to improve numeracy and functional maths skills. Literacy overviews have also been introduced to improve students' understanding of key vocabulary. Attendance intervention sheets from Edexcel revision guides are placed in all books of students whose attendance is low and miss lessons with sheets in a cream colour to make them stand out and to enable the work to be followed up in intervention sessions. This is a similar format used in Science in order to support any gaps in learning from poor attendance and to close the gap between disadvantaged and non-disadvantaged.

Transformations	
<ul style="list-style-type: none"> Identify, describe and construct the results of: <ul style="list-style-type: none"> Enlargement (including from a centre, fractional and negative scale factors) Translation (using vector notation) Reflection Rotation Transform shapes using more than one transformation. Describe combined transformations of shapes on a grid. 	
Key word	Definition
Enlargement	resizing a shape bigger or smaller
Translations	moving shapes
Reflection	flipping a shape in a mirror line
Rotation	turning a shape

Non Calc Methods - Recurring decimals/Bounds

- Convert a recurring decimal to a fraction.
- Limits of accuracy.
- Calculate the minimum and maximum of a measurement.
- Use approximate values to estimate calculations (include worded estimation questions)

Key word	Definition
Recurring	
Irrational	
Approximate	



Key Areas of Focus for Improvement in 2019 - 20

MFL, History, English Literature and Media Studies were the 4 areas of highest underperformance in 2019 and are a key focus for improvement for this year.

MFL – French

There are 14 students studying French in Year 11, with 6 middle ability and 8 higher ability, 7 Student Premium and 1 SEND student. The target for the subject performance indicator is 0.12 and current predictions show an SPI of -0.27 with 2 students above target, 6 students on target and 6 students below target. Of the students below; these current predictions are due to performance and/or outcomes in the mock exams for which students completed a reading and writing paper and also classwork. One student didn't attend any mock exam and has an attendance of 81%. 2 students are to be entered for the higher tier. Students have all been working on their Speaking tasks in preparation for the exams in April. Staff are focusing on the written aspect of the exam as this is one of the changes and also one which is highly challenging for the majority of our students. Students are practicing all 4 skills with our French assistant on a rota and they will sit last year's listening exam for the mocks in February. Students also have been given all the vocabulary lists from the course, which are on Google Classroom and students are supported to work through these as part of their independent learning.

History

GCSE 9-1+/- (Att8 Points)								
Name	9 - 5 %	9 - 4 %	Total Grades	On/Above Track	Above Track	On Track	Below Track	Subject Progress Index
11A/Hi1	33.3	73.3	15	6	0	6	9	-0.68
New Targets >	66.7	100	15	15	0	15	0	0.13
Difference >	-33.3	-26.7	0	-9	0	-9	9	-0.81
11C/Hi1	40	75	20	9	2	7	11	-0.49
New Targets >	65	90	20	20	0	20	0	0.16
Difference >	-25	-15	0	-11	2	-13	11	-0.65
11C/Hi2	0	0	14	7	0	7	7	-0.5
New Targets >	0	14.3	14	14	0	14	0	0.19
Difference >	0	-14.3	0	-7	0	-7	7	-0.69
All	26.5	53.1	49	22	2	20	27	-0.55
New Targets >	46.9	71.4	49	49	0	49	0	0.16
Difference >	-20.4	-18.4	0	-27	2	-29	27	-0.71

The total cohort for History is 49 students in three classes. One is mixed ability and the other two are sets with Mr Carr teaching an SEN group this year with 6 SEND students who as SENCO is best placed to use appropriate interventions to ensure targets are achieved. Of the total number of students, 24 are Student Premium. The break down by ability is: High – 20, Middle – 22 and Lower – 4. This is a much larger cohort than last year. There are many on target but there are several students across all three groups who are very far from their prediction and are pulling down overall attainment significantly. The overall figures for both 9-5 and 9-4 are around 20% below target currently and for individual students 50% are on target to achieve their individual target grade.

Mocks undertaken in November by Year 11 have highlighted that students are not revising at home and many still feel overwhelmed by the nature and complexity of the exam questions and are still relying on guessing rather than developing coherent and structured responses. This was why it was hard to reconcile individual results last year with typical performance seen by the same students in class (previous Year 11 cohort), as much depended on the content of questions asked on the day. Some students were more able or willing to take a guess but many students left questions blank, especially those more demanding higher mark questions. This is a huge area in which to focus as student voice has confirmed that they still rate History just as hard as they did when asked earlier this year. Staff are working to avoid this with a focus on keywords. In the examiner feedback training they gave support to schools in similar contexts with lower attaining students and advised this approach; building up literacy in topic areas to allow half marks and even if they are unable to develop their own sophisticated judgements, students will be able to describe and give limited explanations. This has given staff the confidence to try an approach where much more of the content is filtered, which has been making the course feel overloaded.

Like many schools we are working harder on knowledge organisers which collate the key information for each topic and we have an additional hour in Years 10 and 9 to allow for revisiting work. Staff have called this initiative 'Throwback Thursday' and this is popular with classes lower down the school and has allowed for some competitive elements like pub-quiz style general knowledge tests, to which boys especially have responded well. Year 11 are now focusing on revision only which will enable staff to do more of these type of activities with them also. Mr Carr, Assistant Head is teaching one group of the most disaffected boys to improve their resilience and motivation. Mrs Prime has focused on one class in Year 11, rather than teaching all students in the year group, to spread the responsibility.

Spreading the load like this and allowing for collaborative planning has helped and will drive up individual results. The demands of the course make it difficult for some students to access the material and a curriculum review has meant that some students will opt for life skills rather than History, to support their individual needs and to maximise their success.

Media Studies

Year 11	
Total Students	13
Total students currently below target	5
Breakdown by ability	
Total number of high attainers	4
High attainers below target	2
Total number of middle attainers	7
Middle Attainers behind target	3
Student Premium	6
SEND	3

In the current Year 11 Media Studies class there are a total of 13 students. One of these students is a managed move student. 5 Students are behind their target grade. Four of these students are one grade behind and one student is 2 grades behind. Overall mock exams have been successful as 4 students are on target to achieve their targets and 3 students are working above their target grade.

Changes this year have included early coursework completion (most work completed year 10) and as a result a unit of work that focuses on exam skills and revision. Last year was the first year of the Media Studies 9-1 GCSE. AQA decided to release the coursework briefs early for the following years to give teachers more time to work on exam skills in Year 11. The coursework was mostly completed in the final term of year 10. There was a short period of time in Year 11 where coursework was finalised prior to a Media Showcase in which parents were invited into school to see the work, which has raised the standard of work produced and shown improvements in the proportion of students achieving target grades. There are still 3 students who have not completed their coursework and will complete it in after school intervention time prior to the April deadline. Coursework grades marked so far are very positive.

The key focus this year in Media Studies is revision skills. Mr Colwell has created four knowledge organisers for student to use as revision material along with sets of flashcards for students to use as part of their revision and this approach is also being used in English. AQA Exam feedback training has been attended - The priority from AQA is ensuring students are retaining key theories and details around the products studied. The curriculum has been designed to mirror the Close Study Products of the exams with focus on a key set of media theories. There will also be more time spent on revision work towards the exams this year as a result of the coursework being completed early. This will continue with current Year 10.

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 December 2019
KPI Open Bucket Progress 8 score 0.2	0.242
KPI Attendance up to national average - 95%	93.1% overall and Student Premium 91.3%
KPI 80% sport participation, 100% Learning outside the classroom	60% sport and 60% Lotc

Attendance Figures – Autumn Term

There is an improving trend in overall attendance and persistent absenteeism is reducing. Overall, the school had 93.2% attendance up to May in 2018 – 19 and 92.8% for the whole year, compared to the last national average of 94.8%. For disadvantaged, our overall attendance figure for 2018 – 19 was 91.3% compared to the national average of 91.9%. Whilst we are still below the national average on this key measure, there is no attendance data available relevant to context and the analysis below highlights the impact of this on our figures, but also the extensive work undertaken by the team to tackle poor attendance and to keep working at improving this figure in order to match the national average.

Group	Term 1 2018/19	Term 1 2019/20	National for Cumulative 2017/18
Whole School	93.7%	93.1%	94.5
Pupil Premium	92.1%	91.3%	91.9**

***This is the national average for Ever6 FSM. Student Premium national figure is not published.*

Persistent Absentees – Full year

	Term 1 2018/19	Term 1 2019/20	National for Cumulative 2017/18
Percentage	17.96%	16.69%	13.9%

Attendance for students with Special Educational Needs/Disabilities

Term 1 2018-2019		
	Students	Attendances
Education, Health and Care Plan	11	97.54
No Special Educational Need	51	89.89
SEN Support	104	92.52
No SEN Status	374	94.37

Term 1 2019-2020		
	Students	Attendances
Education, Health and Care Plan	12	93.96
No Special Educational Need	109	94.15
SEN Support	123	91.42
No SEN Status	373	93.25

Group	Term 1 2018/19	Term 1 2019/20
Year 7	95.8	94.9
Year 8	94.6	94.1
Year 9	91.3	93.3
Year 10	93.0	89.8
Year 11	93.9	92.1

Attendance Codes Comparisons 01.09.19 – 09.01.20 (Cumulative)

Attendance Code	2018/19		2019/20		Difference
	Number of students	Number of sessions	Number of students	Number of sessions	Vs last yr (sessions)
O	153	1355	139	1654	+299
U	55	175	25	73	-102
G	31	280	44	274	-6
H	2	38	3	34	-4
C	48	226	80	577	+351
I	374	2532	431	3204	+672
M	147	263	111	192	-71

	2018/19	2019/20	Difference %
Cumulative Attendance %	93.7	93.1	-0.6%

What this shows us

Although our attendance has decreased in comparison to last year at the same stage, there are obvious causes:

- Higher levels of illness, compared to this time last year. The students affected are not normally absent from school, which means that they are genuine cases of illness, mainly due to an outbreak of the flu virus and norovirus. This is evident in the **reduced number of students with unauthorised absences**.
- The number of students taking medical appointments during school time has reduced, as has the number of parents taken students out on unauthorised holidays.
- We have high levels of C codes this year due bereavement, funerals, and a small number of students who are on reduced timetables. 49 students have been affected by bereavement, accounting for 259 sessions.

Without the absences due to bereavement our attendance would be 93.4% (0.1% above this time last year).

Positive outcomes

- Punctuality has improved; there were 102 fewer students late after registration closed, when compared to this time last year.
- Although the number of sessions that are O coded has risen this year, the number of students receiving these codes has decreased by 14. This means that fewer students were absent from school for unauthorised reasons.
- PA figure has decreased in comparison to last year by 1.3%.

Attendance Intervention impact:

Minibus impact:

- 16 students have accessed the minibus service this year. All of whom are student premium.
- 8 students have improved their attendance in comparison to their overall attendance last year (50.0%).
- Out of those students who improved their attendance, the average improvement was +11.2%.
- Average impact overall = +6.3% improvement on students attendance in comparison to their overall attendance last year.

Study Bugs:

- This new App, implemented in September, has allowed school to measure the impact of attendance data on key groups of students so early intervention can be put in place to support absence.
- The system highlights the following information to support the improvement of whole school attendance.
- Study Bugs provides PA alerts and student who are at risk of becoming Persistent Absentees.
- It allows us to identify early when students have dropped below 95% (national average), and those students who group below 98%.
- It provides a daily absence list and weekly and termly reports to track data nationally.
- Currently 37% of parents have signed up for this service and this total increases daily.
- The system allows for live communication between school and parents to allow quick responses with supporting parents in getting students into school.

Curriculum

It is a key priority to ensure that the right students are entered on to the most appropriate courses through regular curriculum review and extending the curriculum beyond the classroom. The school has reviewed the curriculum with staff, students, parents and Governors strongly believing that the current model of a three year KS4 helps the school to tackle the significant social disadvantage by providing an opportunity for staff to work more closely on recall and revision in order to compensate for the significant numbers of our students with multiple vulnerabilities and to ensure that our most disadvantaged maximise their potential. A detailed analysis of enrichment and learning outside the classroom opportunities has been undertaken and we are currently exploring how enrichment can be built into the timetable, to enable us to extend the breadth and depth of the curriculum for all year groups but especially for Year 9 students in order to ensure a continued access to the creative subjects (Music, Art, Technology, MFL and Drama) which they may no longer be following as part of their option choices. There is a 3 year curriculum plan being developed with;

- 3 Enrichment/creative days in place for Year 9 in spring and summer 2020 to ensure full access to all National Curriculum subjects include enrichment on the timetable to ensure full access continues for Year 9 along with the opportunity to develop learning outside the classroom as a key priority for the school.
- History and Geography to continue in Year 9 from September 2020 with the option for students to specialise at the end of Year 9 and a chance for some students to undertake a Life Skills course where appropriate.
- A plan for 2020 – 21 to build enrichment into the curriculum through 6 Enrichment days in order to ensure that cultural capital is woven into the curriculum experience for all students, to provide them with the knowledge and experience to be successful in life. Each day to be linked a key theme; the natural world. STEM (Science, Technology, Engineering and Maths), Arts and Music, Community, Creative Arts, Languages and Theatre.
- September 2021 work towards a 3 year KS3 following further review on progress and planning once there is a new build and additional staff in place in order to have a KS3 curriculum delivered by specialists, supported by a staffing structure to meet need.

In December, Governors reviewed the key issues and views of staff and students on the benefits and disadvantages of maintaining a two year Key Stage 3 with a three year Key Stage 4 curriculum structure, along with concerns expressed by Ofsted over a potential narrowing of the curriculum for students at too early a stage in their education and options for how to mitigate these concerns. Governors were keen to support additional enrichment/creative days for as part of the plan and a commitment for all middle leaders to maintain the breadth and depth of the national curriculum to retain exposure to the content of the national curriculum by offering opportunities to learn outside the classroom, with a view to further review. Analysis of outcomes points to an improving trend from this year onwards and we believe it is important to make principled decisions for our students in order to support them to achieve the best possible outcomes.

The options process is being enhanced further this year with plans for all students to receive more in depth careers advice at an earlier stage, one to one interviews with SLT, Progress Leads and our Careers leads and to use target data more effectively to guide students into courses where they are likely to be most successful. As a school, we are ambitious for our students and recognise that the golden curriculum of the EBacc is an aspiration for our students, but not all. We believe strongly that students need to follow a pathway which will allow them to achieve success in outcomes, leading to high quality, appropriate destinations but it must be flexible to meet the wide ranging needs and complexities of our students.

Last year, PSHE was introduced as a timetabled lesson to enable for the personal development curriculum to be delivered consistently throughout the year rather than as a 3 day delivery model in the summer term. A team of staff mainly from PE and English have been selected to deliver PSHE and feedback from students and staff has been positive, supported through the investment of ICT resources to enhance this key subject area. Students in Year 8 going through the options process last year, were allowed to select 2 Technology based subjects if staff supported this as an areas of strength even though one of these would not count towards the overall figures for the school. Life skills was also added to the curriculum to support some of our most vulnerable students, as an alternative to Geography and History.

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

Mr Blain is launching the Bronze Duke of Edinburgh Award with our current Year 9 students in the spring term and is currently working to ensure that the majority of last year's cohort complete their award. Year 9 will complete their volunteering and skills section before participating in the expedition due to take place in the summer. There are 17 students working towards their Bronze award and with the addition of enrichment time within the curriculum next academic year, this will enable us to increase the participation rates in a scheme which helps to set students apart and will support in all aspects of their development and achievement in the future. We aim to recruit 30 students onto the award this year.

All students in Year 7 and 9 were taught lessons through PSHE as part of the Cohesion Project last term and completed a survey at the start and end of the course. The data is being analysed by the Behavioural Insights Team which will support our evaluation of its impact on student personal development. This half term Year 8 and 10 are completing the course and will again complete the survey. Topics in the course include: Growth Mindset, empathy, metacognition, moral foundations, constructive disagreement and cooperative learning. Year 7 and 8 have also had lessons focusing on resilience as part of the Drama course and produced a bank of terms linked to resilience. The next stage will be shared with Middle Leaders on January, 20th which will involve moving the work completed in Drama out into other curriculum areas.

Autumn Term Sports Visits and Extra Curricular Activities

KS3 trip to Everton v Watford 26 students

KS4 trip to Everton v Leicester 26 students

Lunch - 80-90 students in football

Monday

Football - 50 students

BTEC Dance - 11

Tuesday

Badminton - 18 students

BTEC Dance - 11

Wednesday

Netball - 24 students

Thursday

Basketball - 26 students

Dance - 10 students

Friday

Table Tennis - 8 students

Trampoline - 12 students

Fixtures

Year 7, 8, 9, 10 & 11 Football matches - Friendlies/Chester Cup/Cheshire Cup and ESFA Cup. 7 aside & 5 aside.

Year 7, 8 and 9, 9 and 10 Football matches - Friendlies/ Chester Cup and Cheshire cup. 7 aside and 5 aside

U13 Girls Futsal tournament and year 9 b Boys Futsal tournament

Year 7/8/9/10 & 11 Netball matches & Chester tournaments

Year 10 and 11 Boys basketball fixtures

Year 8 and 9 Girls basketball

U14 Girls and Boys Badminton tournaments

Learning outside the Classroom and Cultural Capital September – December 2019

The information below summarises the activities, visits and trips which have taken place in the autumn term for each year group with figures in brackets showing the percentage of student premium students attending of the total attendance figure. Mrs Thomas, Assistant Head with responsibility for leading this area, has created a team of staff with representatives from a range of subject areas, to develop this key aspect of the curriculum further, with a view to extending the programme significantly and planning an enrichment week in the summer term. The school is investing significantly in this area within the budget to ensure that disadvantage and finance will not be barriers for students experiencing activities which we believe are fundamental to their growth and development as individuals now and for the future. The following figures show participation rates in learning outside the classroom experiences for each year group and the number of student premium students, showing progress towards our KPI of 100% for all students.

Year 7 (146 students) LoTC= 52%. PP = 25%

Year 8 (145 students) LoTC = 43% PP = 52%

Year 9 (121 students) LoTC = 55%. PP = 47%

Year 10 (114 students) LoTC = 45%. PP = 59%

Year 11 (92 students) LoTC =62%. PP = 59%

Humanutopia session December 2019 - all Year 9

MADE Revision training October 2019 - all Year 10 and 11

Year 7

Year 7 Camping Trip September 2019 – 76 students, 19 PP (25%)

PSHE workshop September 2019 – 22 students, 6 PP (27%)

Into Film Festival November 2019 – 12 students, 1 PP (8%)

Everton V Watford Football visit October 2019 – 7 students, 4 PP (57%)

Year 8

PSHE Workshop September 2019 – 26 students, 10 PP (38%)

Cathedral Drama performance September 2019 – 9 students, 7 PP (78%)

Pizza Hut Reward visit October 2019 – 18 students, 11 PP (61%)

Into Film Festival November 2019 – 12 students, 7 PP (58%)

Everton V Watford Football visit October 2019 – 11 students, 6 PP (55%)

Year 9

Blood Brothers Theatre trip September 2019 – 5 students, 1 PP (20%)
 Cathedral Drama Performance September 2019 – 10 students, 6 PP (60%)
 Jekyll & Hyde Theatre trip Storyhouse October 2019 – 8 students, 3 PP (37%)
 Into Film Festival November 2019 – 13 students, 8 PP (62%)
 Everton V Watford Football visit Oct 2019 – 3 students, 3 PP (100%)
 Body works Exhibition London Dec 2019

Year 10

Blood Brothers theatre trip September 2019 – 21 students, 7 PP (33%)
 Cathedral Drama Performance September 19 – 1 student, 1 PP (100%)
 Duke of Edinburgh Award Scheme October 2019 – 17 students, 3 PP (18%)
 McDonalds Reward outing October 2019 – 3 students, 3 PP (100%)
 Jekyll & Hyde Theatre trip October 2019 – 13 students, 5 PP (39%)
 MADE Revision training October 2019 – 113 students, 58 PP (51%)
 Pizza Hut Reward trip November 2019 – 15 students, 7 PP (47%)

Year 11

Cathedral Drama Performance September– 5 students, 4 PP (80%)
 Butchers Visit October 2019 – 35 students, 21 PP (60%)
 Jekyll & Hyde Theatre trip October 2019 – 1 Student, 1 PP (100%)
 MADE revision training October 2019 – 91 students, 89 PP (98%)

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

- [KPI 90% of families from the 5 schools within the BEV to apply for Blacon High School as first choice](#)

Enhance opportunities for curriculum delivery in BEV schools to support effective transition (Core subjects, PE, Music, and MFL).

Share good practice within and beyond the BEV.

Progress:

The BEV continues to go from strength to strength, with networking groups set up for cross phase staff on attendance, data, transition, SEND, English and staff from our school delivering PE and Music in the BEV Primary Schools with plans for MFL delivery once a further teacher has been recruited this term. Many successful bids for projects to support the disadvantaged in writing, food workshops and holiday activities, have also been secured through the Head teacher's BEV group. We were also represented at the recent Community Forum network event, to provide greater cohesion and understanding of the many different community groups working within the community, from which a number of opportunities for work experience placements have been secured.

Current Applications for Year 7 Places for admission into September 2020

Date	# Year 7 on roll	Dee Point Primary	Highfield Primary	J.H. Godwin Primary	St Theresa's Catholic Primary	The Arches Community Primary School	Other
03/09/2019	142	49	15	14	17	30	17
04/09/2018	142	41	20	23	19	22	17
05/09/2017	115	22	21	26	13	24	9
12/09/2016	113	24	20	25	12	19	13
02/09/2015	93	16	19	21	8	23	6
02/09/2014	68	19	9	15	5	17	3
03/09/2013	66	10	20	17	5	9	5
04/09/2012	84	19	19	15	4	24	3

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

- KPI Agreed surplus (3—5%) and maximum % of budget (70%) spent on staff using benchmarking data from similar schools
- KPI - Capital investment in building to meet demand for projected numbers by 2020 (PAN 150 - School of 750)
- KPI - Feasibility study of 6th Form provision at Blacon through collaboration by 2023. Develop a plan for 6th Form and capital investment for additional extension
- KPI - 50 – 60% of KS4 Year 11 to enter 6th Form provision

Progress:

KPI agreed surplus - we have a benchmarking exercise to complete and present to governors at the next resources committee as part of the SFVS. This will focus on staffing and will compare us to other schools.

Capital investment - new build 2020. 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.

6th Form - We have costs for the capital required to enhance the building for provision of a 6th form, and are now working to look at affordability through a detailed feasibility study.

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 is being 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.

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

Destination data for Year 11 from 2019 – 70 students

21% - 15 students onto A Levels

36 % - 25 students onto BTEC Level 3

14% - 10 students onto BTEC Level 2

18% - 13 students onto BTEC Level 1

3% - 2 students onto Apprenticeship/Employment

2% - 1 student NEET

6% - 4 students Persistent Absentees

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.

- KPI Staff absence figure 3 days per year
- KPI - 80% or above satisfaction rates in staff surveys
- KPI - Quality of teaching - 90% good and outstanding

The average absence for staff in the autumn term was 3 days and a detailed analysis of staff absence can be found in section 2. At the most recent training day, held on the 4th November, we made the day as bespoke as possible and included a range of activities; some of these were aimed at whole-school participation while others were targeted towards specific training needs within identified groups. The day included sessions on whole-school priorities, marking and assessment and new systems updates. Two groups of staff completed different First Aid training courses delivered by external providers: Emergency First Aid at Work and First Aid (PE). 'Hi Impact' delivered four sessions on the creative use of IT to all remaining teaching staff: Adobe Spark Suite; Google Mapping; Microsoft Tools'; Nearpod. Staff were each able to select two sessions to attend. There were also whole school sessions delivered by Cheshire Police Safeguarding on County Lines, drugs and knife crime. Additionally, there was a whole school session on Careers and Student Enrichment and Learning outside the Classroom.

In terms of staff well-being, running alongside all of the above, free flu jabs were offered to all staff in an effort to underpin a healthy team during the winter months and potentially reduce days lost to staff absence. 35 staff had

the flu jab. Furthermore, Nuffield Health ran a drop-in clinic in school where staff could benefit from height, weight and BMI measurements, blood pressure testing along with dietary and exercise advice. Staff who attended were also given a free one-week pass to the Nuffield Gym in Chester. Nuffield did comment that, on the basis of the results of the testing that took place, Blacon High School has a very healthy team of staff. In response to staff feedback, we have reacted to specific requests to underpin consistent practice in the school via a 'Back to Basics' approach which is being developed with middle leaders and staff throughout meetings and Learning and Teaching sessions.

A staff well-being group comprising of a cross section of staff has been created, led by the Headteacher. The school is aiming to use the framework for a staff quality mark for well-being to secure effective evaluation and identification of key actions to take to ensure an absolute commitment to the mental health and well-being of all staff at the school. Blacon has also been invited to be part of a staff well-being project with Weaverham, Neston and Christleton High School which will enable us to access resources and support from other schools. A staff recognition scheme has also been launched with staff and is to be extended to parents in order to provide a system and framework for recognising staff who go above and beyond every day in their work. A staff survey to follow on from the one undertaken in February last year, is due to take place in the spring term in order to evaluate progress towards key areas of our work.

Learning and Teaching

Subject reviews have been undertaken with middle and senior leaders in conjunction with our school improvement partner, Kath Harris with reports reviewed at every level, including Governors and recommendations built into development plans moving forwards. Feedback on engagement of students, behaviour for learning has been strong with high quality relationships supporting students in making progress. Outcomes suggest an improving picture which reverses the recent underperformance and shows that curriculum, assessment, target setting and staffing changes are beginning to have an impact. The school is on an improvement journey and we recognise that there is much still to do, but we know we are making a difference every day, to the future of our community.

Part 2 – Student Numbers, Contextual Data, Behaviour, Staff Absence

Student Numbers – January 2020

Year	Males	Females	Total
Year 10	66	44	110
Year 11	44	44	88
Year 7	78	70	148
Year 8	87	53	140
Year 9	64	55	119
Totals	339	266	605

Contextual Data

Current FSM = 220 out of 610 = 36%

Disadvantaged (Ever 6 FSM, LAC and Post LAC*) = 316 out of 610 = 52%

Student Premium (Ever 6 FSM, LAC, Post LAC* and Service Children) = 319 out of 610 = 52%

*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.

In Year Transfers and Leavers

There have been 19 in year admissions since September;

- 9 Year 7 students joining as they felt Blacon High School was the right place for their studies. 1 of these students was a managed move student.
- 4 Year 8 students, 2 of which were standard admissions, 1 with complex behavioural need and 1 refugee with no previous data.
- 1 Year 9 who joined on a managed move as he was having issues at his home school.
- 2 students joined in Year 10, 1 of which joined on a managed move and the other was new a refugee with no previous data.
- 3 students joined in Year 11. 1 of these is an over age student who has had significant challenges in her life and who wanted to re-sit Year 11. The other 2 students joined on a managed move.

6 students have left this academic year for a variety of reasons;

- 2 students have relocated out of area and this forced a change of school (Years 9 and 10)
- 1 student returned to their parent school after an unsuccessful managed move (Year11 - this student was never solely on our role)
- 1 student who had only been on our role for 8 months, joining in Year 9, returned to their previous school as they missed their previous friendship group (Year10)
- 1 student transferred to another school after friendship issues that had led to mental health problems (this student had also previously left in returned in Year 8 for similar reasons) (Year10)
- -The final student (Year 8) transferred to where many of her primary school friends attended. There were also issues within some classes and parent feeling a change of school would be beneficial.

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	15	16	0	5	3	3	2 (top-up)
Year 8	16	15	2	6	4	3	2 (EHCP) 1 (top-up)
Year 9	4	12	0	2	0	3	0
Year 10	15	7	1	0	2	2	2 (top-up)
Year 11	2	11	0	3	2	0	0
Totals	52	62	3	16	11	11	7

Total number of students with SEND – 133 – 22% of the school

Multiple Vulnerabilities

Mr Carr, Assistant Head and SENDco, has completed a detailed piece of work to analyse the complexities of students with a range of vulnerabilities including students on free school meals (Ever 6), SEND students and those with EHCPs, those at TAF, CIN, CP, looked after students, those who have suffered a bereavement, adopted, parental mental health, domestic violence, substance abuse, criminality and young carers. The figures show just how many students in our cohort, are affected by these complex issues, which clearly has an impact on students' ability to access their learning at key times in their school careers. This is about context, not excuses. We have high expectations for all students and are ambitious for all. We recognise that a trauma informed approach is essential in order to support students with multiple vulnerabilities to achieve their best and maximise potential.

The BEV Primary schools are keen to adopt this system too, which will support transition further.

26% of the whole school have 3 or more vulnerabilities.

Within this, 14% of the whole school have 5 or more vulnerabilities. This means that 14% 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 5 or more multiple vulnerabilities;

Year 7	Year 8	Year 9	Year 10	Year 11
11%	16%	11%	15%	15%

Safeguarding Breakdown

TAFs - Team around the Family

Year Group	Numbers
Year 7	8
Year 8	7
Year 9	4
Year 10	5
Year 11	3

CIN Child in Need

Year Group	Numbers
Year 7	6
Year 8	1
Year 9	0
Year 10	4
Year 11	2

CP – Child Protection

Year Group	Numbers
Year 7	0
Year 8	1
Year 9	0
Year 10	1
Year 11	1

CIC/LAC - Children in Care/Looked after Children

Year Group	Numbers
Year 7	4
Year 8	4
Year 9	2
Year 10	0
Year 11	2

Behaviour Data

The behaviour data includes an analysis of different steps within the behaviour system, both internal (SSA, SIG, On Call, Remove and Internal Exclusion) and external (External Fixed Term exclusions, Step Out and Permanent exclusions.)

We recognise that this year has presented challenges due to the constraints of the building whilst our extension is developed and the recent growth in student numbers. The behaviour policy is well established and widely understood by students and staff, with high expectations for conduct at all times.

Fixed term exclusions have seen a rise from 17 to 22 when compared to the same term last year although these are attributed to a small number of students for whom this was appropriate. As a percentage of the whole school, it

remains at 3% and some of the increases can be attributed to the growth in student numbers from 530 to 605 this year.

Whilst figures show an increase in the number of students removed from lessons when compared to previous years, 71% of the 223 account for 20 students, mostly in Years 7 and 8. Further analysis is being used to explore the underlying reasons for this behaviour in these cases, with applications for top up funding being made, assessment of need, a review of the curriculum model and how further support and intervention can be provided for these students. Plans are being developed to provide additional support in The Sanctuary as Year 7 students start to access more lessons. Part of the increase is due to the rapid and increased numbers of students on roll along with the challenges of being over capacity in the current building whilst we await additional facilities next year. There has also been a rise in the number of students with SEND, and those transferring to the high school with no funding. Action has been taken to address this with the SEND team manager in the local authority and the BEV Head teacher's. Two part time staff were appointed to cover a maternity leave for a member of staff in the SEND team in the autumn term, with the sole focus of completing applications and paperwork to submit for top up funding, to enable the school to employ additional Teaching Assistants and Mentors, to support individual needs.

The senior leadership team are currently restructuring the Inclusion and Pastoral teams to support the growth in student numbers and to ensure that staffing is in place to meet the wide ranging needs of students. This is an exciting development which will have a significant impact on outcomes and the day to day experience in school. The budget allows for recruitment in the spring term to enable staffing to be in place and established ready for the new build in September.

Behaviour Data

Exclusions	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		2017/18		2018/19	
ASP	BHS	N av	BHS	N av	BHS	N av	BHS	N av	BHS	N av	BHS	N av	NHS	N av	BHS	N av
P exclusions as % of student group	0.00	0.14	0.45	0.12	0.26	0.13	0	0.15	0.25 =1	0.17	0.71 =3	0.20	0.44 =2	0.2	0.57 =3	
% students with FTE									4.33 =17	8.56	6.86 =29	9.40	2.88 =13	10.1	6.86 =36	
% students with 1 or more FT exclusions	13.33	4.34	11.74	3.86	3.32	3.68	4.46	3.97	2.80 =11	4.31	3.55 =15	4.62	1.33 =6	4.71	4.19 =25	
% students with 2 or more FTE					1.79	1.34	2.89	1.51	1.53 =6	1.68	1.42 =6	1.82	0.66 =3	1.91	1.52 =8	

Fixed Term Exclusion Data

15/16 Autumn	15/16 Spring	15/16 Summer	16/17 Autumn	16/17 Spring	16/17 Summer	17/18 Autumn	17/18 Spring	17/18 Summer	18/19 Autumn	18/19 Spring	18/19 Summer	19/20 Autumn
5 +(1 pex)	6	7	9	13 +(3pex)	7	8	2	3 +(2pex)	17	12 +(2pex)	7 +(1pex)	22

Step Out Data

17/18 Autumn	17/18 Spring	17/18 Summer	18/19 Autumn	18/19 Spring	18/19 Summer	19/20 Autumn
4	5	2	6	1	2	2

Internal Exclusion Data

15/16 Autumn	15/16 Spring	15/16 Summer	16/17 Autumn	16/17 Spring	16/17 Summer	17/18 Autumn	17/18 Spring	17/18 Summer	18/19 Autumn	18/19 Spring	18/19 Summer	19/20 Autumn
28	6	4	22	8	15	4	8	7	15	15	19	38

SSA Data (Study Skills and Attitudes)

<u>15/16</u> <u>Autumn</u>	<u>15/16</u> <u>Spring</u>	<u>15/16</u> <u>Summer</u>	<u>16/17</u> <u>Autumn</u>	<u>16/17</u> <u>Spring</u>	<u>16/17</u> <u>Summer</u>	<u>17/18</u> <u>Autumn</u>	<u>17/18</u> <u>Spring</u>	<u>17/18</u> <u>Summer</u>	<u>18/19</u> <u>Autumn</u>	<u>18/19</u> <u>Spring</u>	<u>18/19</u> <u>Summer</u>	<u>19/20</u> <u>Autumn</u>
95.9%	96.6%	96.4%	96.9%	96.6%	97.1%	98.2%	97.78%	97.32%	97.8%	97%	96.6%	96.9%
0.89%	0.73%	0.81%	0.77%	1.03%	0.7%	0.42%	0.5%	0.45%	0.55%	0.62%	0.78%	0.82%

SIG Group Data (Significant Intervention Group)

<u>15/16</u> <u>Autumn</u>	<u>15/16</u> <u>Spring</u>	<u>15/16</u> <u>Summer</u>	<u>16/17</u> <u>Autumn</u>	<u>16/17</u> <u>Spring</u>	<u>16/17</u> <u>Summer</u>	<u>17/18</u> <u>Autumn</u>	<u>17/18</u> <u>Spring</u>	<u>17/18</u> <u>Summer</u>	<u>18/19</u> <u>Autumn</u>	<u>18/19</u> <u>Spring</u>	<u>18/19</u> <u>Summer</u>	<u>19/20</u> <u>Autumn</u>
16	33	20	16	34	24	11	28	19	14	33	21	27

On Call Data

<u>15/16</u> <u>Autumn</u>	<u>15/16</u> <u>Spring</u>	<u>15/16</u> <u>Summer</u>	<u>16/17</u> <u>Autumn</u>	<u>16/17</u> <u>Spring</u>	<u>16/17</u> <u>Summer</u>	<u>17/18</u> <u>Autumn</u>	<u>17/18</u> <u>Spring</u>	<u>17/18</u> <u>Summer</u>	<u>18/19</u> <u>Autumn</u>	<u>18/19</u> <u>Spring</u>	<u>18/19</u> <u>Summer</u>	<u>19/20</u> <u>Autumn</u>
193	132	127	126	152	137	76	59	62	95	136	129	300

Remove Room Data

<u>15/16</u> <u>Autumn</u>	<u>15/16</u> <u>Spring</u>	<u>15/16</u> <u>Summer</u>	<u>16/17</u> <u>Autumn</u>	<u>16/17</u> <u>Spring</u>	<u>16/17</u> <u>Summer</u>	<u>17/18</u> <u>Autumn</u>	<u>17/18</u> <u>Spring</u>	<u>17/18</u> <u>Summer</u>	<u>18/19</u> <u>Autumn</u>	<u>18/19</u> <u>Spring</u>	<u>18/19</u> <u>Summer</u>	<u>19/20</u> <u>Autumn</u>
76	54	54	65	84	6	41	40	37	83	104	99	223

Staff Absence

All Absences	01.09.17 – 30.11.17				01.09.18 - 30.11.18				01.09.19 - 30.11.19				Comments
	No. of absences	No of days	Available Days	%age Days Lost	No. of absences	No of days	Available Days	%age Days Lost	No. of absences	No of days	Available Days	%age Days Lost	
Teaching	9	13	2419	0.5	15	26.6	2604	1.02	14	98	2943	3.3	
Teaching Asst	5	52	1050	5%	9	63	1092	5.77	3	32	1344	2.3	
Support Staff	10	50	1960	2.6%	12	78	2293	3.40	8	57	1889	3.0	
Total	24	115	5429	2.1%	36	167.6	5989	2.80	25	187	6176	3.0	

Absences > 10 days	01.09.17 – 30.11.17				01.09.18 - 30.11.18				01.09.19 - 30.11.19				Comments
	No. of absences	No of days	Available Days	%age Days Lost	No. of absences	No of days	Available Days	%age Days Lost	No. of absences	No of days	Available Days	%age Days Lost	
Teaching	0	0	2419	0%	0	0	2604	0	3	75	2943	2.5	Stomach/ UTI
Teaching Asst	2	48	1050	4.6%	3	46	1092	4.21	1	28	1344	2.0	Operation recovery
Support Staff	2	30	1960	1.6	2	48	2293	2.09	4	51	1889	2.7	Depression/ back pain
Total	4	78	5429	1.4	5	94	5989	1.57	8	154	6176	2.5	

Absences < 10 days	01.09.17 – 30.11.17				01.09.18 - 30.11.18				01.09.19 - 30.11.19				Comments
	No. of absences	No of days	Available Days	%age Days Lost	No. of absences	No of days	Available Days	%age Days Lost	No. of absences	No of days	Available Days	%age Days Lost	
Teaching	9	13	2419	0.5	15	26.6	2604	1.02	11	23	2943	0.8	Vomiting/ virus/ migraine
Teaching Asst	3	4	1050	0.4	6	17	1092	1.56	2	4	1344	0.3	Vomiting/ virus
Support Staff	8	20	1960	1	10	30	2293	1.31	4	6	1889	0.3	Virus/ cough
Total	20	37	5429	0.7	31	73.6	5989	1.23	17	33	6176	0.5	

These tables compare absence during the last three academic years from September to November (inclusive).
Total number of days lost does not include on-going absences at the point in time when the report was run.

Part 3 - Highlights from the Autumn Term

Science

Armed Forces Careers talks

Years 9/10 and Year 11 were invited to a careers talk from the Science trainee Erik Clark on placement 1 from Chester University. Mr Clark has had a successful previous career as an RAF pilot and experiences in the Territorial Army. Two separate talks were held where he explained his own career in the armed forces and he asked students about their own aspirations and explained the qualifications needed for the careers they were interested in. Miss Penhorwood has successfully applied for a grant to support activities in Science taking place during British Science week (6 - 20th March).

Bodywork Museum Trip, London – PE and Science

On Tuesday 10th December, 27 students (of which 10 were student premium) from Years 9 and 10 went to London to visit the Body Worlds museum, an exhibition of real human bodies. They saw real life examples of the main organ systems within the body and were able to contextualise the topics covered in a range of subject areas. After this there was some free time to explore the sights of central London and do some Christmas shopping. It was a thoroughly enjoyable and worthwhile trip, giving students the opportunity to learn outside of the classroom and explore our capital city.



English



Students in Years 9, 10 and 11 visited the Empire Theatre in Liverpool to see a performance of Willy Russell's 'Blood Brothers' to support their Literature studies.

Students across both Key Stages became published writers in the 'Mission Contamination' series where they were asked to write a short narrative about the idea of contamination: ideas ranged from zombies to potions! Proud parents purchased copies of the anthologies; copies of these can be found in the Library.

Students in Years 9, 10 and 11 visited the Storyhouse Theatre to watch a thrilling adaptation of Dr Jekyll and Mr Hyde. The performance was followed by a workshop where students could interrogate the characters on their motives and actions and many of our Blacon High students contributed thoughtful questions and ideas.

A selection of students across Years 7, 8 and 9 took part in the Into Film festival – they went to the cinema to see the new adaptation of *Dumbo* and also *Blinded by the Light*.



Students in Year 8 have been re-grouped in English which has had a positive impact on behaviour and teaching and learning and the students are currently studying *Oliver Twist*. So far, Year 8 have done some fascinating research on what life was like in the Victorian Era and have started to look at the plot of one of Dickens' novel.

Students in Year 10 have also been re-grouped in English, with the previous 10L/En4 group being distributed across all groups. This, like with Year 8, has had a positive impact on behaviour and teaching and learning and the students are currently studying *Blood Brothers*. Mrs Appleby and

Miss McFetridge have been running an intervention group which aims to interleave previous knowledge from other Literature texts (*Romeo and Juliet*, *Jekyll and Hyde*) and act as an aid to revision for upcoming Literature mock exams, and the real early entry Literature exams in May.

Performing Arts

The Performing Arts Department has been a hive of activity through the Autumn Term, with the Shakespeare Schools Festival taking place in November. Our Year 10 and Year 11 students rehearsed throughout the Autumn Term and performed on 11th November at the Floral Pavilion in New Brighton, and again at Blacon High School on 18th November: Year 10 in the brightly costumed and fast-paced comedy *Twelfth Night* and Year 11 in the dark, threatening and physically demanding history play, *Richard III*. Students attained highly in their performances which were assessed as part of the BTEC Tech Award in Performing Arts.

Year 9 performing arts students have made an excellent start to their study on the BTEC Tech Award in Performing Arts, developing their skills in process drama and verbatim theatre and contributing

to the arts-based research practice being conducted by Mrs Salisbury as part of a Doctoral Thesis, focusing on how drama supports the mental health and wellbeing of students. This will culminate in a performance in the Summer Term.



Drama Club have been rehearsing the whole school musical production of *Hairspray*, which will be performed in school on 4th May, with students from Year 7 to Year 11 meeting every Monday after school to develop their

musical theatre skills, with two big numbers already choreographed by Mrs Salisbury being developed and perfected.



In Key Stage 3, where SMSC (Spiritual, Moral, Social and Cultural) is delivered to Year 7 and Year 8 students through the medium of drama, Mrs Salisbury is working with Mr Lacey to develop a whole school approach to supporting students in developing resilience, using language identified by the students to prompt them when facing challenges in a cross-curricular context. The initiative will be launched this term.

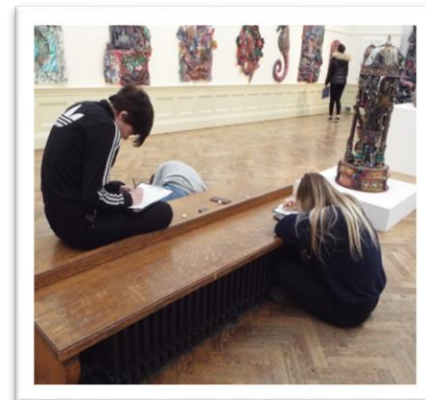
Art

Year 11 Art Trip to the Williamson Art Gallery, Birkenhead on 19th January 2019

The Art department organised an educational visit to an exhibition of Cheshire artist Nikki Parmenter's colourful textile and mixed media work. The aim was to inspire students and encourage them to make connections with their own coursework project based on the theme of natural form.

Choosing local, relevant and engaging exhibitions to visit enables students to look in detail at artwork first hand and to gain insights into the techniques used by artists or crafts people. This was a free trip and many of the students had not visited a gallery before. This work will contribute to GCSE marks awarded for Assessment Objectives:

- 1 - Investigating
- 2 - Experimenting
- 3 - Recording



Opportunities for quiet reflection and study



The Art department recognises that it is important that all year groups have the opportunity to learn about art outside the classroom.

Students were able to learn from focussed observation of the art work of others and were encouraged to draw and take photographs. Using the Art Gallery studio to respond to the work of others is a key assessment focus. Students gained confidence in using a range of methods and materials and their work will be developed further back in the classroom.

MFL

Last year the MFL department planned a trip to France and this took place in July 2019. Students went for 3 days to a hotel park called Parc D’Ohlain which is situated on the beautiful Opal Coast in Northern France.

Students travelled for the majority of the first day and this was special for many

students as they hadn’t been on a ferry before and they were so excited that they could actually see France as they approached.



Students then settled into the hotel for a busy time the next day. Everybody was up bright and early for the first of 3 stops – to a delightful old town called Le Touquet which had a real heyday in the 50s and was frequented by many a celebrity. Students shopped at the market and enjoyed the amazing weather on the beach. They then all went to Boussent to the chocolate factory and from there visited L’Escargotiere du Choquel to gain an understanding of snail farming with relation to the food industry and they also were able sample the snails too. Très courageux!!



Students then spent their final morning visiting Boulogne-sur-mer and shopped again and enjoyed the sights before their long journey home. This was a superb visit and the students all really valued this experience.

ICT and Computing

Mrs Tait was appointed in September as Head of Computer Science and has been working closely within the BEV to create some transition projects in this area. An action plan is currently being created, in conjunction with the National Centre for Computing Education (NCCE), with the main target of delivering GCSE Computer Science at KS4 within the curriculum offer. A £2000 bursary has been secured to assist Mrs Tait with training and resources and she also made a successful bid to The Raspberry Pi foundation for a class set of Micro-Bits which means that 30 are

now on their way to the school. Part of the bursary has provided access for staff to the Computer Science Accelerator Programme to support the delivery of GCSE Computer Science but also includes generous financial support to cover the costs associated with CPD participation. Mrs Tait aims to complete this by July 2020 and graduating from the Google offices in London.

IDEA (Inspiring Digital Enterprise Award) – this is an international programme that helps young people develop digital, enterprise and employability skills. A group of more able Year 9 students have started this and are working on it in their own time online – Max Jones (Year 9) has completed the Bronze level in record time and we currently await his certificate from Buckingham Palace. The plan is to extend this out to the whole of year 9 over the next few months which will enhance their skills for future careers and employment in the digital age.

A group of Year 8 students have volunteered to be a helping hand within the department in a new student leadership role as Digital Leaders. They meet once a month at lunchtime with staff, to plan actions for the next month. Their role is varied but just to give you a flavour the type of work they undertake, their next task is helping to promote 'Safer Internet Day' which is celebrated globally on 11th February 2020. Just before October half term we started a **GCSE Computer Science** class afterschool club every Thursday. This is a small number of year 9 and 10 students who have opted to spend an hour afterschool each week to work through the theory aspects of the OCR GCSE Computer Science syllabus. The group are a keen bunch who know they have to work hard outside of the period 6 session, and so far they have been an absolute credit to themselves.

World of Work



On January 16th we had a visitor to the department who came to speak to the class about the IT industry. He talked us through his career journey and allowed the students to ask absolutely anything they wanted about his current job and previous roles.

It was a great insight to the world of work and an honest account of exactly what it is like to work in such a fast-paced industry.

PE

The PE Department have run 2 reward trips to for KS3 & KS4 Boys & Girls to Goodison Park to watch Everton in the Carabao Cup v Watford & Leicester.

Year 10 and Year 11 have had OCR Sports Science controlled assessment externally moderated which will inform outcomes and positive progress.

PE staff have undertaken an Emergency First Aid refresher course in November.





Four year 8 Boys lead year 3 and 4 Racket Festival at North Gate Arena and KS4 students have lead, umpired and assisted BEV Football, Tag Rugby & Basketball tournaments.

Extensive extra-curricular clubs from Badminton to Dance and new BTEC TECH Dance Award group of 11 Year 9 and 10 girls taught by Miss Joynson.

Extra-curricular success in fixtures of Football, Basketball, Badminton, Netball & Futsal.

District champions in the following:

- Year 10 Boys Chester and District Football 6 a side winners
- Year 9 b Boys Chester and District Football 7 a side winners
- Year 8/9 Girls Chester and District Football 7 a side winners
- KS3 Girls Chester and District Dodgeball winners
- U14 Girls Chester and District Badminton winners



Music

Music makes a significant contribution to our inclusive, broad and balanced Curriculum through opportunities for students to learn a range of instruments through our Peripatetic provision. The school has invested in Music to enable the purchase of

new instruments which were bought from William Stockton Primary school over summer 2019 and allocated to students during September 2019. Additional hours of peripatetic teaching have been added to support new resources. The following numbers of students are receiving music lessons; 30 students receiving weekly brass lessons, 14 students receiving Drum lessons, 26 students receiving woodwind lessons, 34 students receiving guitar lessons and we are now offering piano lessons, with 11 students currently receiving the intervention. We still have a waiting list as currently all lessons are full even with the additional teaching hours added. In total 115 out of 605 students are receiving music lessons, almost 20% of students in school. It is our ambition to extend this further in order to encourage as many students as possible and to meet the demand for lessons, in order to support the development of music at Blacon High School.





The BEV partnership remains an area of strength, with Mrs McHale continuing to lead choirs in Highfield and Dee Point Primary schools. She is also currently teaching Music lessons across the curriculum at Highfield, providing CPD for class teachers, introducing whole class instruments and leading whole school singing assemblies. Throughout December, Mrs McHale led several performances in the community with the BEV choirs and is leading a project with Dee Point and 'We Are Filament' (an Arts and Education organisation). This will provide primary school students for a project called 'The Exchange', which will be an installation based on the aesthetic of an old telephone exchange switchboard

which captures children's thoughts on what they love about being outdoors plus questions they will have put, through a series of interviews, to politicians and scientists about the threats currently facing the environment. It will be a platform which enables audiences to hear, and importantly, listen to children's voices and invite them to reflect on the thoughts, concerns and ideas children have about this important topic. The Community Programme Manager from Storyhouse contacted Blacon High School and asked Mrs McHale to lead this project due to the links with the BEV Primary schools.

The Music department is in the process of receiving a £900 grant from Councillor Sheila Little of Blacon Ward, from her Council Member's Budget, to invest in more instruments and resources for the music department. The application has been submitted and we are currently waiting to hear from the council regarding next steps.

Highlights from the Term in Music

- Aug/Sep 2019 – ABRSM examinations and results – 3 students were entered for their ABRSM examinations and were successful.
- 11/11/2019 – Music department provided a musician to perform the Last Post at the Whole School remembrance service.
- 13/11/2019 – Music department provided performances from the school choir at the Whole School Celebration Evening.
- 6/12/2019 – School Band and Choir (and Deepoint Choir) performed at the school Christmas Fayre.
- 9/12/2019 – School Band provided the congregational carols accompaniment and school choir performed with all BEV schools at the Blacon Community Carol Service, MCE led all performances at the event.
- 11/12/2019 – Music department organised a Bake sale to promote the Soiree. Students from year 10 BTEC music class organised the Bake Sale and performed whilst selling the cakes at break time in the diner.
- 18/12/2019 – Soiree- Year 10 BTEC music class organised the annual Soiree, with performances from the BTEC music classes, School Band, School Choir, MCE's Ladies' Choir from Wrexham, the new school KS3 Dance club and soloists who auditioned to take part. It was a huge success with a full audience, showcasing the Music performance skills of many students from Blacon High School.
- 20/12/2019 – Mrs McHale led 2 end of term assemblies, featuring several performances from the Soiree to KS3 and KS3.



Humanities

The Humanities department have invested significantly in curriculum development this term and work has been undertaken in all three subject areas. Plans are in place for a comprehensive curriculum in RE for the next academic year with the opportunity for students to study Philosophy and Ethics at GCSE. Visitors from the exam board have been to visit Mrs Owens as head of Humanities to discuss exam boards, resources and answer any questions. Mrs Prime has liaised with leaders within the authority for Religious Education to ensure an appropriate curriculum is being offered at Key Stage 3 this year. Students will therefore now be able to move towards an RE qualification by Year 11 and a new RE teacher is being recruited to support this.

Students have made positive progress in RE this term. Before Christmas, they completed a research and presentation task looking at Christians putting their faith into action. Year 7 focused on individuals such as Irena Sendler, Mother Teresa, Desmond Tutu and Steve Chalke. Working within groups,



students were able to develop their communication skills and presentations skills.



In History there has been work completed to support some of the PSHE themes and an event with Chester Cathedral has been planned, that will allow a large group of Year 8 students to meet with a Holocaust Survivor to mark Holocaust Memorial Day this year on the 24th January. All staff within the Humanities team, have attended exam board training to make sure that History is in a stronger position to achieve its targets in the summer exam series.

In Geography our NQT has also attended exam board feedback to help her in understanding the exam board requirements and improve results moving forwards. Finally both Mr Green and Mrs Prime have become involved with new Cheshire Vale Teaching Alliance subject networks in Geography and RE respectively. It is a great opportunity to network with other teachers and develop pedagogy and resources.

In Geography, Mr Green arranged for a group of Year 10 and 11 students, who had expressed an interest in studying Geography at Further Education or Higher Education, to meet with students and lecturers at Chester University. This was enjoyable for all and gave them a chance to immerse themselves in the kinds of activities they may expect to see in this field.

In History, Mrs Prime arranged for a group of Year 8 students to go to Liverpool to the Slavery museum. The trip involved 14 year 8 students visiting 3 museums as a reward for all of their hard work this term. Students have been studying the British Empire and slavery. The first place visited was the International Slavery Museum which forms part of Liverpool's Maritime Museum. Students had a workbook to complete as they went round the museum, this involved a focus looking at human rights and looking at the role slavery played in forming Liverpool's rich history.



Many students were surprised and fascinated by the objects within the museums which allowed them to see tangible history. After visiting the Slavery museum, students were able to look at a pop up Titanic exhibition which allowed students to dress up as different classes of passengers from the ship and find out about what happened to them. Finally, students were allowed to explore the Museum of Liverpool on their own, this museum allowed students to find out all about the history of Liverpool from the Roman period right up to the modern day. Students thoroughly enjoyed the day and were a pleasure to take.

Mrs Owen also led a reward trip for Year 7 and 8 students to Storyhouse in Chester to see Horrible Histories Live! This was brilliantly funny but also educational. The students thoroughly enjoyed the experience and were proud to be chosen.

Business - Young Enterprise Team

A special mention to the Year 10 young enterprise team; they have fundraised over £100 (beat the goalkeeper/staff car wash) for their enterprise idea, which is about helping the environment. They have purchased eco-friendly/bamboo stationary sets which include pens, pencils, rulers, pencil sharpener and pencil case. On February 5th they are visiting a trade fair day at the Trafford Centre where they aim to sell their products. After that, their aim is to sell their products into our partner BEV schools. The idea behind it is that not many students have full stationary within school, so they aim to address this whilst helping the environment, to make a difference.

Technology

Keith Haring Exhibition at The TATE Liverpool

Students visited the Keith Haring exhibition at The TATE Liverpool, which celebrated the legendary artists work. 12 Year 8 students visited The TATE in November 2019, and were selected for their outstanding contribution to Technology.

The London Bodyworks Museum

In December 2019, 29 Year 9 and 10 students visited The London Bodyworks Museum, as part of a reward trip for Health and Social Care to enhance their understanding in this discipline and Science, to support their coursework.

Blacon, The Kings and Bishops Graphics Masterclass

In January 2020, Blacon High School hosted a Graphics Masterclass, which invited high ability students from Blacon High School, The Kings School and The Bishops' Blue Coats. This followed a successful Master class held in the summer, with Blacon staff delivering classes on English and Media.



Maths

An outreach programme has been introduced in Maths, through Liverpool University with our 5 partner Primary schools within the BEV to have all of Year 6 students taking part in problem solving activities run by Year 9 students. <https://www.liverpool.ac.uk/physical-sciences/about/outreach-with-schools/>

The Sanctuary

In September, students began accessing the Sanctuary full time with a range of needs; academic, social and emotional. All children were 'Boxall profiled' and individual non-academic targets were identified and set based on their needs. The bespoke provision provides students with strategies and provide interventions and support in a nurturing environment. Once students begin to respond, more core subjects are delivered with a range of differentiation and adaptations.

By January 2020, four students are now accessing mainstream on a permanent basis but spend tutor time in the Sanctuary, so that support can still be accessed. Transition was carefully planned and students were gradually integrated into particular lessons first. An exit pass has been provided to one of those four students so that support can continue to be accessed due to the level of need. All of the students additionally access the Sanctuary at break time and lunch times to enable them to.

Post Boxall profiles have been completed for those now accessing mainstream and the comparisons in data show significant progress.

An additional student has been added into the Sanctuary based on needs and behaviour shown when in mainstream. Four students are now currently in the Sanctuary and access some of the more creative subjects (Art, Drama and PE) in mainstream with support.

A previous non-attender of four years has begun school accessing the Sanctuary and is currently completing an art unit of work with support of a Teaching Assistant, and we have seen a huge amount of process with confidence and self-esteem. The student is now attending on a regular basis with a reduced timetable and has made a positive attachment to Paddy, supporting him with walks, grooming, initial training and additionally preparing for Paddy's transition into The Sanctuary.

Students throughout the school who require additional support or a nurturing environment will access the Sanctuary as and when needed. There are a few particular students who will access the Sanctuary as part of their timetable. It gives those students flexibility to access it at times of difficulty to support their emotional wellbeing rather than struggling in their mainstream classes.

Celebrations

- Four out of seven students now accessing mainstream full time
- Successful Pantomime trip for twelve students where behaviour was impeccable
- Some mainstream lessons being accessed by all Sanctuary students
- Students accessing time with Paddy, our therapy dog
- Non-attender in Year 10 is now accessing school regularly for a longer period of time (11:00-2:45)
- Students created and prepared gifts, taking an active part in the Sanctuary stall at the Christmas fayre. They sold gifts and raised money to buy resources that they could then use

We are currently in the process of planning the next cohort of students and discussing alternative options for particular curriculum areas to support the wide ranging needs of students.

Paddy – Therapy Dog

Impact

Paddy has had a very positive impact on The Sanctuary and on the school as a whole. He has been based downstairs separate from classes / students whilst he was getting used to the environment. Students have had access to Paddy through walking, grooming and assisting him. More recently, he has visited The Sanctuary where students have spent time with him, including getting reluctant readers to read (to Paddy).

Students have both individually walked Paddy with Mrs Gray, Teaching Assistant and also in small groups. During these walks students often offload any problems / concerns or use it as a period of time to cool down if they are having a particularly difficult day.

Paddy has also spent some time in different year groups / tutors as a reward for student's positive behaviour or hard work. Paddy has helped in making a significant impact on a non-attender (4 years), in his words, 'he was the reason I started coming to school again.' This student began by attending for an hour for a couple of days to now attending 4/5 days 11am-2pm. He has requested that Paddy stayed in The Sanctuary full time and has worked with Mrs Gray to support this transition for him, including building his cage and making sure the environment is safe and secure for him and supporting his move upstairs.



Quote from student

'Paddy has helped me to now come into school, seeing him makes me so happy. I love taking him for a walk and I have started to teach him tricks. Seeing him in The Sanctuary will help me with my learning.'

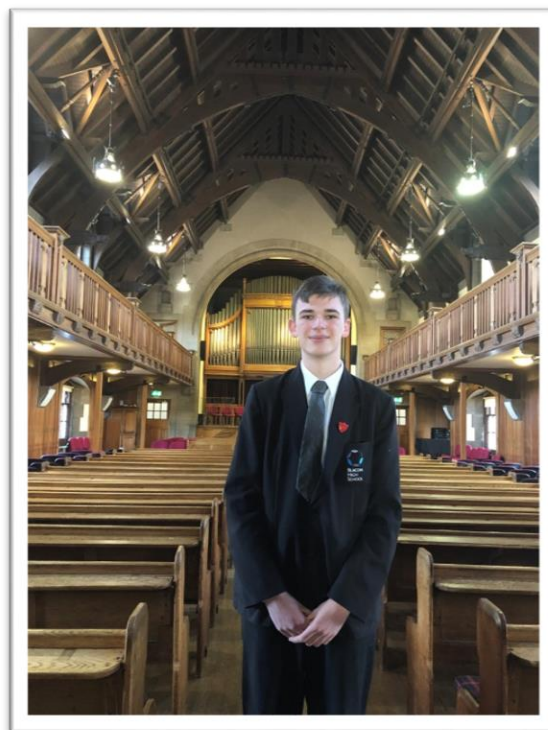
Developments

- Paddy to be based in The Sanctuary
- Paddy to begin official training when old enough
- Paddy to go into classrooms and interact with other students
- Paddy to sit and read with students
- https://blaconhighcheshireschuk-my.sharepoint.com/:v/g/personal/jgillespie_blaconhigh_cheshire_sch_uk1/EfhpbjI5ARRChd2NQWlybMMB6XN_RRKNS2D4Kkcnsvsjig?e=zyc6Tg

Hope Opportunity Trust

Last year's Hope Opportunity Trust bursary students are all doing extremely well. One is at Gordonstoun in north east Scotland and another is at Fettes in Edinburgh. Both students are achieving well academically and, socially, have settled in and made good friendships. A third student is at Giggleswick and is also doing well academically and, after some initial homesickness, has also settled into the new environment.

Four students in the current Year 11 have progressed through the selection process successfully. Three of the four have already had schools allocated; St Peter's in York, Giggleswick in Yorkshire, and Merchiston Castle in Edinburgh. The fourth was also successful and we are currently waiting to find out the school he has been allocated.



Blacon Fitness Zone

Planning permission has been secured for the creation of a new sports facility at Blacon High School. Blacon Fitness Zone will be used to enhance sport in the school and also for Blacon Boxing Club, football and to increase participation in physical activity across the community. Fundraising is now underway to raise 1.2 million over the next 3 years in order to secure this superb resource for the school and local community. This will include fundraising events across the BEV and local sporting groups, grants and exploration of potential funding sources.

Mrs Rachel Hudson
Headteacher