

Head Teacher's Report for Governors – Spring April 2024

Part 1 – Update on Strategic Goals

Blacon High School – More Than a School

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

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

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

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

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

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



Contents

Part 1 – Update on Strategic Goals	1
1. To become a centre of excellence with high achieving students who exceed expectations of progress, irrespective of starting point.	4
Year 11 Outcomes.....	4
Profile of Year 11 for Current Cohort compared to last year	7
Multiple Vulnerabilities.....	8
Reading Progress.....	8
Reading Age analysis.....	11
Safeguarding Overview March 2024.....	14
2. To have a well-constructed , well taught thinking curriculum which promotes reading, global awareness, engages and excites all learners to achieve their full potential	18
Alternative Provision.....	18
Teaching, Learning, and Assessment Report	21
3. To improve attendance in line with national averages, resulting in students who have consistently high attendance, positive attitudes and engagement in learning with a strong work ethic in preparation for the future	24
Whole School Attendance	24
Behaviour Analysis	31
4. To be a great place to work where staff are happy, enjoy their own learning and feel invested in due to outstanding professional development where staff are committed to the pursuit of academic and personal excellence.	34
ECT	35
NPQ.....	35
ITT Initial Teacher Training.....	36
Staff Absence	37
5. To provide high quality pastoral support and care to ensure that every individual is well known and supported.	39
Student Leadership	39
Bursary Scheme	40
LORIC – Blacon Character Award.....	41
Rewards	42
Enrichment and Lunchtime Attendance	43

Parental Engagement.....	45
6. To continue collaboration through partnership to deliver the highest quality of education for all.....	47
Admissions by feeder primary school as of 22.03.24	47
In Year Leavers and Starters.....	48
In Year leavers – as of 01.03.2024	48
In Year Starters- as of 28.02.2023	48
Highly Commended for Community work in The Pearson National Teaching Awards 2024	49
Community Engagement	49
International Links	52
7. To transform the building and learning environment to meet the needs of all learners.	54
8. To ensure the school remains financially viable, meeting demand with in the community.....	54
Lettings.....	55

1. To become a centre of excellence with high achieving students who exceed expectations of progress, irrespective of starting point.

KPI's:

- All Key measures to be at national averages for:
 - Progress 8 score 0-0.1
 - Progress 8 matching non disadvantaged nationally for Maths and English
 - English and Maths Grades 9-4 and 9-5
 - Students at and exceeding chronological reading age matched to national by Year 11

Year 11 Outcomes

Performance Indicators from Strategic Plan	Results 2019	CAGs 2020	CAGs 2021	Results 2022	Results 2023	CWAC Results 2023	National Results 2023	Y11 Targets	Y11 Predictions April 2024
	69 students	88 students	113 students	118 students	126 students			128 students	129 students
KPI – Progress 8 score 0.1	-0.67	-0.09	NA	-0.83	-0.64	-0.06	-0.03	0	-0.66
Attainment 8	41.07	47.04	43.77	36.13	35.13	45.66	46.19	47.51	37.16
KPI - English and Maths 9 - 4 - 60%	62%	69%	66%	40%	37%	65%	65%	65%	47%
KPI - English and Maths 9 - 5 - 40%	23%	49%	43%	15%	21%	44%	45%	45%	19%
KPI - English 9-4 - 70% and 9 - 5 - 60%	72% / 48%	81% / 60%	80% / 53%	58% / 38%	53% / 30%	74% / 60%	75% / 60%	75% / 60%	60% / 33%

KPI - Maths 9-4 - 70% and 9 - 5 - 60%	67% / 28%	75% / 53%	71% / 53%	49% / 19%	41% / 29%	71% / 50%	70% / 51%	70% / 51%	62% / 27%
KPI - Progress 8 for English	-0.73	-0.01	NA	-0.77	-0.91	NA	NA	0	-0.93
KPI - Progress 8 for Maths	-0.66	-0.23	NA	-0.91	-0.64	NA	NA	0	-0.71
KPI – Pupil Premium Progress 8	-0.83	-0.18	NA	-1.00	-0.83	NA	NA	0	-0.87
KPI Open Bucket Progress 8 score 0.2	-0.39	0.22	NA	-0.59	-0.17	NA	NA	0	-0.58
High Ability Progress 8	-1.02 (26 stu)	-0.16 (33 stud)*	NA	-0.61 (7 stu)	-0.98 (14 stu)	NA	0.02	0 (16 stu)	-1.36
Middle Ability Progress 8	-0.51 (38 stu)	-0.11 (43 stu)*	NA	-1.11 (68 stu)	-0.64 (69 stu)	NA	-0.01	0 (78 stu)	-0.67
Lower Ability Progress 8	0.06 (4 stu)	0.29 (8 stu)*	NA	-0.38 (42 stu)	-0.51 (38 stu)	NA	-0.13	0 (27 stu)	-0.22
KPI - PP Progress 8 matching non disadvantaged nationally for English English PP	-0.90	-0.06	NA	-0.97	-1.14	NA	NA	0	-1.12

KPI - PP Progress 8 matching non disadvantaged nationally for Maths Maths PP	-0.79	-0.43	NA	-1.01	-0.80	NA	NA	0	-0.96
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Profile of Year 11 for Current Cohort compared to last year

	Year 11 2022/23		Current Year 11 2023/24	
	No. of students	% of students	No. of students	% of students
Total	128*		129**	
Males	80	63	68	53
Females	47	37	61	47
Pupil Premium	61	48	71	55
English as an Additional Language	7	6	10	8
SEND Special Educational Needs and Disabilities	37	29	28	22
Number of In Year Transfers to Year 11	10	8	13	10
Number affected by safeguarding currently	13	10	12	9
High Ability	14	11	16	12
Middle Ability	69	55	79	61
Lower Ability	40	31	29	22
No prior data	4	4	5	4

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

**Please note that 1 student joined after the census so will not be included in our results so they have been omitted from the above data. There are also 2 students who have joined Year 11 this year that will be included in our performance table results.

Contextual Data –whole school

April 2024	No. of students	725	347	369
	% of students		48%	51%

Multiple Vulnerabilities

This year 21% of the whole school have 5 or more vulnerabilities, which means that one 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. The current whole school percentage of students with 3+ vulnerabilities is 39%.

Breakdown by year of students with 5 or more multiple vulnerabilities:

Year	Year 7	Year 8	Year 9	Year 10	Year 11
2019-2020	11%	16%	11%	15%	15%
2020-2021	15%	22%	18%	12%	25%
2021-2022	21%	20%	29%	21%	18%
2022-2023	14%	26%	20%	29%	24%
2023-2024	5%	14%	26%	20%	29%

The table shows how the vulnerabilities of each year group have increased (highlighted colours show the continuation of each group of students from last academic year to this). A notable increase in attendance issues can also be observed on the Multiple Vulnerabilities document – between 71 and 76% of students in every year group (except Year 7) has less than 95% attendance, or have had attendance below 95% previously. It is worth noting that the figures above only reflect the known vulnerabilities of the students, the real figures will be higher.

Reading Progress

Year 11 - % at or above chronological age, up to a year below chronological age, up to 2 years below, up to 3 years below and 3 years + below

129 Y11 students	No. of results	Chron Age or above	-1 to -12	-13 to -24	-25 to -36	-37 or lower
Current Y11	110	85%	5%	2%	2%	6%
Start Y11	111	66%	8%	4%	11%	12%
Start Y10	113	62%	3%	13%	11%	12%
Start Y9 **	103	51%	18%	13%	8%	10%
Start Y8	109	59%	20%	6%	5%	11%
Start Y7	112	61%	11%	7%	15%	6%

** Start of Yr 9 was return to school post Covid

Count of students at each category

129 Y11 students	No. of results	Chron Age or above	-1 to -12	-13 to -24	-25 to -36	-37 or lower
Current Y11	110	93	6	2	2	7
Start Y11	111	73	9	4	12	13
Start Y10	113	70	3	15	12	13
Start Y9	103	53	19	13	8	10
Start Y8	109	64	22	6	5	12
Start Y7	112	68	12	8	17	7

Year 10 - % at or above chronological age, up to a year below chronological age, up to 2 years below, up to 3 years below and 3 years + below

141 Y10 students	No. of results	Chron Age or above	-1 to -12	-13 to -24	-25 to -36	-37 or lower
Current Y10	119	64%	3%	6%	13%	13%
Start Y10	127	45%	14%	14%	14%	13%
Start Y9	130	58%	14%	12%	7%	9%
Start Y8 **	117	46%	19%	9%	9%	17%
Start Y7	133	58%	10%	11%	11%	11%

** Start of Yr 8 was return to school post Covid

Count of students at each category

141 Y10 students	No. of results	Chron Age or above	-1 to -12	-13 to -24	-25 to -36	-37 or lower
Current Y10	119	76	4	7	16	16
Start Y10	127	57	18	18	18	16
Start Y9	130	76	18	15	9	12
Start Y8	117	54	22	10	11	20
Start Y7	133	77	13	14	14	15

Year 9 - % at or above chronological age, up to a year below chronological age, up to 2 years below, up to 3 years below and 3 years + below

146 Y9 students	No. of results	Chron Age or above	-1 to -12	-13 to -24	-25 to -36	-37 or lower
Current Y9	111	48%	12%	8%	11%	22%
Start Y9	127	41%	19%	7%	10%	23%
Start Y8	132	45%	13%	13%	5%	23%
Start Y7 **	121	28%	16%	18%	12%	26%

** Start of Year 7 was return to school post Covid

Count of students at each category

146 Y9 students	No. of results	Chron Age or above	-1 to -12	-13 to -24	-25 to -36	-37 or lower
Current Y9	111	53	13	9	12	24
Start Y9	127	52	24	9	13	29
Start Y8	132	60	17	17	7	31
Start Y7	121	34	19	22	15	31

Year 8 - % at or above chronological age, up to a year below chronological age, up to 2 years below, up to 3 years below and 3 years + below CA

159 Y8 students	No. of results	Chron Age or above	-1 to -12	-13 to -24	-25 to -36	-37 or lower
Mid Y8	140	58%	15%	7%	5%	15%
Start Y8	137	48%	15%	10%	7%	19%
Start Y7	148	55%	14%	9%	10%	11%

Count of students at each category

159 Y8 students	No. of results	Chron Age or above	-1 to -12	-13 to -24	-25 to -36	-37 or lower
Mid Y8	14	82	22	7	8	21
Start Y8	137	66	21	14	10	26
Start Y7	148	82	20	14	15	17

Year 7 - % at or above chronological age, up to a year below chronological age, up to 2 years below, up to 3 years below and 3 years + below CA

150 Y7 students	No. of results	Chron Age or above	-1 to -12	-13 to -24	-25 to -36	-37 or lower
Mid Y7	126	47%	9%	10%	13%	21%
Start Y7	136	42%	10%	13%	14%	22%

Count of students at each category

150 Y7 students	No. of results	Chron Age or above	-1 to -12	-13 to -24	-25 to -36	-37 or lower
Mid Y7	126	59	11	13	16	27
Start Y7	136	57	13	17	19	30

Reading Age analysis

Students complete NGRT reading tests three times during the course of the year. Students began their mid-year NGRT reading tests during w/c 29th January 2024. At the time of writing, data is almost complete with limited gaps.

Context Year 11

Current data now tells us that 85% of Year 11 students are reading at their chronological age or above, which is above the national average (2023 na is 76% depending on source). This is a significant increase on the outcomes at the start of Year 11, which is very pleasing.

It is noteworthy that the data that is generated during the first test of the year is affected negatively by a number of factors; students have just returned from their summer holiday and, with a relevant consideration of the school's social context, we know that the greater proportion of them will not have

engaged in either reading or writing for several weeks. As a result, this data is potentially lower than it would\should be. That said, the increase in data is a response to being in school consistently for almost a term and a half at the time of the second test and a result of the many whole-school strategies in place to support reading. 'National Literacy Trust' research shows that only 43% of 8-18 year olds read for pleasure, and this number drops to 39% for FSM students. Furthermore, of this number, only 28% read daily

Context Year 10

Current data now tells us that 64% of Year 10 students are reading at their chronological age. This is also a significant increase on the outcomes at the start of Year 10 when only 45% achieved this, which is very pleasing.

This outcome reflects an increase in chronological reading age of 6% since the beginning of Year 7. However, a more accurate view of progress should consider that only 46% of students were at or above their chronological reading age immediately post Covid (start of Yr 8); this represents an increase of 18%, which is a significant gain. There are also reductions in those students who are between 13 and 36 months below their chronological age.

We are confident that with the continued focus on reading in school, along with the variety of targeted interventions that are now in place, these figures will increase again and fall in line with national averages by the time this year group is at the same point in Year 11.

Context Year 9

Year 9 joined the school post Covid, having missed much of Years 5 and 6, and this is reflected in the significantly low number of students (28%) who joined us on or above their chronological reading age. Clearly there has been significant increase in those who are now at or above their chronological reading age (48%), which is pleasing and reflects the whole-school emphasis on reading. There are also reductions in gaps between students' reading age and chronological age at every point from -1 -36+ months.

Context Year 8

Progress in Year 8 is clear in almost all areas.

There has been rapid progress since NGRT tests at the beginning of Year 8. Additionally, there are reductions in those who are between 13 and 36+ months behind their chronological reading ages. As with other groups, we expect to see an impact of the new phonics training that has been undertaken by all TAs and progress will be tracked closely to enable students to be targeted for intervention appropriately.

Context in Year 7

There is progress evident across all areas in Year 7.

As with all other year groups, the impact of Covid meant that Year 7s joined the school with fewer students on or above their chronological reading age. However, gains have been made across the board between the first and second tests (September and January). The number of students at or above their chronological reading age has increased and there have been reductions in all categories of students who are behind.

When the third NGRT tests are carried out in June, it is reasonable to assume that this picture will have improved again.

As a result of the new phonics training with TAs, focused interventions will close gaps with some of our weakest readers and we hope to illustrate rapid progress with this group, whilst whole-school reading strategies will help to develop reading confidence, and stamina, for those who are closer to their chronological reading age.

Whole-school reading strategies and interventions

All students read during tutor time twice per week. This has a positive impact although, especially at KS4, a level of reticence remains, especially about content. After considering staff voice, we are investigating a wider variety of reading material for KS4 from September, possibly to include short stories and magazines, which will encourage greater engagement. KS3 will continue to read whole novels that have been selected carefully to be both age appropriate, interesting and engaging that link closely to key themes in PSHE and SMSC.

All of the TAs have now completed two hours of initial training on phonics, which will equip them to support our weakest readers; TAs are now able to deliver 'Read, Write, Inc', which is a DfE approved intervention programme. All TAs are now delivering reading interventions during tutor time. Historically, this has been targeted at KS3 only, but this will be widened to include KS4 from September. A clear system is being developed further to enable us to track all interventions across both key stages more closely.

Ofsted acknowledged that the school was offering a variety of interventions to support gaps in reading at KS3 and demonstrate rapid progress with our weakest readers. Additionally, we are building capacity to support reading gaps at KS4; one of our cover teachers (SC) now has two hours of her teaching load committed to reading intervention with Year 10. Additionally, one of our new TAs, (MA) will also have a similar proportion of his timetable devoted to supporting reading in KS4. Students are identified using the most recent NGRT reading age data.

Additionally, all associate teachers are delivering a 'Reciprocal Reading' intervention during tutor time to support students in Year 10 who illustrate a significant gap between their chronological age and their reading age. Using associate teachers in this way is now part of their wider-school experience while they are on placement at Blacon High School.

The school constantly employs a range of strategies to promote better attendance. However, during their visit in February, Ofsted suggested that difficulty with reading may be one of the reasons that some students are not in school. There is no evidence to support this notion and these students continue to be a focus of the school's attendance team, the pastoral team and also the family support workers. However, I have spoken with staff in the Library at the Blacon Enterprise Centre and they are open to us running reading interventions in the library as we work alongside students on their journey back into education. This also links with the school's ten-point strategy to improve attendance.

Reading Interventions across KS3

Karen Brookes, one of our specialist Teaching Assistants, has led and implemented key reading strategies across some of our very low ability readers in KS3. Karen did training for all Teaching Assistants on how to use the IDL (International Dyslexia Learning) approach to support closing the gaps in their reading ages. Karen has produced excellent resources and has clear tracking documents to evidence all types of progress in reading which will support students making appropriate progress across the curriculum.

Safeguarding Overview March 2024

Overview of data re: care plans (CP/CIN/CIC)

TAF					
Year Group	March 2022	May 2022	July 2022	December 2023	March 2024
Year 7	5	5	4	3	3
Year 8	4	5	4	3	3
Year 9	9	8	7	4	4/3
Year 10	3	3	2	4	4
Year 11	3	2	2	4	4
Total	24	23	19	18	18/17

CIN – Child in Need					
Year Group	March 2022	May 2022	July 2022	December 2023	March 2024
Year 7	2	1	2	0	0
Year 8	1	2	2	0	1
Year 9	2	4	4	4	4
Year 10	2	1	2	1	1
Year 11	2	2	2	1	1
Total	9	10	12	6	7

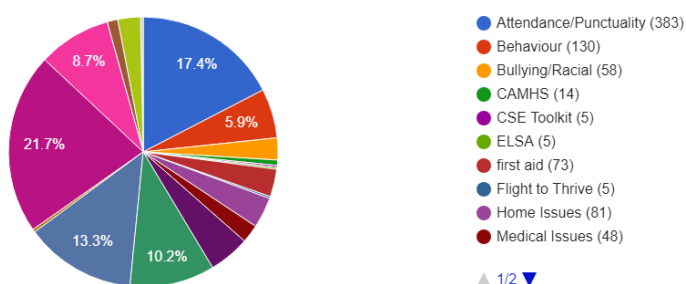
CP – Child Protection					
Year Group	March 2022	May 2022	July 2022	December 2023	March 2024
Year 7	5	3	4	0	1
Year 8	1	1	0	4	3
Year 9	3	3	3	4	3
Year 10	1	0	0	0	1
Year 11	5	5	5	0	1
Total	15	12	12	8	9

CIC - Children in Care					
Year Group	March 2022	May 2022	July 2022	December 2023	March 2024
Year 7	5	5	5	2	2
Year 8	4	4	4	5	5
Year 9	5	5	6	4	5
Year 10	5	5	5	3	3
Year 11	1	1	1	7	7
Total	20	20	21	21	22

Summary report from CPOMS to evidence key areas of safeguarding logs

Further information from CPOMS regarding the reports of various safeguarding incidents and where the majority of this lie are seen as below: (Incidents logged since 1st January 2024 – 8th March 2024)

Incidents by Category (excluding those with no associated category)



Please see below further incidents logged under different categories:

Mental Health (108)
Parent Contact/Support (224)
Pastoral Concern (293)
Platform For Life - Referral (8)
Safeguarding (477)
SEND (192)
Sexualised (28)
Vulnerable (60)

KCSIE Health Check Summary of Report (January 2024)

Following a county meeting with all CWAC Designated Leads in the Autumn Term, Karen Appleby invited in the SCiE (Safeguarding Children in Education) Team to perform a health-check to support the team and to identify strengths and any areas for development. This visit took place in January and was conducted by three members of the team and the following was summarised:

Safeguarding is a high priority for the Safeguarding team, SLT and all staff. The team works hard to ensure all staff are trained and understand the importance of their own role in protecting children, and regularly provide key updates to all staff. The Safeguarding team knows what training and support is available from the local safeguarding partners, attends network meetings and responds well to safeguarding concerns in school. The team also engage well with SCiE team and ask for advice and guidance; they also respond to requests from SCiE for information.

This supported both Ofsted outcomes where safeguarding was identified as being 'effective' and there have been some relevant recommendations made by the team, which we will look to implement over the Summer Term.

TAF Supervision Pilot Completion (Team around the Family)

During the last year, we have been taking part in the Our Ways of Working pilot scheme DSL and TAF Supervision in 2023/2024. Along with 23 other schools, since April 2023, we have been visited numerous times by our key supervisor, Doreen-Ann Newsome and we have found this to be a positive layer of support for our safeguarding team. Our team agree that the programme has supported with: Staff well-being, increases skills in supporting learners, strengthens approaches to Continuum of Needs and has 'Improved Outcomes' for learners.

It was agreed that we would continue with this provision due to the positive impact on the team and the increase in needs across school. This will include the following:

- Doreen-Ann Newsome will again lead the supervisions and will make face to face visits to our school.
- Our school will receive 9 face to face visits over the year
- Any pastoral and safeguarding staff can have a supervision (this can include DSL, DDSL, Pastoral and TAF leads, SENCO and TAs)
- Any supervision session covers well-being of staff and Case Supervision. All notes are confidential in relation to staff; notes on cases are emailed to school to be loaded onto CPOMS for action.

Karen Appleby will look to grow the support with TAF supervision across the Pastoral Team next term to support our students and their families and to ensure all have access to the relevant support.

The Virtual School: Trauma-Informed Leads

Following the successful completion of their Masters' accredited module: Attachment Theory and Trauma-Informed Practitioner Inquiry, Karen Appleby and Shelley Macintosh both attended an award afternoon where they were both awarded with their certificates and are now named as TILS (Trauma-Informed Leads) on The Virtual School's website.

Both have been invited to support the University of Chester with a follow-up conversation about the impact of the course on our setting. This will support the growth mind-set of trauma-informed practice across school in order to support all students and staff's needs.

SEND- Data and pending applications

Year Group	Social & Emotional	Cognition & learning	Physical &/or sensory	SLCN	Top Up Funding	EHCP
7	17	16	5	7	3	9
Funding Applications Submitted for Yr7: Identified possibly 3 pupils who will need applications who are finding school very challenging currently- we will need to gather evidence for these. We are also requesting an increase in funding for one pupil						
8	18	14	0	3	0	9
Funding Applications Submitted for Yr8: 1 EHCP just been awarded, but they will be transferring to specialist provision (they are included in the numbers above). Identified two pupils who will need EHCP applications- evidence currently being gathered						
9	19	13	3	7	1	12
Funding Applications Submitted for Y9: One EHCP application currently being gathered for information 3 change of placement requests being made for pupils with an EHCP						
10	13	17	3	5	0	8
Funding Applications Submitted for Yr10: One change of placement requested, and this has been declined (15/03/2024) but we are now putting in a request for increase in the interim as parent takes this to appeal with the local authority.						
11	10	12	1	5	0	9
Funding Applications Submitted for Yr11: Gathering evidence for an EHCP application						
Total	77	72	12	27	4	47

Total SEND= 188 pupil (25.23% of school) (6.31% EHCP)

SEND Team Update

Following the departure of Mrs Catrin Kenyon-Owen in December, who was our KS4 SENDCo, we were delighted to appoint Mrs Kate Henshall, (previous Deputy SENDCo) as our new Lead SENDCo. Kate has been with us for many years and has settled into the role brilliantly. She was key in driving forwards our Ofsted visit in February, too and thanks to her calm approach and outstanding knowledge, she was able to show our journey as heading in the right direction.

To support Kate, we then appointed, Paula Peters, who has an English teaching background and wants to now develop her specialism in the field of SEND. Paula is now our Deputy SENDCo and has been a driving force with completing all one-page profiles on our new TES Provision Map for all students on the SEND register – 188 to be exact – ahead of our second Ofsted Visit. With Paula only having joined Blacon in January, this was quite a task but she rose to the challenge with a positive and determined approach and achieved it. She is a great asset to our Inclusion Team. Since Christmas, we appointed four new Teaching Assistants, one of whom was an ex-student of ours. All four were keen to volunteer before Christmas to get to know the routines and meet our students which has definitely enabled them to have a successful start to their careers with us.

Unfortunately, we are again in the position where our TAs are choosing alternative career paths and we are losing two at Easter and potentially two others at the end of the year but both of whom are going on to train as teachers. One of our TAs, Rob Williams, has just been accepted to do his PGCE at the University of Cambridge which is great news. We wish him every success in this and hope he comes back to us.

SEND Audit following Ofsted

Following the Ofsted visit in February and rightly recovering our previous status, the SEND Team have acted quickly to respond to the feedback in relation to SEND across whole school. A key comment was about support our teaching staff to be confident with their adaptive teaching strategies in order to support all students' needs. Karen Appleby and the team have devised a plan to complete an audit on key groups across school to pull together areas of strength of teaching practice and areas for development to then provide targeted support for all staff in the summer term. There will be an update on this process next term.

IQM Inclusion Quality Mark

As a school, we are proud of our inclusive environment and as a result, we have decided to work towards gaining our Inclusion Quality Mark. The SEND team are in contact with our new external link, Karen Thomson (National Leader in Education NLE with a specialism in SEND and Leadership), to discuss the initial steps towards this.

2. To have a well-constructed , well taught thinking curriculum which promotes reading, global awareness, engages and excites all learners to achieve their full potential.

KPI's:

- 100% access to Learning outside the classroom
- 90-100% participation in enrichment and extra-curricular activities
- Gold Quality Mark for Learning outside the classroom
- British Council Advanced International Award
- High satisfaction rates on quality of teaching from student voice 90 – 100%
- Consistent intent and implementation across all curriculum subjects

Alternative Provision

Department for Education Definition

Education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour.

Providers

Provider	Learning opportunities and information	Students SUM1	Qualifications	Cost
Educate Group	Educate aim to offer an alternative way to learning and re-engagement of students that have social, emotional and mental health difficulties. This has been successful for this group of learners but will not be used in the next academic year to enable us to deliver in house.	3 Year 11	KS4: Level 2 BTEC Teamwork and Personal Social Development 603/6450/6	£15,000 per year
Route 5 Pursuits	The Duke of Edinburgh Award challenges students to attain standards of achievement and endeavour in a wide variety of active interests – to serve their communities, experience adventure and to develop and learn outside the classroom. The John Muir award is provided by Route 5 with the aim of giving younger students, who struggle with their mental health, the opportunity to learn about the wild places around them; in a safe and nurturing environment, while enjoying a wellbeing and mindfulness approach.	KS3 Year 9 & 10 Curriculum+	KS3: John Muir Award KS4: Duke of Edinburgh Award.	£200 per day
Stride	Stride is an Alternative Provision and is part of the Wirral Guild of Alternative Providers, with the aim to prevent anxious students becoming isolated. Stride offers five options in one location that assist children and young people in practically combatting anxiety. All five elements within Stride incorporate a positive reinforcement strategy aimed at combatting anxiety. Placements, Art and Creative Therapies, Mentoring, Reflect / Refocus / Reconnect / Restore along with Maths and English exam preparation, offer intervention and support to anxious minds and help address anxious thoughts.	1 Year 8	Key Skills	£55 per day
Ancora House	Ancora Hub is part of Ancora House School, they are based at Castle Park House, Frodsham. The Hub provides a range of educational support for young people within the Cheshire West and Chester locality who cannot attend their home school due to medical needs. The Hub offers core subjects; English, Maths, Science, PHSCE, Careers as well as a variety of different wellbeing and skill based groups including STEM and Art. In addition to their curriculum some young people may be offered access to emotional literacy support (ELSA) from our qualified advisor. The Hub operates between 10.00am and 3.00pm, young people attend on a needs led basis, some young people access fulltime whilst others access certain elements of the provision.	1	KS3 & KS4: English, Maths, Science, PHSCE, Careers as well as a variety of different wellbeing and skill based groups including STEM and Art. ELSA	AWPU transferred in Year 11

Creative in Excellence	Bespoke tuition provision that supports students in developing academic ability, social skills and personal development.	1 Year 8	KS3: English, maths, science and art. KS4: English, maths, science and art.	£50 per day
Impact	Offer both part time programmes and bespoke part time educational packages, which provide high quality support for young people at both key stage 3 and key stage 4. Their purpose and mission is to ensure that everyone can reach their full educational potential in a setting that is suited to meeting their needs, whilst ensuring positive outcomes and building upon their social, emotional and mental health wellbeing also. The main goal is for learners to use the key skills developed to successfully reintegrate back to their referring setting or onto their new education pathway.	2 (1 Year 10 and 1 Year 9)	KS3: National Curriculum, Enrichment; spiritual, moral, social and cultural development (SMSC) and Careers Information and Guidance (CIAG) KS4: National Qualifications – usually GCSEs but functional skills and ASDAN also offered.	£70 per day

Students Currently Engaging in Alternative Provision

Student	Year Group	Provision	PP	SEN
Student 1	11	Educate Group	Y	N
Student 2	11	Educate Group	Y	N
Student 3	11	Educate Group	Y	EHCP
Student 13	9	Impact	Y	EHCP
Student 14	9	Impact	Y	N
Student 11	8	Creative in Excellence	N	Y
Student 10	10	Ancora House	Y	Y

Students Engaging in Alternative Provision 2023/2024

Student	Year Group	AP	Provision	PP	SEN	AUT1	AUT2	SPR1	SPR2	SUM1
Student 1	11	Y	Educate Group	Y	N	Y	Y	Y	Y	Y
Student 2	11	Y	Educate Group	Y	N	Y	Y	Y	Y	Y
Student 3	11	Y	Educate Group	Y	EHCP	Y	Y	Y	Y	Y
Student 4	11	Y	Educate Group	Y	N	Y	N	N	N	N
Student 5	11	Y	Educate Group	Y	EHCP	Y	Y	N	N	N
Student 6	8	Y	Stride	N	EHCP	Y	Y	Y	N	N
Student 7	9	Y	Stride	Y	N	Y	N	N	N	N
Student 8	10	Y	Stride	Y	Y	Y	Y	N	N	N

Student 9	11	Y	Stride	Y	N	Y	N	N	N	N
Student 10	10	Y	Ancora House	Y	Y	Y	Y	Y	Y	Y
Student 11	8	Y	Creative in Excellence	N	Y	N	N	Y	Y	Y
Student 12	10	Y	Impact	Y	N	N	N	Y	N	N
Student 13	9	Y	Impact	Y	EHCP	N	N	Y	Y	Y
Student 14	9	Y	Impact	Y	N	N	N	N	N	Y

Summary

- 14 students have engaged in alternative provision up to Summer Term 1.
- 5 Alternative Providers have been accessed by our students.
- Of the students engaging in Alternative Provision, 86% (12) are PP.
- Of the students engaging in Alternative Provision, 50% (7) are SEND.

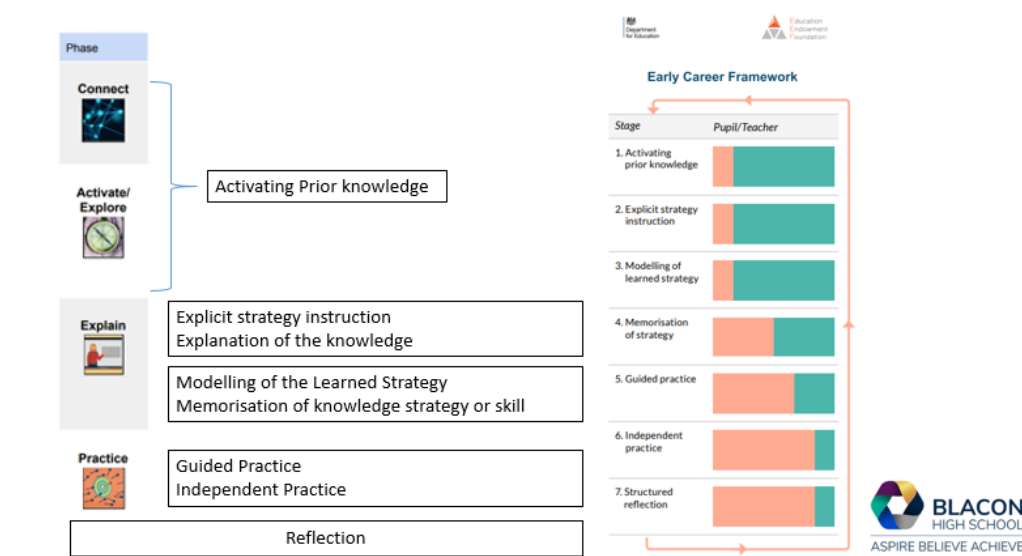
Impact

- 75% of students engaging in Educate Group Provision, will achieve a qualification in Level 2 BTEC Teamwork and Personal Social Development. These students were identified in July 2022 as at risk of permanent exclusion. 80% of students avoided permanent exclusion.
- 3 students have accessed Impact provision, following incidents of failing to follow the Core Principles leading to suspension. This intervention has; supported their need, built key skills and provided strategies for learners to use to successfully reintegrate back into school. 1 student has completed their Impact provision and has so reintegrated back into school and has since not been suspended.

Teaching, Learning, and Assessment Report

Introduction

Our school's pedagogical model provides a structured, research-informed framework for delivering effective teaching and enabling deep learning. It's built around four key phases: Connect, Activate/Explore, Explain, and Practice. This framework skilfully integrates the Education Endowment Fund's (EEF) 7-stage guide to develop metacognition and self-regulated learning, empowering our students to become independent thinkers.



Key Elements of Our Model

Link to Model: [Learning Teaching Assessment Framework.xlsx](#)

- **Connect:** Students are prompted to recall prior knowledge and establish links to new concepts, easing cognitive load and preparing them for new learning. This includes the school wide "Do It Now Activity" (DNA) at the start of lessons.
- **Activate/Explore:** Compelling scenarios, problems, and carefully planned activities stimulate curiosity, sparking student motivation to discover key knowledge.
- **Explain:** Teachers deliver explicit instruction, model strategies, and guide students to appropriate application. This involves refining insights gained during the exploration phase and offering multiple worked examples to promote flexible thinking.
- **Practice:** Students apply new knowledge and skills through independent and collaborative work, solidifying their understanding. Practice can be guided initially, gradually shifting towards student independence.

Alignment with Educational Best Practices

Our model aligns with:

- **EEF Metacognition Guidance:** Responsibility for learning gradually shifts from teacher to student, promoting independence and active learning strategies.
- **Adaptive & Responsive Teaching:** Instruction proactively meets individual student needs. This includes strategies outlined in the Teachers' Standards, the Early Career Framework, and Ofsted's research on effective differentiation.
- **Teacher Standards & Early Career Framework:** Emphasis on high expectations, tailored teaching strategies, and behaviours that lead to outstanding teaching and student outcomes.

Implementation and Outcomes

- **Summative Assessments:** New assessments align with the KS3 curriculum and provide insights into student progress. Middle leaders are actively involved in evaluating assessment validity and reliability.
- **In-Lesson Assessment (AfL):** "Hinge questions," mini-whiteboards, and other formative techniques are better integrated across subjects, allowing teachers to quickly gauge understanding.
- **Teacher Self-Evaluation:** Teachers drive their own professional development by identifying improvement areas linked to appraisals and creating targeted action plans.
- **Lesson Structure:** A common lesson format fosters consistency, especially in the Connect and Activate phases, ensuring a strong foundation for all learning.
- **Home Learning:** A new policy integrates Google Classroom with multiple-choice and extended response questions aligned to the curriculum. Codes and home learning details are easily accessible on the school website and EduLink App, with regular monitoring across subjects.

Areas for Continued Development

- **Summative Assessment Refinement:** Ongoing evaluation of assessments, with a focus on question quality, data analysis, and follow-up actions based on findings.
 - Link to assessment evaluation document: [Assessment Evaluation Document](#)

- **New Assessment System:** Implementation of a consistent, school-wide tracking and reporting system, with potential to shift to a percentage-based model.
- **Targeted Professional Development:** Focus on adaptive and responsive teaching, linked to specific staff needs and informed by the pedagogical framework.
- **Home Learning Consistency:** Ensure quality, integration of prior knowledge across subjects, and use data from audits to provide support where needed.
- **Appraisal Outcomes:** Evaluate individual teacher progress, tailor support, and celebrate successes.
- **Focused Lesson Observations:** Provide constructive feedback within a positive environment on teaching and learning across departments, with opportunities for teachers to showcase innovative strategies.

Conclusion

We have made significant progress in implementing our pedagogical model, leading to positive impacts on student learning. We remain dedicated to continuous improvement to ensure every student achieves their full potential.

Non-Negotiable Teaching and Learning Checklist

Good practice checklist for planning and delivering high quality lessons.

1. Check that the key knowledge is identified and that at KS3 it matches the National Curriculum and your schemes of work and at KS4 the exam board syllabus.
2. When planning a learning sequence make sure that the knowledge is logically sequenced, builds on and links to prior knowledge.
3. Write clear objectives and be clear about the knowledge that you want the students to learn during a lesson. Share the objectives with students.
4. Identify the key knowledge and vocabulary that students need in their books. Consider the best way to record the key knowledge. Will they neatly write the information, or will they have the key knowledge printed on a sheet and stuck in their books?
5. Plan the steps/activities in the learning sequence, through which you will build the understanding with students.
6. Carefully select/write/adapt the resources that you will use to support the learning of the intended knowledge.
7. Plan the main questions that you will ask during the lesson to develop student understanding and to co-construct the learning.
 - a. Distribute questions across all students, with particular attention to SEND and PP students. Ask open higher-level questions.
 - b. Avoid hands-up when students are answering questions (hands up for when students are asking questions).
 - c. Do not allow the shouting out of answers or students talking over you, or their peers.
8. Continually assess student understanding of the intended knowledge before moving on.
 - a. Move around the room looking at student's work.
 - b. Ask questions and carefully listen to student responses.
 - c. Listen to student-student talk to pick up misconceptions

- d. Pick up on facial expressions.
 - e. Use diagnostic/hinge questions at key points (plan how you will collect the question responses – mini-whiteboards, short responses in books).
9. If there are gaps in knowledge, explain and model the learning again to some or all the students. Do not move on until key knowledge is secure.
10. Carefully plan the activity/questions/task that will consolidate the knowledge and allow you to assess (formatively and summatively) whether students have fully understood, linked and remembered the different pieces of key knowledge (a composite task).

3. To improve attendance in line with national averages, resulting in students who have consistently high attendance, positive attitudes and engagement in learning with a strong work ethic in preparation for the future.

KPI's:

- Improve attendance to national average
- Reduce persistent absentees to below national average for disadvantaged students
- High engagement in learning through behaviour data
- Destinations data 0% NEET Not in Education, Employment or Training
- 60% of leavers join Level 3 A Level Applied and Technical Courses in 6th Form provision

Whole School Attendance

2022/2023						2023/2024					
AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
88.32	86.18	86.22	86.20	85.99	83.80	87.06	86.54	86.27	86.02		

% of sessions missed due to overall absence authorised & unauthorised absence whole school

2022/2023						2023/2024					
AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
11.68	13.82	13.78	13.8	14.02	16.2	12.94	13.46	13.75	13.98		

Male

2022/2023						2023/2024					
AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
88.87	85.83	86.19	86.17	85.90	83.55	87.67	86.58	86.33	86.15		

Female

2022/2023						2023/2024					
AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
89.15	86.60	86.26	86.24	86.09	84.10	86.32	86.48	86.16	85.86		

FSM

2022/2023						2023/2024					
AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
83.96	81.01	80.50	80.32	80.10	77.92	81.96	80.73	80.11	79.71		

Non FSM

2022/2023						2023/2024					
AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
92.08	90.76	91.32	91.46	91.27	89.07	91.61	91.77	91.84	91.75		

SEN EHCP

2022/2023						2023/2024					
AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
79.09	76.68	77.19	77.52	77.48	75.80	72.57	73.43	75.08	74.02		

SEN Support

2022/2023						2023/2024					
AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
81.77	79.40	79.39	79.07	79.05	77.17	84.00	83.87	82.96	83.44		

No SEN

2022/2023						2023/2024					
AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
91.18	89.29	89.32	89.38	89.05	86.49	89.29	88.45	88.20	87.88		

Has English Additional Language

2022/2023						2023/2024					
AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
94.47	91.83	91.91	92.10	92.26	90.07	95.01	93.75	92.94	92.63		

No English Additional Language

2022/2023						2023/2024					
AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
87.91	85.80	85.84	85.80	85.56	83.37	86.46	85.99	85.75	85.52		

Pupil Premium

2022/2023						2023/2024					
AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
84.59	81.58	81.30	81.08	80.78	78.53	82.40	81.17	80.64	80.30		

Non- Pupil Premium

2022/2023						2023/2024					
AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
92.21	91.00	91.38	91.54	91.40	89.26	91.89	92.09	92.08	91.98		

Children in Care

2022/2023						2023/2024					
AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
94.02	93.60	94.14	93.95	87.96	86.96	91.59	91.68	91.95	92.71		

Attendance by Year Group

	2022/2023						2023/2024					
Year	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
7	93.80	91.70	91.47	91.08	90.55	89.92	92.72	92.53	91.79	91.74		
8	89.28	86.99	86.66	86.41	85.67	84.31	88.70	89.20	89.35	89.36		
9	87.06	85.13	85.32	85.36	85.18	84.10	82.96	81.01	80.89	80.39		
10	85.26	82.97	83.20	83.21	83.10	82.41	85.01	84.00	83.56	83.28		
11	84.68	82.72	83.23	83.87	84.53	76.09	85.30	85.33	85.01	84.62		

Comparison of data across academic year - Week by Week Attendance

AUTUMN 1

	Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8
2021/2022	91.07%	91.11%	90.02%	89.32%	89.06%	89.01%	88.63%	
2022/2023	94.9%	91.0%	90.3%	88.7%	88.0%	87.1%	85.3%	
2023/2024	90.8%	88.8%	87.1%	85.6%	86.2%	86.9%	84.6%	

AUTUMN 2

	Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8
2021/2022	88.60%	88.53%	88.54%	88.46%	88.29%	88.11%	87.71%	
2022/2023	86.6%	87.9%	87.2%	87.9%	85.7%	84.2%	81.8%	79.3%
2023/2024	86.7%	87.6%	88.1%	87.2%	85.7%	85.5%	85.1%	80.2%

SPRING 1

	Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8
2021/2022	87.61%	87.47%	87.21%	86.76%	86.50%	86.48%	86.47%	
2022/2023	89.3%	88.1%	86.8%	87.1%	85.9%	86.0%	84.9%	
2023/2024	87.7%	84.14%	83.49%	85.38%	85.35%	86.13%	84.51%	

SPRING 2

	Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8
2021/2022	86.63%	86.74%	86.67%	86.67%	86.43%	86.43%	86.45%	
2022/2023	86.4%	87.3%	85.3%	85.9%	84.4%			
2023/2024	86.04%	85.14%	85.51%	86.16%	86.02%			

SUMMER 1

	Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8
2021/2022	86.48%	86.47%	86.45%	86.40%	86.36%	86.16%		
2022/2023	88.3%	83.3%	84.2%	83.9%	85.5%	81.6%		
2023/2024	86.02%							

PERSISTENT ABSENTEES 2023-2024

Term	% of students who met absence threshold	No. of students who met absence threshold	No. of students who met absence threshold & PP	% of students who met absence threshold & PP	No. of students in cohort
AUT 1	39.07	293	199	67.92	750
AUT 2	40.3	297	201	67.68	737
SPR 1	39.76	299	208	69.57	752
SPR 2	40.82	309	210	67.96	757

SEVERELY ABSENT 2023-24

Term	% of students who met absence threshold	No. of students who met absence threshold	No. of students who met absence threshold & PP	% of students who met absence threshold & PP	No. of students in cohort
AUT 1	6.93	52	39	75.00	750
AUT 2	7.19	53	45	84.91	737
SPR 1	10.73	78	59	75.64	727
SPR 2	7.79	59	45	76.27	757

ELECTIVE HOME EDUCATION

Year Group	Total students
7	0
8	1
9	2
10	1
11	1

Year Group	Date of removal
8	12.6.23
9	4.1.23
9	26.9.22
10	11.1.23
11	6.9.22

Behaviour Analysis

Data at 11/3/24

Behaviour Data

Exclusions ASP	2015/16		2016/17		2017/18		2018/19		2019/20		2020/21		2021/22		2022/23		2023/24	
	BHS	Nav	BHS	Nav	BHS	Nav	BHS	Nav	BHS	Nav	BHS	Nav	BHS	Nav	BHS	Nav	BHS	Nav
P' exclusions as % of pupil group	0.25 =1	0.17	0.71 =3	0.20	0.44 =2	0.2	0.57 =3	0.2	0.16 =1	0.13	0.45 =3	0.1	0.29 =2	0.16	0.56 =4			
% pupils with susp'	4.33 =17	8.56	6.86 =29	9.40	2.88 =13	10.1	6.84 =36	10.8	5.27 =32	7.43	5.51 =37	8.48	12.32 =85	13.96	8.24 =59			
% pupils with 1 or more susp'	2.80 =11	4.31	3.55 =15	4.62	1.33 =6	4.71	4.18 =22	4.93	3.29 =20	3.69	3.58 =24	4.38	6.89 =49	6.02	4.18 =30			
% pupils with 2 or more susp'	1.53 =6	1.68	1.42 =6	1.82	0.66 =3	1.91	1.52 =8	2.03	1.15 =7		0.75 =5	1.63	3.08 =21	2.62	1.53 =11			

Suspensions/ Exclusion Data

18/19	18/19	18/19	19/20	19/20	19/20	20/21	20/21	20/21	21/22	21/22	21/22	22/23	22/23	22/23	23/24	23/24	23/24
Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
17	12 +(2pex)	7 +(1pex)	16	16 +(1pex)		19 +(2pex)	3	16 +(1pex)	18	39 +1(pex)	28 +1(pex)	15	27 +3(pex)	17 +1(pex)	36 +3(pex)	37 +1(pex)	2

Step Out Data (out/in)

18/19	18/19	18/19	19/20	19/20	19/20	20/21	20/21	20/21	21/22	21/22	21/22	22/23	22/23	22/23	23/24	23/24	23/24
Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
6	1	2	5	1		1	0	0	1	0	3	2	5	9	16	10	2
															16	21	4

Internal Suspension Data

18/19	18/19	18/19	19/20	19/20	19/20	20/21	20/21	20/21	21/22	21/22	21/22	22/23	22/23	22/23	23/24	23/24	23/24
Au	Sp	Su	Au	Sp1	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
15	15	19	35	22		27	7	14	48	58	36	126	76	110	177	139	25

SSA Data

18/19	18/19	18/19	19/20	19/20	19/20	20/21	20/21	20/21	21/22	21/22	21/22	22/23	22/23	22/23	23/24	23/24	23/24
Au	Sp	Su	Au	Sp1	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
97.8%	97%	96.6%	96.9%	96.1%		97.5%	97.3%	96.7%	96.9%	96.3%	95.1%	96.7%	95.6%	95.45%	97.09%	95.77%	n/a
0.55%	0.62%	0.78%	0.82%	1.1%		0.8%	0.9%	0.75%	0.8%	0.9%	0.95%	0.85%	0.89%	0.89%	0.75%	0.87%	n/a

SIG Group Data

18/19	18/19	18/19	19/20	19/20	19/20	20/21	20/21	20/21	21/22	21/22	21/22	22/23	22/23	22/23	23/24	23/24	23/24
Au	Sp	Su	Au	Sp1	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
14	33	21	27	30		16	34	30	22	46	45	25	21	24	19	32	19

On Call Data

18/19	18/19	18/19	19/20	19/20	19/20	20/21	20/21	20/21	21/22	21/22	21/22	22/23	22/23	22/23	23/24	23/24	23/24
Au	Sp	Su	Au	Sp1	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
95	136	129	286	305		257	41	124	297	252	129	389	146	213	315	249	40

Remove Room Data

18/19	18/19	18/19	19/20	19/20	19/20	20/21	20/21	20/21	21/22	21/22	21/22	22/23	22/23	22/23	23/24	23/24	23/24
Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
83	104	99	218	193		182	34	98	241	243	127	359	141	206	197	193	28

Suspensions/ Exclusions

This term we are on track to reducing the number of Suspensions and Permanent Exclusions issued to students. This is down to a number of factors, including many of those demonstrating negative behaviour and conduct now not being at school, but also through a fresh drive on standards and expectations from the Pastoral Team.

Step out

We are on track to reducing the number of students who have needed to be stepped out of school, reflecting the improvement in high level challenging behaviour that is failing to meet school CORE Principles.

Internal Suspensions

This targeted approach continues to be impactful and well used in school. This approach allows us to maintain our high standards for behaviour, whilst also providing an appropriate climate for learning for students who are Internally Suspended.

SSA grades

Positive A2L continues to be a feature of lessons and students want to learn. There has been a slight reduction in positive A2L across school, but this is being monitored and tracked by middle leaders and areas of concern are a feature of Learning Walks.

SIG data

13 additional students entered the SIG group from the 29 who entered in Half Term 3.

On Call and remove data

The number of On Call requests continues to be lower to this point in previous years. A target is to reduce the number of On Calls that result in Removals from lessons. Last term this was 63%, however this term it has risen to 80%. This could mean that the staff On Call are removing students before considering whether to place them back in class, or because class teachers are waiting too long before calling for support, therefore, when arriving a removal is needed. This is something that Mr Sabri will be reviewing.

4. To be a great place to work where staff are happy, enjoy their own learning and feel invested in due to outstanding professional development where staff are committed to the pursuit of academic and personal excellence.

KPI's:

- Platinum Investors in people award
- Well Being award
- 90% or above satisfaction rate in staff surveys
- High satisfaction rates of staff benchmarking against other schools

ECT

Currently, the school has seven early career teachers (ECTs) as detailed below.

<u>ECT</u>	<u>Stage</u>	<u>Completion</u>	<u>Mentor</u>
Sara Perrett	2 nd Year	July 2024	Lauryn Gibson-Tipping
David Harvey	2 nd Year	July 2024	Rhiannon Price
Sarah Hughes	2 nd Year	July 2024	Pete Evans
Adam Grice	2 nd Year	July 2024	Sam Kennedy
Leyla Acar	1 st Year	July 2025	Laura Sandland-Jones
Anna Butler	1 st Year	July 2025	Gemma McHale
Harrison Kendall	1 st Year	July 2025	Katie Illingworth

We have four second-year ECTs, three of whom will complete in July. Adam Grice has taken up a new position at a school in Liverpool after Easter so will be transferred to his new school for his last review period.

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

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

NPQ

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

Currently, the following staff are completing NPQ qualifications:

Dave Forbes – NPQLBC– due to complete March 2024

Karen Appleby – NPQH – due to complete March 2024

Laurn Gibson – NPQSL – due to complete April 2024

Josh Slade – NPQSL – due to complete April 2024

Michelle Garner – NPQLT – deferred from 2021 – due to recommence 2024

Dave Sabri – NPQH – commenced Spring 2023

Laura Sandland Jones – NPQLTD – commenced October 2023

April Roberts – NPQLBC – commenced October 2023

Alex Downie – NPQLBC – Commenced October 2023

Kim Rochelle Gill – NPQLT – to commence Spring 2024

Ilya Haycock – NPQH – to commence Spring 2024

Feona Prime – NPQLTD – to commence Spring 2024

Sarah Liddell – NPQSL – to commence Spring 2024

The National qualifications have been funded over the last few years and, as a result, we now have a number of staff with leadership qualifications across a range of disciplines. 36% of all teaching staff (24 staff out of 66) have currently completed and/or are working on their NPQs. However, funding for free places has now been withdrawn but we are eligible to apply for some funded places because we have over 50% pupil premium students. Five staff have submitted expressions of interest for the next round and these will be supported if we can secure funding once more.

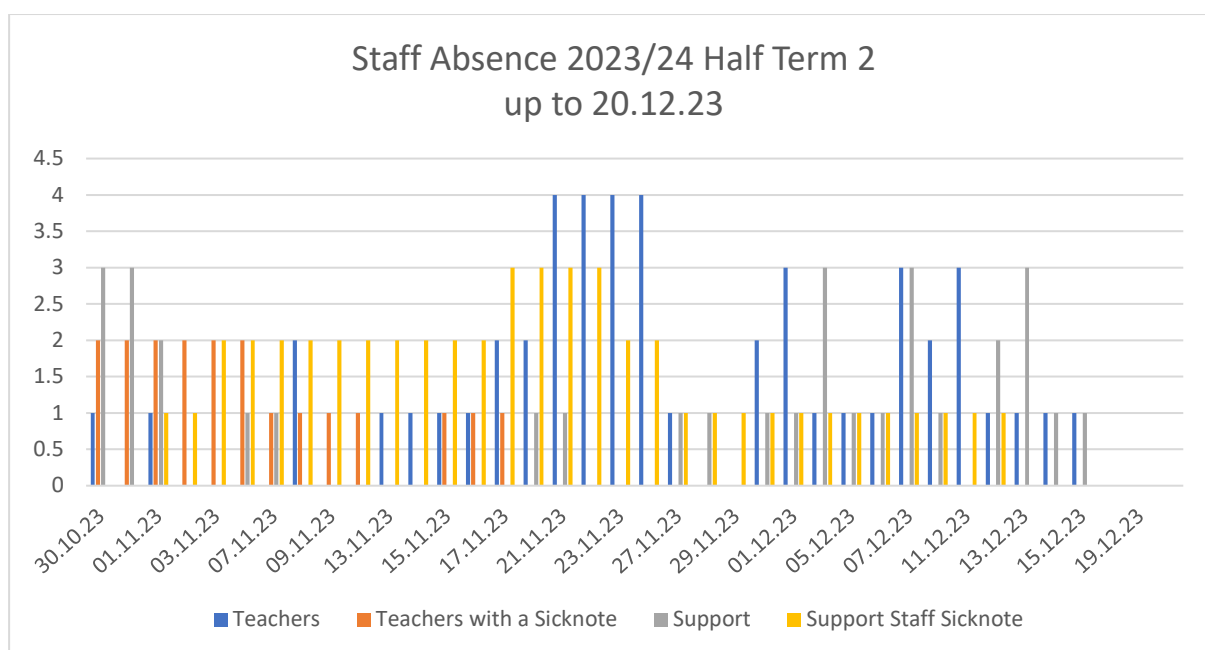
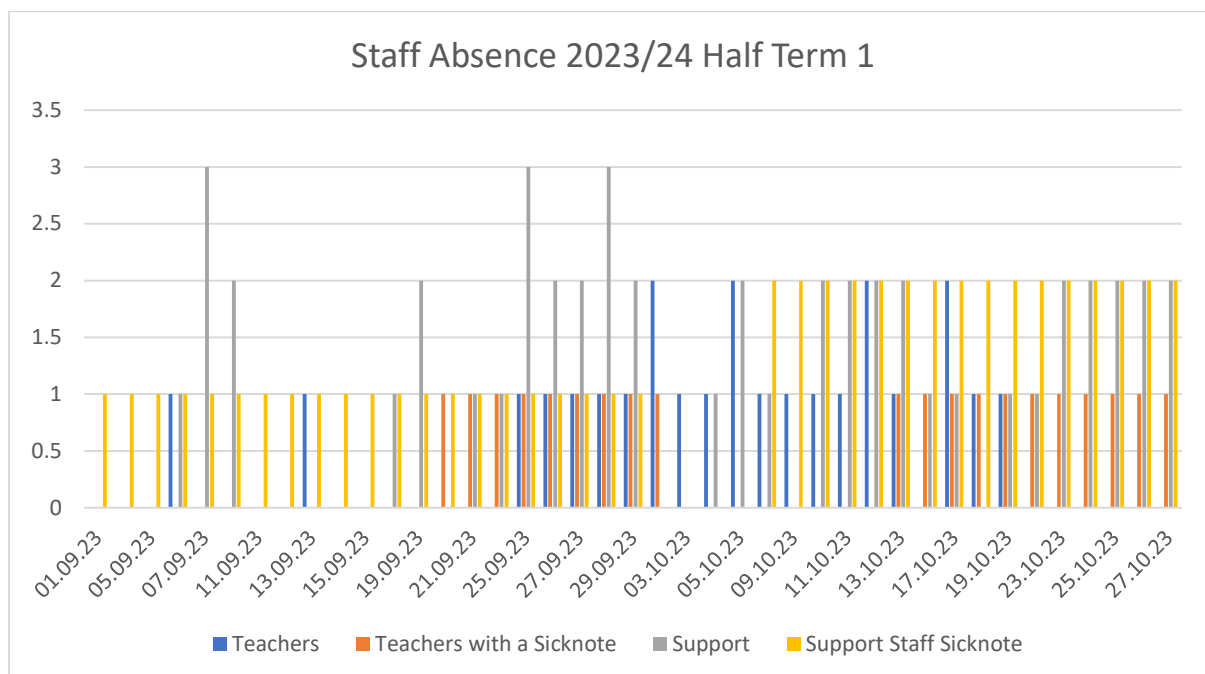
ITT Initial Teacher Training

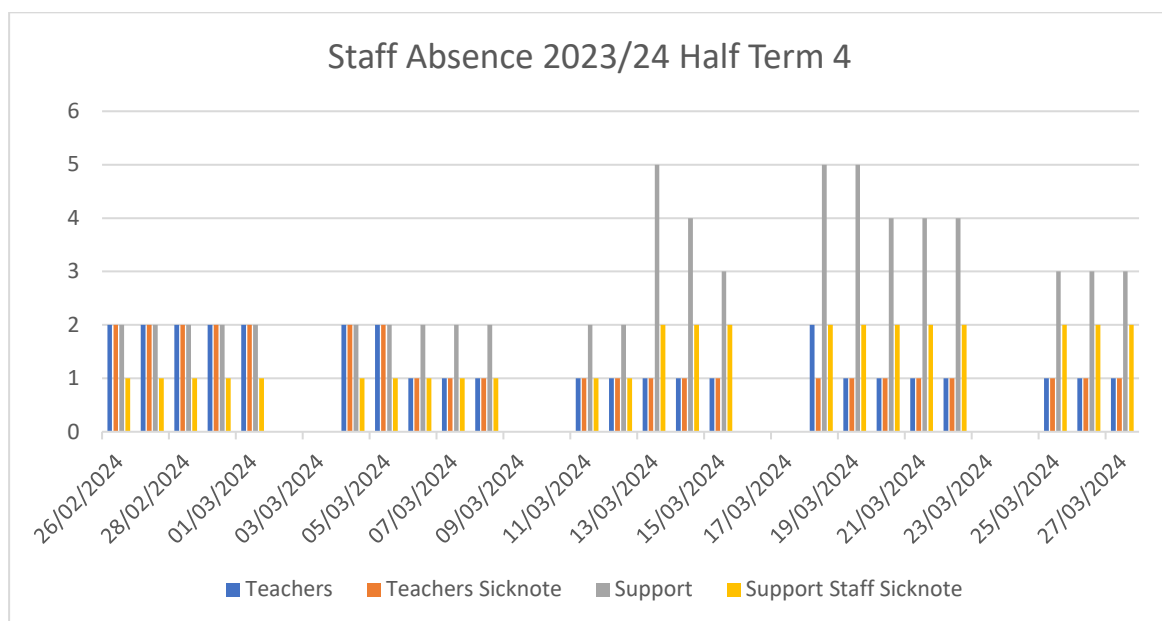
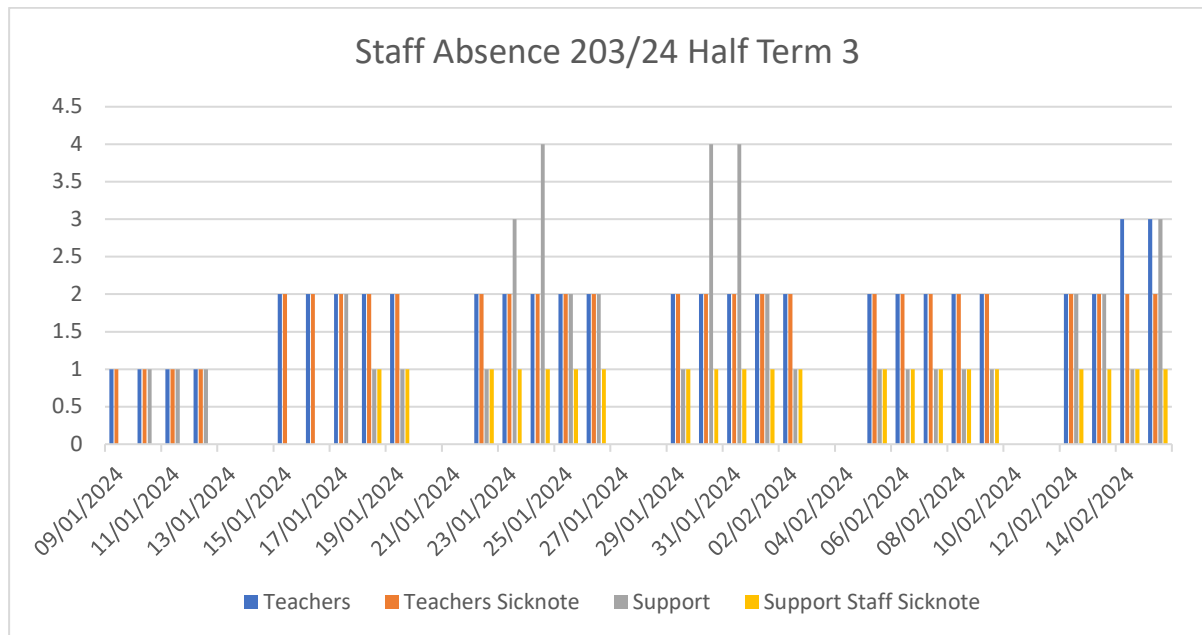
Blacon High School continues to offer a number of ITT placements. The school enjoys long-standing links with a number of institutes including: The University of Chester, Liverpool Hope University, Liverpool John Moores University, Manchester Metropolitan University and Edge Hill University. Additionally, other ITT providers are keen to place trainees with us.

This year we have hosted ITTs in English, Geography, History, MFL, Music and PE. Some of the institutes we work with offer a three placement model and some still work on two longer placements. All of the students who are on a three placement route, and who were with us for their first placements, are returning to us for their third placement. This is testament to the fantastic experience they enjoy at Blacon High School and the amazing support they get from a, now, experienced team of subject mentors, while David Stockdale acts as Professional Mentor.

Offering ITT placements supports the development of new teachers and allows staff to mentor the new generation of teachers.

Staff Absence





Staffing

The proportion of education support staff relative to teaching staff was in the lowest 20% in 2022 and 2021. There is nothing to highlight for per pupil spending on staff related areas compared to similar schools in 2021/22.

The percentage of teachers with at least one period of sickness absence was **significantly below national** in: 2021/22. There is nothing to highlight for days lost to teacher absence (4 days) in 2021/22.

The amount spent on supply can be seen below:

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

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

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

2023/24 - £108,638 due to 3 long terms absences, some of this will be covered by insurance including phased returns, £3,240 external provision for a child in care out of area, and the buy-out from supply for an MFL teacher and Educate who have been used to support the curriculum + offer.

5. To provide high quality pastoral support and care to ensure that every individual is well known and supported.

KPI's:

- 80 – 100% Student leadership awards in Years 9 and 11
- High satisfaction rates on access to Well-Being support
- Outstanding personal development with practice shared beyond the school
- High rates of attendance at Parent's Evening and events 80 – 100%

Student Leadership

The Student Leadership Team continues to represent the student body of Blacon High School effectively.

In response to an invitation from the Lord Mayor of Chester, Rachel Hudson, David Stockdale and representatives of the Student Parliament attended an event to mark the raising of the Commonwealth Flag at the Town Hall in Chester. As always, regardless of the context that they find themselves in, our students speak confidently to dignitaries and guests, and represent the school admirably. Students also had the opportunity to meet Phil Redmond, the producer and screenwriter of Hollyoaks, Grange Hill and Brookside along with Lady Redmond MBE, His Majesty's Lord Lieutenant of Cheshire.



Student leaders are currently involved in generating student voice from each year group about youth facilities and opportunities in Blacon. Then, on 26/03/24, along with representatives from the student councils of all of the primary schools in Blacon, and using the BEV Democracy Group as its vehicle, they are meeting with Nigel Pell-Ilderton in his role as Community Director for Avenue Services where they will present their findings. The team will go prepared with a solutions orientated mind-set, make pragmatic suggestions and offer practical solutions on how to improve opportunities and improve facilities for the young people of the community.

After Easter, as our current Year 11s approach exam season, we will begin the selection process for the appointment of roles on the new Student Leadership Team with a view to them taking up their new positions after the summer half term. This year's Student Leadership Team have represented the school superbly at a number of events both in and out of school and leave big shoes to fill. However, there is a significant group of excellent, potential candidates in Year 10 and we will support the incoming team to be successful

Bursary Scheme

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

The selection process is now complete for 2023/24 and five students have secured places for a September 2024 start. All of these students have visited the school that they have been matched with at least once and some have had an overnight stay to give them a flavour of what boarding will be like. Places, of course, are reliant on students achieving appropriate academic outcomes.

The five successful students are going to: St Peter's School, York; Gordonstoun; The Concorde School; Old Winsford Hospital School; Stowe School. The latter three schools on this list are new to us and the Old Winsford Hospital School is a state boarding school; state boarding school places are usually

awarded to students who may not meet the highest academic requirements, but who are identified as those who will benefit from studying in a very different environment.

The selection process for students who will take up places in September 2025 is under way with meetings to discuss social circumstances and build a case for boarding. At this stage, there are five students going through the application process.

LORIC – Blacon Character Award

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

The Blacon Character Awards and LORIC certificates will be awarded to KS3 and KS4 students in summer term 2 assemblies once all data has been collated on SIMS by Mark Maher to feedback on engagement and achievement.

Currently majority of year groups have 3/5 and 4/5 on awards with data will be inputted till End on June 2024 :

KS3 data from January 2024

Year 7 – 11 students have Organisation Award

Year 8 - 13 students have Leadership Award, 1 student has Organisation Award, 1 student has Resilience Award and 2 students have Creativity Award.

Year 9 - 13 students have Leadership Award, 27 students has Organisation Award, 3 students has Resilience Award, 1 student has Independence Award and 1 student has Creativity Award

KS4 data from January 2024

Year 10 – They will complete their Awards at the end of Year 11.

Year 11 - 12 students have Leadership Award, 7 students has Organisation Award, 12 student have Resilience Award, 18 students have independence award and 8 students have Creativity Award.

Rewards

Rewards Assembly

Term 1

Students with 1 reward	80
Students with 2	39
students with 3	19
students with 4	5
Students with 4 or more	0
Total students	143
Percentage of school with an award	20%

Terms 1 and 2 combined

Students with 1 reward	99
Students with 2	58
students with 3	36
students with 4	20
Students with 4 or more	15
Total students	228
Percentage of school with an award	32%

The above shows the number of students who were rewarded with a certificate during the rewards assembly. We wanted to ensure that no student goes unrecognised during these assemblies for their hard work and dedication, so after Term 1's assembly we created a whole school rewards database that tracks the certificates that are awarded. In order to make sure that more students are recognised for their efforts we shared this with all staff and asked them to be mindful of those students who hadn't yet received an award and deserved this recognition. By doing this we have increased the number of students who have been rewarded from 20% of the school to 32%, avoiding it always being the same students who are being rewarded. We would hope to see this number increase again during Term 3's assembly.

Out of these 228 students who have an award so far this year:

- 90 are Pupil Premium (51% of all Pupil Premium Students)
- 51 are SEND (27% of all SEND Students)
- 115 are female (35% of all Female Students)
- 113 are male (28% of all Male Students)

All parents of these students are invited to attend the assembly and we ask them to confirm if they are coming. Out of all the parents in Term 1 we had 74 parents confirming their attendance, out of the 143 invited (51.2%), although on the day many more arrived including siblings and grandparents.

In Term 2, we had 89 parents confirming their attendance, out of the 158 invited (56%) and again on the day more arrived including siblings and grandparents.

Enrichment and Lunchtime Attendance

As of 06.02.24

Year Group	Total Number attending clubs			SEN			Pupil Premium			Males			Females		
	Number of student s	% of attende es	% of Year Group	Number of student s	% of attende es	% of all SEN student s in yr group	Number of student s	% of attende es	% of all PP student s in yr group	Number of student s	% of attende es	% of all males in yr group	Number of student s	% of attende es	% of all females in yr group
Year 7	61	15.68	40.67	16	4.11	35.56	28	7.20	39.44	26	6.68	29.21	35	9.00	57.38
Year 8	69	17.74	39.62	9	2.31	25.71	26	6.68	34.67	39	10.03	47.56	30	7.71	38.96
Year 9	63	16.20	43.15	17	4.37	40.48	26	6.68	31.33	53	13.62	71.62	10	2.57	13.89
Year 10	67	17.22	47.52	17	4.37	44.74	28	7.20	41.18	56	14.40	66.67	11	2.83	19.30
Year 11	129	33.16	99.23	28	7.20	100.00	71	18.25	98.61	68	17.48	100.00	61	15.68	98.39
Whole School	389	100	53.58	87	22.37	46.28	179	46.02	48.51	242	62.21	60.96	147	37.79	44.68

As of 25.04.24

Year Group	Total Number attending clubs			SEN			Pupil Premium			Males			Females		
	Number of students	% of attende es	% of Year Group	Number of student s	% of attende es	% of all SEN student s in yr group	Number of student s	% of attende es	% of all PP student s in yr group	Number of student s	% of attende es	% of all males in yr group	Number of student s	% of attende es	% of all females in yr group
Year 7	93	21.23	62.84	23	5.25	52.27	48	10.96	67.61	57	13.01	64.77	36	8.22	60.00
Year 8	83	18.95	52.20	13	2.97	37.14	31	7.08	37.35	48	10.96	58.54	35	7.99	45.45
Year 9	67	15.30	45.89	19	4.34	46.34	29	6.62	34.94	54	12.33	72.00	13	2.97	18.31
Year 10	66	15.07	47.14	17	3.88	44.74	27	6.16	40.91	55	12.56	65.48	11	2.51	19.64
Year 11	129	29.45	98.47	28	6.39	100.00	71	16.21	97.26	68	15.53	100.00	61	13.93	96.83
Whole School	438	100.00	60.50	100	22.83	53.76	206	47.03	55.83	282	64.38	71.03	156	35.62	47.71

- In February we asked tutors to speak to all students who had not attended a club to try and get them engaged. As a result we have seen a 6.9% increase in students attending clubs. (As of 06.02.24 53.6% of all students had attended a club. As of 25.04.24 this has increased to 60.5%).
- The number of girls attending clubs was significantly lower than boys. This is still the case but we have seen an increase of 3% in the number of girls attending a club.
- As a result of the tutor conversations and the addition of football club, the number of boys attending clubs has risen by 10%, meaning 71% of all boys in school have attended a club since September.
- In February 56 clubs were on offer for students to attend. 66 clubs are now on offer for students to attend. The extra clubs are p6 sessions for Year 11, mentoring and football club.

Parental Engagement

Progress meetings 2023-24

Year group	Yr7	2022-23	Yr8	2022-23	Yr9	2022-23	Yr10	2022-23	Yr11
Date	20/06/24 In person	09/02/23 Online	02/05/24 In person	01/12/22 Online	14/03/24 In person	09/03/23 Online	10/02/24 In person	11/05/23 In person	25/01/24 In person
Cohort		162		152	147	136	139	125	130
No. parents making appointments		112		81	103	93	100	73	96
No. parents asking for alternative feedback		11		9	4	6	3	1	3
% engagement		76%		59%	70%	73%	74%	59%	76%
No. appointments made		1057		607	860	588	665	384	638
No. of appointments completed		1004		507	653	467	531	236	514
No. of appointments missed		53		100	207	121	134	148	124
No. families linked to missed appointments		5		13	11	4	7	6	5
% appointments completed		95%		84%	76%	79%	80%	61	81%

Information evenings 2023-24

Year group	Year7 (Miss Richards)	Year 8 (Mr Forbes)	Year9 (Mrs Carr)	Year 10 (Mrs Roberts)	Year 11 (Miss Garner)
Date	21/09/23	23/11/23	07/03/24	16/05/24	28/09/23
Focus	<ul style="list-style-type: none"> • Introductions • Home Learning • Routines and Expectations • Enrichment • Curriculum • Parental Engagement • Edulink App 	<ul style="list-style-type: none"> • Introductions • Routines, Extracurricular and Rewards • Safeguarding • Home Learning • Curriculum and setting • Parental Engagement 	<ul style="list-style-type: none"> • KS4 option 		<ul style="list-style-type: none"> • Key staff • Routines • Attendance • Key dates • Home learning • Revision • Core subjects – English, Maths & Science • Post 16 pathways • Edulink One App
Cohort	148	158	147	139	130
No. families attending	59	25	113		32
% engagement	40%	16%	77%		25%

6. To continue collaboration through partnership to deliver the highest quality of education for all.

KPI's:

- Inclusion Quality Mark
- Community award
- First choice school with 90% of families from within the BEV (Blacon Educational Village) applying for Blacon High School
- Formal partnership and collaboration
- Continued bursaries and successful destinations through Hope Opportunity Trust

Admissions by feeder primary school as of 22.03.24

I am happy to inform that we are very early in our planning for a smooth transition process for our new starters in September 2024. Welcome packs including all key dates have been shared with all new students via email and communicated through our social media platforms. Visits have begun between our new Progress Leader (Michelle Garner), representatives from our SEND team and each school.

Please see below document detailing number of students attending Blacon High School from BEV Primary Schools.

School Name	2020/21			2022/23*			2023/24			2024/25		
	Starting in September 2021			Starting in September 2022			Starting in September 2023			Starting in September 2024		
	No. of students in Yr6	No. Attending Blacon	% Attending Blacon	No. of students in Yr6	No. Attending Blacon	% Attending Blacon	No. of students in Yr6	No. Attending Blacon	% Attending Blacon	No. of students in Yr6	No. Attending Blacon	% Attending Blacon
Dee Point Primary School	63	62	98	68	56	82	68	52	85	52	36	69
Highfield Community Primary School	21	13	62	32	23	72	32	21	66	26	21	81
JH Godwin				28	18	64	29	16	55	30	22	73
St Theresa's Catholic Primary School	18	13	72	24	13	54	24	12	50	32	17	53
The Arches Community Primary School	44	40	91	34	30	88	34	29	85	31	26	84
BEV total	169	148	88	186	140	75	187	130	70	171	122	71

- No. students on Bursaries - 1
- No. students going to Specialist provision – To be confirmed, quite a number from DeePoint.

In Year Leavers and Starters

In Year leavers – as of 01.03.2024

Year Group	Total Number of student leavers for this academic year to 01.03.2024
Year 7	5
Year 8	8
Year 9	9
Year 10	9
Year 11	4
Total	35

Reason for Leaving	Total Number of student leavers for this academic year to 01.03.2024
Local leavers	12
Move out of area	6
Failed Managed Move	5
Permanent Exclusion	5
Elective Home Education	5
Specialist Provision	2
Total	35

In Year Starters- as of 28.02.2023

Year Group	Total in year starters for this academic year to 01.03.2024
Year 7	2
Year 8	2
Year 9	4
Year 10	2
Year 11	3
Total	13

Highly Commended for Community work in The Pearson National Teaching Awards 2024

Mr Stockdale, Assistant Headteacher entered Blacon into the national teaching awards for impact through partnership award and we are delighted that Blacon High School has been highly commended for its work with the Hope Opportunity Trust and our bursary students. We look forward to sharing the certificate in June when we will also be celebrating the contribution that teachers make through 'National Thank a Teacher Day.'

Thank you so much for entering The Blacon High School , Hope Opportunity Trust and RNCSF Collaborative Team into the 2024 Pearson National Teaching Awards and for recognising the value of their hard work and dedication to Blacon High School, A Specialist Sports College.

This year, the exceptional quality of entries from educational settings across the UK posed a significant challenge for our judges in shortlisting finalists. Although The Blacon High School , Hope Opportunity Trust and RNCSF Collaborative Team did not advance to the final judging stage in the Impact through Partnership category, they have been awarded the status of Highly Commended.

It is important for all nominees to know that their dedication and impact on learners and colleagues within their community, as well as on the profession as a whole, is highly valued. Every nominee of the Pearson National Teaching Awards should feel a sense of professional pride in being acknowledged by their peers.

Therefore, we'll be sending you a certificate and a personal letter from our President, Michael Morpurgo for The Blacon High School , Hope Opportunity Trust and RNCSF Collaborative Team, by the beginning of June. We encourage you to present this certificate during an assembly or school celebration on 'National Thank a Teacher Day,' where we'll celebrate all our entrants and finalists together.

This year National Thank a Teacher Day will take place on Wednesday 19th June.

With best wishes and many thanks

The Teaching Awards Trust team

Community Engagement

David Stockdale has represented the school recently at a number of meetings in Blacon in an effort to enhance the school's visibility in terms of community engagement. This has already reaped benefits with the possibility of some grant funding to support additional facilities to support after-school provision for our students.

On 26th February, he attended the 'Blacon Networking Event' along with representatives from a variety of community organisations, charities and funding bodies, local councillors and the Lord Mayor. The purpose of this event was to establish what is already being offered within the

community and by whom, discuss how the offer may be enhanced, how a greater number of residents can access appropriate additional support, and also the potential of sharing resources was discussed in an effort to deliver improved services in terms of sharing time and space.

On 19th March, he attended a meeting focused on access to an affordable food offer in Blacon hosted by 'Cheshire West Voluntary Action' who have access to grant aid and allocate funding. As a result of this meeting, we have offered the use of the new building on a Saturday morning to host 'The Bread and Butter Thing.' This is an established project that offers subsidised food to anyone in the community. The project was in need of a venue on this side of Blacon. This will be massively beneficial to many of our parents and carers. At this meeting, other potential funding opportunities that would benefit the school directly were floated and a representative of CW Voluntary Action is coming to visit the school after Easter to discuss this further.

On 22nd March, David is attending a meeting to discuss enhanced after-school youth provision aimed at 13-16 year olds to ensure that there is something available for young people on every weekday evening.

A combination of enhanced community visibility, coupled with the potential for improved services and facilities for all of the Blacon community makes these efforts very worthwhile.

The school continues to generate as much parent voice as possible, using every opportunity when parents are on site. Parent feedback is, predominantly, overwhelmingly positive. However, on the occasions when there is negative feedback, contact is made with parents and carers by the most appropriate member of staff to agree a course of action and resolve concerns. Feedback is monitored and tracked by individual event and cumulatively.

Parent Survey Results

Cumulative Data Results %	2022-23					2023-24				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
My Child is happy in School	51%	46%	3%	0%	0%	46%	48%	2%	4%	0%
My child feels safe in school	58%	39%	3%	0%	0%	55%	40%	5%	0%	0%
My child makes good progress	54%	40%	3%	0%	4%	60%	37%	2%	0%	1%
My child is well looked after at this school	58%	39%	3%	0%	0%	57%	42%	1%	0%	0%
My child is taught well at this school	54%	44%	0%	2%	0%	62%	35%	2%	0%	1%
My child receives appropriate homework for their age	43%	38%	12%	3%	5%	50%	36%	7%	4%	3%
This school makes sure its pupils are well behaved	52%	36%	8%	4%	1%	47%	44%	6%	1%	2%
This school deals effectively with bullying	40%	27%	15%	4%	14%	40%	38%	7%	2%	13%
This school is well led and managed	51%	41%	4%	2%	3%	51%	45%	2%	1%	1%
The Values, Aims and Mission of the school are clearly understood						65%	32%	2%	0%	1%
This school response well to any concerns I raise	51%	32%	4%	4%	10%	37%	49%	7%	4%	3%
I receive valuable information from the school about my child's progress	51%	39%	4%	3%	3%	55%	40%	3%	2%	0%
Would you recommend this school to another parent?	59%	33%	3%	2%	3%	53%	42%	5%	0%	0%

International Links

We continue to investigate every opportunity to develop our international profile.

Extensive work continues in this area and David Stockdale is working through the process of achieving full British Council International Accreditation. The application process is significant and the deadline for the submission of applications is June.

There is a substantial increase in the level of international activity required to achieve the full accreditation compared to the Intermediate Award that the school was awarded in 2023. However, the work is ongoing in school.

Since the last report and amongst a range of activities, we hosted a school-wide event to celebrate the Chinese New Year. Subject areas that were involved included: MFL, where students learned some basic Chinese phrases and practiced Chinese calligraphy; Art, where they created dragon banners to reflect that 2024 is the Chinese Year of the Dragon; Drama, where students worked on performances related to the Chinese zodiac; Food Science, where they prepared a selection of Chinese starter and main courses; RE, where student looked at Chinese religious symbolism and made lanterns.

The Head of Chinese Studies at the University of Chester, along with some of her students, were guests of honour and supported all of the activities. In addition, Kelly prepared a variety of Chinese dishes at lunchtime and all students received a fortune cookie.

The event was very well received by students and illustrates the potential to host similar themed events across school.

In February, the school hosted a group of 21 international students for a week who were here on an English 'immersion' visit. The students were from Fabriano in Italy, and each of them had a 'buddy' from either Year 9 or Year 10 to support them during their time with us. Feedback from the company who organised the trip and also the teaching staff who accompanied the visit were extremely complimentary about our students, our school and the experience that we offered, and are keen to develop the relationship independently, perhaps with a view to offering another international student exchange programme at some point in the future.

The immersion experience is a collaborative scheme with UKLC, a language school that we have worked with in the past and, in addition to the obvious enrichment opportunities for our own students, is also a useful income generator for the school.

David Stockdale was invited to visit Queens Park High School to support key members of staff through the process of organising an international trip, including, potentially, a student exchange. David shared the process of how initial, international relationships were cultured and developed at Blacon High School, shared all of the resources that he has created in an effort to cover every eventuality when organising an overseas trip, and also advised them of how to approach the extremely extensive risk assessment required to enable an international visit to take place. This can

be counted as one of the ten activities the school needs to evidence and illustrate impact from to support the application for full international accreditation from the British council.

Following a presentation of some of the work that we do at Blacon High School to enhance our international activities and profile, David Stockdale was invited, and has agreed, to sit on the Cheshire International Links Association (CILA), which meets each quarter. CILA is responsible for funding the school's opportunity to compete at the International Youth Games, so this is a prudent decision. However, it is also another valuable acknowledgement of the important message that we strive to share with our students and the wider community as we learn about cultural diversity, global citizenship, inclusion and acceptance.

7. To transform the building and learning environment to meet the needs of all learners.

KPI's:

- Good from Ofsted
- External funding to implement post 16 provision
- Indoor sports facility for school and community, youth on MUGA
- Conversion to academy and part of a MAT (Multi Academy Trust)

The school secured two judgements of good for Behaviour and Attitudes and Personal Development with Requires Improvement for Quality of Education and Leadership and Management. The second team in February 24, acknowledged the progress that school has made since the previous inspection, noting that 'the school has taken decisive and appropriate action to implement accurate improvement priorities since the last inspection.' Leaders and Governors remain committed to continuing efforts on our transformational improvement journey and are currently exploring future partnerships and high quality MATS to work with the school. The full Ofsted report can be viewed here. <https://files.ofsted.gov.uk/v1/file/50242734>

8. To ensure the school remains financially viable, meeting demand with in the community.

KPI's:

- Reduction in deficit
- Agreed Surplus 2-3%
- Increased and maintained income through lettings and bids
- Benchmarking in line with similar schools
- Full and oversubscribed

We are currently expecting 134 students to come into Year 7 in September. This is below the PAN (Pupil Admission Number) for the first time in over 6 years, however, we expect some additional applications to be made. Whilst the percentage of children from the five Blacon schools within the BEV (Blacon Educational Village) has remained constant at 70%, there has been a reduction in the overall students across the schools and an increase in some moving to specialist provision. The total number of students in Year 6 across the 5 Primary schools had reduced from 187 to 171 this year and the total number moving to Blacon High School has increased by 1% to 71%.

The school has agreed a deficit reduction plan with the local authority over the next 3 years and is working hard to make savings and increase income through lettings and external bids. Recommendations from the SRMA as a result of our historic deficit, (Schools Resource Management Advisor) worked with the Head and Business Manager to produce a report with recommendations for saving, most of which have already been built into the plan. The report was a positive validation of the financial management and supports leaders and Governors in our budget planning moving forwards.

Student Numbers – April 2024

Year	Males	Females	Total
Year 7	88	61	149
Year 8	82	76	158
Year 9	75	71	146
Year 10	84	56	140
Year 11	68	63	131
Totals	397	327	724

Lettings

School continues to be a hub for the community with lettings taking place most nights of the week. We have had additional bookings this term from:

- The Little Children's Market
- Chester School Boys Football
- Eclipse Dance competition
- Cheshire Phoenix Basketball
- Children's Birthday Parties
- Rike and Pickel FC
- Blacon Boxing competition
- Chester School Girls (Claire Smedley)
- Cheshire Schools Girls Football

5pm-10pm	Monday	Blacon Boxing Chester Wind Band Amie Garrett Netball Panthers Basketball Upton JFC Saughall Colts FC Robbie Joinson Vast Impact Football
5pm-10pm	Tuesday	Cheshire Roar Basketball Brewers Basketball Saughall Colts FC Upton JFC
5pm-10pm	Wednesday	Blacon Youth FC Saughall Colts FC Panthers Netball Panthers Social Netball Brewers Basketball

5pm-10pm	Thursday	Peter O'Toole Football Saughall Colts FC Upton JFC Colwyn Bay FC
5pm-10pm	Friday	Panthers Netball Chester School Boys (Dave Sabri)
9am-11am	Saturday	Upton JFC Blacon Youth
12pm-4pm	Sunday	Upton JFC Waverton JFC

Letting Total for 2023 Sept-Nov - £20,822.50

Letting Total for 2024 Jan-Mar - £27,927.25 with an additional £5,348 for the 2 weeks in December 2023.

Additional income - from staff tuck shop, refreshments in the evenings and weekends for the lettings.

December - £978.15

January - £476.80

February - £374.22

March - £698.23

We have a new booking for September for the season with Cheshire Schools Girls football team. They will be using our facilities for their weekly training. We are also looking to secure another booking for Karate to start after half term.

I remain incredibly proud of all that has been achieved during a time in which leaders and staff have had to demonstrate true resilience in order for the school to be recognised for its strengths. We continue to strive to achieve the best for all students as we continue on our journey of improvement.

In the words of Esther Perel, whose parents were survivors of the Holocaust,
“The quality of your life ultimately depends on the quality of your relationships. Not on your achievements, not on how smart you are, not on how rich you are, but on the quality of your relationships, which are basically a reflection of your sense of decency, your ability to think of others, your generosity.”

I am grateful to all staff, students, parents and Governors for their continued support.

Rachel Hudson - Headteacher