Head Teacher's Report for Governors – Autumn, December 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

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 2024	CWAC Results 2024	National Results 2023	Y11 Targets from SISRA	Y11 Predictions October 2024
	127 students			134 students	134 students
Attainment 8	37.15	45.3	46.3	48.36	37.52
Attainment 8 Disadvantaged	33.86	33.7	35.0	47.27	33.37
Attainment 8 Non Disadvantaged	41.06	48.5	50.3	49.27	40.99
KPI - English and Maths 9 - 4 - 60%	47%	65%	65%	77%	48%
KPI - English and Maths 9 - 4 - 60% Disadvantaged	39%	38%	43%	75%	34%
KPI - English and Maths 9 - 4 - 60% Non-Disadvantaged	57%	73%	73%	78%	59%
KPI - English and Maths 9 - 5 - 40%	24%	44%	45%	52%	23%
KPI - English and Maths 9 - 5 - 40% Disadvantaged	20%	21%	25%	52%	16%
KPI - English and Maths 9 - 5 - 40% Non-Disadvantaged	28%	52%	52%	51%	29%
KPI - English 9-4 - 70% and 9 -5 - 60%	58% / 36%	75% / 60%	75% / 61%	88% / 71%	66% / 37%
KPI - English 9-4 - 70% and 9 -5 - 60% Disadvantaged	52% / 30%	51% / 35%	56% / 40%	84% / 70%	54% / 26%
KPI - English 9-4 - 70% and 9 -5 - 60% Non-Disadvantaged	66% / 43%	82% / 67%	81% / 68%	92% / 71%	75% / 45%
KPI - Maths 9-4 - 70% and 9 -5 - 60%	61% / 34%	71% / 51%	70% / 51%	82% / 53%	52% / 33%
KPI - Maths 9-4 - 70% and 9 -5 - 60% Disadvantaged	52% / 30%	46% / 28%	50% / 30%	82% / 52%	39% / 30%
KPI - Maths 9-4 - 70% and 9 -5 - 60% Non-Disadvantaged	72% / 38%	78% / 58%	77% / 58%	82% / 53%	63% / 36%

Schools often equate their Pupil Premium students with their Disadvantaged students, though there is a key difference: Pupil Premium includes service children, whereas Disadvantaged does not.
https://junipereducation.org/blog/understanding-disadvantaged-students-and-pupil-premium

Profile of Year 11 for Current Cohort

	Year 11 2023/24		Current Year 11 2024/25	
	No. of students	% of students	No. of students	% of students
Total	131*		135** ⬆	
Males	68	53	80	59 ⬆
Females	63	48	55	41 ⬇
Pupil Premium	71	55	62	46 ⬇
English as an Additional Language	10	8	14	10 ⬆
SEND Special Educational Needs and Disabilities	28	22	39	29 ⬆
Number of In Year Transfers to Year 11	12	9	8	6 ⬇
Number affected by safeguarding currently	11	9	9	7 ⬇
High Ability	16	12	COVID No KS2	NA
Middle Ability	79	61	COVID No KS2	NA
Lower Ability	29	22	COVID No KS2	NA
No prior data	4	3	COVID No KS2	NA

* Please note that 2 students joined after the January 2024 census so will not be included in our results. Also 2 students were removed from our results as admitted from abroad with English not first language within the last three years.

** Please note that 1 student joined as dual subsidiary and so their results will not count towards our school performance measures.

Contextual Data –whole school

		Total number of students	FSM	Pupil Premium
December 2020	No. of students	672	279	354
	% of students		42%	53%
March 2021	No. of students	669	286	360
	% of students		43%	54%
June 2021	No. of students	664	287	358
	% of students		43%	54%
December 2021	No. of students	683	308	375
	% of students		45%	55%
March 2022	No. of students	682	307	373
	% of students		45%	55%
July 2022	No. of students	568 (Year 11 left)	265	299
	% of students		47%	53%
November 2022	No. of students	719	336	378
	% of students		47%	53%
February 2023	No. of students	718	337	378
	% of students		47%	53%
June 2023	No. of students	718	335	356
	% of students		47%	50%
March 2024	No. of students	722	342	366
	% of students		47%	51%
June 2024	No. of students	721	346	368
	% of students		48%	51%
November 2024	No. of students	712	339	352
	% of students		48%	49%

Current Numbers on Roll

Year	Males	Females	Total
Year 7	58	75	133
Year 8	89	61	150
Year 9	81	74	155
Year 10	72	65	137
Year 11	80	55	135
Totals	**380**	**330**	**710**

In Year Leavers – as of 20/11/2024

Year Group	Total Number: In year leavers for this academic year to 20/11/2024
Year 7	3
Year 8	2
Year 9	4
Year 10	1
Year 11	1
Total	**11**

In Year Starters – as of 20/11/2024

Year Group	Total number: in year starters for this academic year to 20/11/2024
Year 7	0
Year 8	3
Year 9	2
Year 10	0
Year 11	1
Total	**6**

Safeguarding Overview, December 2024

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

Early Help – no TAF	
Year Group	**Nov 2024**
Year 7	**1**
Year 8	**1**
Year 9	**0**
Year 10	**0**
Year 11	**3**
Total	**5**

Open to Assessment – with Social Care	
Year Group	**Nov 2024**
Year 7	**3**
Year 8	**2**
Year 9	**1**
Year 10	**5**
Year 11	**0**
Total	**11**

TAF						
Year Group	May 2022	July 2022	December 2023	March 2024	July 2024	**Nov 2024**
Year 7	5	4	3	3	5	**3**
Year 8	5	4	3	3	5	**4**
Year 9	8	7	4	4/3	4	**6**
Year 10	3	2	4	4	5	**4**
Year 11	2	2	4	4	1	**11**
Total	23	19	18	18/17	20	**28**

CIN – Child in Need						
Year Group	May 2022	July 2022	December 2023	March 2024	July 2024	**November 2024**
Year 7	1	2	0	0	3	**1**
Year 8	2	2	0	1	1	**5**
Year 9	4	4	4	4	1	**2**
Year 10	1	2	1	1	2	**1**
Year 11	2	2	1	1	3	**3**
Total	10	12	6	7	10	**12**

CP – Child Protection						
Year Group	May 2022	July 2022	December 2023	March 2024	July 2024	**November 2024**
Year 7	3	4	0	1	0	**0**
Year 8	1	0	4	3	2	**1**
Year 9	3	3	4	3	3	**1**
Year 10	0	0	0	1	1	**3**
Year 11	5	5	0	1	0	**2**
Total	12	12	8	9	6	**7**

CIC - Children in Care						
Year Group	May 2022	July 2022	December 2023	March 2024	July 2024	**November 2024**
Year 7	5	5	2	2	2	**2**
Year 8	4	4	5	5	3	**0**
Year 9	5	6	4	5	5	**3**
Year 10	5	5	3	3	1	**4**
Year 11	1	1	7	7	7	**1**
Total	20	21	21	22	18	**10**

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 3rd September 2024 – 20th November 2024). Please note that the highest number of incidents reported are safeguarding along with CAMHS highlighting there is an increase in mental health concerns. Increased incidents in bullying/racial incidents also, which are currently being addressed through external agency support and our PSHE Programme.

Incidents by Category

Legend:
- Attendance/Punctuality
- Behaviour
- Bullying/Racial
- CAMHS
- CiN
- CP
- Domestic Violence
- Early Help
- EHCP
- ELSA
- first aid

1/3

Please see below further incidents logged under different categories:

Home Issues
i-ART
LAC
Medical Issues
Mental Health
Mental Health
Open Assessment
Parent Contact/Support
Pastoral Concern
Platform For Life - Referral
Safeguarding

SEN Support
SEND
Sexualised
Supervision
TAF
Vulnerable
Other

▲ 2/3 ▼

Safeguarding Training

The Safeguarding Team continue to enhance their skills and knowledge through further training and courses available to all.

Steve Webster, our Deputy Designated Safeguarding Lead, successfully completed his Counselling Level 2 qualification in the summer and has continued onto the Level 3 course. This is supportive towards our increase in numbers of those who are suffering with mental health and anxiety.

Shelley Macintosh and Ruth Holton have also completed courses to support with changes to safeguarding, which include key courses on Contextual Safeguarding and Child Exploitation.

All staff were present for the annual safeguarding training in September and the PowerPoint used was shared with staff for reference. Further training on writing CPOMS' entries (CPOMS – Child Protection Online Management System) will be completed at a later point, too.

Both Karen Appleby and Shelley Macintosh have continued to work with The Virtual School and completed some further training, following the Attachment Theory Course, around 'Emotional Coaching' which supports our trauma-informed approach. All training will be shared with all staff once all three sessions have been completed.

The Virtual School: Trauma-Informed Award

Karen Appleby was successful in receiving £2,000 to support the work needed to achieve the Attachment Friendly and Trauma Aware Award from The Virtual School.

This funding will go towards whole school training on understanding neurodiversity in students and how to adapt lessons to accommodate all needs. In addition, the funding will support the enhancement of the Quiet Room for those students who require a safe space during challenging times throughout the school day. Karen will attend a total of six sessions to support with this and will keep school updated on the progress.

SEND Overview, Autumn 2024

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 students (25.23% of school) (6.31% EHCP)

Overview of Students with Multiple Vulnerabilities

	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Total	124	122	132	121	124
3+	44	45	65	66	60
5+	17	26	41	34	41

Total: this indicates the total number of students in each year group who have at least one vulnerability across the list identified below.

3+: this indicates the number of students with three or more of the vulnerabilities listed below.

5+: this indicates the number of students with three or more of the vulnerabilities listed below.

List of vulnerabilities measured:
- SEND – Special Educational Needs and Disabilities
- EHCP – Education & Health Care Plan
- TAF – Team Around the Family
- CIN – Child in Need

12

- CP – Child Protection
- CIC – Child in Care (previously known as LAC – Looked After Child)
- Adopted
- Bereavement
- Health
- Parental MH (Mental Health)
- DV (Domestic Violence)
- Criminality
- Substance Abuse
- Young Carer

SEND and Inclusion Centre Update, Autumn 2024

Key Priorities
Key Priority 1

At times, staff lack the confidence that they need to deliver aspects of the curriculum well. This hinders some pupils, including those with **SEND,** *from learning the curriculum as successfully as they should. The school should ensure that staff are supported to deliver the curriculum as intended.*

In response to the whole school priority, as stated above from our School Improvement Plan, the following are also key priorities:

- Adaptive teaching strategies shared, monitored and evaluated in line with Learning and Teaching CPD Programme
- One-Page Profiles for all students to support staff's awareness and adaptive teaching strategies
- Blacon SEND Pathway to be followed to ensure appropriate support is in place throughout journey at BHS
- Set up Inclusion Centre to support students accessing their full curriculum and transitioning successfully back to their mainstream classrooms
- There is one remaining Curriculum Plus group in Year 10 who are already accessing their option subjects for their GCSEs in mainstream classes, so they are ready for a full transition at the end of Year 10 and into Year 11
- Timetabling TAs to include key interventions across school (to be finalised and launched this half-term)
- Quiet Room location for vulnerable students
- SEND Register updated

Actions Taken So Far

- Regular meetings and actions set with our external support SLEs linked to priority subject areas and SLE in SEND as part of SEND Review – Karen Thomson and Amanda Hunt
- All current students named on SEND Register, 2023-2024, have a one-page profile on our TES Provision Map

- TA and Support Staff's timetables have been redesigned to include key interventions named on EHCPs
- SEND Specialist Teacher's timetable has been designed to include key interventions for both our secondary programme, Read, Write, Inc. and numeracy
- Several members of the team have attended training and webinars on adaptive teaching, Autism and ADHD awareness courses
- Kate Henshall has presented new TA timetables at both SLT and whole staff briefings ahead of the launch of these at the end of November.
- Application for The Virtual School Attachment Friendly and Trauma Aware Award was successful and school received £2000 to support with the following: external training with a focus on neurodiversity and adaptive teaching strategies; a PSHE Programme linked to mental health and cultural capital and sensory equipment for our Quiet Room

Planned Work

- Register and implement the IQM framework for development– Inclusion Quality Mark
- CPD on adaptive teaching for diverse needs. Workshops on how to use the latest research in relation to adaptive teaching, neurodiversity and systems to develop SEND outcomes – whole school approach in January 2025 INSET Day with Karen Thomson
- Book scrutiny focusing on SEND comparing against non-SEND – both Karen Appleby and Kate Henshall looked through books and where there is some good practice of scaffolding and adaptation for students in books, which is to be shared across school.
- Teacher training regarding deployment of TAs to ensure TAs are effective as additional adults in the classrooms
- Teacher training regarding interventions and how TAs are now going to be used for support and how this have a long-term positive impact in their classrooms
- Quiet Room to be developed and enhanced further – move to a larger space and add more appropriate furnishings to support students' high-level needs
- Training sessions and information sessions for parents/carers

Impact

- SEND Team is more aligned with whole school priorities and SENDCo now attends Middle Leader Forum and is key to coordinating SEND across whole school – positive impact so far and will continue to enhance staff's awareness and knowledge
- SEND pathway is implemented and is ensuring all students are supported and are made aware of at earliest possible stage – still some catch-up following last year but SEND Register will be updated by Spring Term
- TAs are more confident in their abilities to support students with complex needs thanks to departmental and personalised CPD
- Future impact from new timetables – enhanced skills in key interventions and will develop subject specialist skills which will support outcomes
- Students with complex needs to successful transition into final year of school (C+ group in Year 10) to ensure they are Post-16 ready and complete all exams successfully and make good progress

- Attendance for school refusers and students with significant anxiety/mental health issues is steadily improving due to support via the Inclusion Centre and external agencies, including Fight to Thrive (data available in attendance report)

Summary and Conclusion

The SEND and Inclusion Team is at a key point of its journey following Ofsted feedback where it was perceived to have good intent and practice but now we are needing to implement some new ways of working and this will take time. We are in agreement with our external advisors that we require a culture shift and this must be done in small steps. The first of these steps is the timetables and how support is distributed across school.

Next steps will be to evaluate the new way of working and to look at impact on how students are accessing lessons following interventions. We will review this at the end of January and adapt where needed.

Finally, we have sadly had to say, what we hope is a temporary goodbye, to Ali Batuk, one of our Teaching Assistants who has had to return to Turkey but we hope that he will return to us after Christmas. He has been an excellent addition and has been a huge support to the Maths Department.

Additionally, we are proud of Karl Fishwick, who has been successful in being placed on secondment in the Pastoral Team where he can support students further with his ELSA training and gain professional development experience in this role.

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 Autumn Term 2024	Qualifications	Cost
Inspiring Your Future / Fight to Thrive / Sara Ramsden	Inspiring Your Future is a social non-for-profit organisation with a conscience. Established in 2020 they design and deliver programmes of support that directly impact our communities. Their aim is simple; to support people to achieve their potential no matter what barriers they may face. They are a trauma informed organisation with pupils' well- being and mental health at the very core of everything we do. Every programme they deliver has four pillars of success that underpin it; Life, Social, Mind and Body.	12	KS4: Supporting CORE subjects and options KS3: CORE subjects	£65 a day
Route 5 Pursuits	The D of E 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	KS3	KS3: John Muir Award	£200 per day

	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.			
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.	0	Keys 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.	0	KS3 & KS4: English, Maths, Science, PHSCE, Careers as well as a variety of different wellbeing and skill based groups including STEM and Art. ELSA	No Charge
Creative in Excellence	Bespoke tuition provision that supports students in developing academic ability, social skills and personal development.	0	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.	1	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 Engaging in Alternative Provision – Autumn Term

Name	Year Group	AP/PT	Provision
Student	11	AP	Inspiring Futures
Student	10	AP	Impact
Student	10	AP	Inspiring Futures
Student	10	AP	Inspiring Futures
Student	10	AP	Inspiring Futures
Student	10	AP	Inspiring Futures
Student	10	AP	Inspiring Futures
Student	9	AP/PT	Inspiring Futures
Student	11	PT	Local Authority Tuition
Student	8	AP	Inspiring Futures
Student	11	AP	Inspiring Futures
Student	7	AP	Inspiring Futures
Student	8	AP	Inspiring Futures
Student	10	AP	Inspiring Futures

Alternative Provision Cost Breakdown (from April 2024 – current)

Provider	Costs
Inspiring Futures AP	£26,100
Impact	£10,033
Route 5 Pursuits	£11,666
Taxi	£9,000
Total	£56,799

Summary

- 14 students have engaged in alternative provision in Autumn 1
- 3 Alternative Providers have been accessed by our students
- KS3 students have engaged with Route 5 Pursuits
- Of the students engaging in Alternative Provision, 78% (11) are PP
- Of the students engaging in Alternative Provision, 35% (5) are SEN
- Of the students engaging in Alternative Provision, 71% (10) are KS4
- Of the students engaging in Alternative Provision, 29% (4) are KS3

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

Learning outside the classroom – Trips

Weekly Outdoor Education Trips for Year 7 Students

Our Year 7 students have been participating in weekly outdoor education trips since September, and these experiences have proven to be incredibly valuable. So far, 82 students have taken part in these trips, which not only allow them to explore nature and develop practical skills, but also encourage teamwork, resilience, and self-confidence. The outdoor activities foster a sense of adventure, while also providing opportunities for personal growth. The students are fully engaged, enjoying the chance to connect with their peers in a unique setting away from the classroom. Staff members also find these trips rewarding, as they witness the students' enthusiasm, growth, and development in real-world environments. Overall, these outdoor education trips have become a highlight of Year 7's first experiences at Blacon High School, benefiting students and staff alike through enriching experiences and lasting memories.

Some results from the student survey

What activities did you enjoy the most? (Please select all that apply)

Activity	Value
Hiking	(25%)
Team Building Games	(45%)
Exploring Nature	(35%)
Being Outdoors	(35%)
The games	(5%)
ALL OF THEM	(5%)
Hot chocolate	(5%)

How would you rate your overall experience on the Outdoor Education Day?

- Excellent — 45%
- Good — 55%
- Fair
- Poor

Some results from the staff survey

1. **Which educational objectives were achieved during the day?** (Please select all that apply)

Objective	Value
Problem solving skills	(50%)
Teamwork	(100%)
First hand learning	(50%)
Leadership skills	(0%)
Enhanced curriculum learning	(50%)
Develop deeper relationship wit…	(100%)
Activity skills	2 (50%)
Communication skills	(25%)
Understanding natural environ…	(100%)
Personal and social development	(75%)
Survival skills	(0%)
Resilience	(75%)

1. **How effective do you think the activities were in achieving the educational objectives?**

Teaching, Learning and Assessment, CPD and QA

Staff Development Approach 2024-25

Individual Self-Evaluation

- Self-assessment against statements in the pedagogical framework.
- Identification of three development priorities and key strengths.

Collaborative Skill Development

- **Fortnightly Teaching and Learning Groups**: The current focus is on using mini-whiteboards to support independent thinking, engagement, and resilience.
- Teachers with specific strengths lead sessions on targeted strategies.
- During INSET, teachers select sessions based on self-evaluation or coaching feedback.
- Resources from all sessions are shared with staff via the Teaching and Learning Google Classroom.

Key Whole-School INSET Sessions

- Focus on the pedagogical model (**CAEEP**).
  - Develop the effective use of the model among staff.
  - Engage students in understanding the purpose and value of each stage.
- Anticipating and addressing potential barriers to learning.
- Adaptive teaching techniques to respond to learners' needs.
- Effective questioning strategies.

Group Progress Reviews

- Regular review of priorities and evaluation of progress across the school.

Individual Coaching and Mentoring

- Teachers or Teaching Assistants are paired with colleagues for targeted coaching or mentoring.

Quality Assurance

The new Quality Assurance process, introduced this academic year, includes:

- Regular book audits and home learning audits.
- Gathering feedback through student voice.
- Teacher self-evaluations and identification of development areas, followed by discussions with LAJ.
- Learning Walks, with a focus on specific areas, with observations and feedback shared with middle leaders and teachers.
- Use of Microsoft Forms during Learning Walks for efficient data collection.

The initial Learning Walks were conducted by members of the SLT, ensuring alignment with the school's priorities.

The next step is for Middle Leaders to use the same Forms to carry out Learning Walks within their department and then across subject areas. Data is collected in a central spreadsheet, which can then be analysed whole-school or at a subject level.

Key Teaching and Learning Priorities for 2024-25

1. Deepen knowledge of students and their starting points (e.g., SEND and Most Able).
2. Effective use of the TES Provision Map to support student progress.
3. Anticipate potential barriers and proactively plan to minimize them.
4. Write and sequence learning objectives with precision.
5. Implement appropriate and timely scaffolding techniques.
6. Foster effective collaboration with Teaching Assistants.
7. Maintain high expectations for all students.

Continued Development

1. **Summative Assessments**
   - Ongoing auditing and evaluation of assessment questions and formats.
   - Scheduled evaluations by Middle Leaders to ensure the validity and reliability of data generated. Follow-up meetings with SCN and LAJ to identify necessary improvements and plan actions.

2. **New Whole-School Assessment System**
   - Trial of the percentage-based system for recording and reporting assessment outcomes during the Autumn Term of 2024.
   - After any necessary amendments, the system will be implemented across all subjects from January 2025.

3. **Whole-School CPD: Adaptive and Responsive Teaching**
   - Continued focus on enhancing staff understanding of how adaptive and responsive teaching strategies can be effectively applied in the classroom.

- Expansion of the workshop-based approach to INSET, enabling staff to access diverse CPD opportunities tailored to their needs and stages of development. Internal and external expertise will be utilized to support this.

4. **Home Learning**
   - Insights from Home Learning Audits will be used to improve consistency across subjects.
   - Additional support will be provided to certain subject areas to enhance the quality of Home Learning tasks and better integrate knowledge from previous topics.

5. **Teacher Appraisal and Development**
   - At the end of the 2024-25 appraisal cycle, Line Managers will review and evaluate teachers' progress against their self-identified development targets.

6. **Middle Leaders' Development**
   - Timetabled meetings with Middle Leaders will focus on improving Teaching, Learning, and Assessment.

7. **Individual Development Meetings**
   - Continued one-to-one meetings with staff to review their individual development targets. These discussions will focus on the steps required to achieve desired outcomes and identify the necessary support and resources.

8. **Focused Lesson Drop-Ins**
   - Non-judgmental and supportive drop-ins will be conducted to evaluate the ongoing development of Teaching, Learning, and Assessment across departments.
   - Teachers will have the opportunity to demonstrate and receive feedback on strategies they are implementing, aligned with the **Quality Assurance Overview**, **School Improvement Plan**, and **Post-Ofsted Action Plan**.

9. **Learning and Teaching Newsletter**

A half-termly newsletter will feature summaries of educational research and contributions from various subject areas, highlighting strategies that are effectively enhancing learning.

The first Teaching and Learning INSET was planned for November, 19th but is to be rescheduled because of the poor weather and the number of teachers who were unable to make it into school and therefore would have missed the important training. The model includes workshops planned by members of staff with expertise in key areas along with a focus on adaptive teaching and the most effective use of Teaching Assistants to support SEND.

International Links

I am delighted to share with you that, following a huge amount of work on a range of whole-school initiatives, coupled with a consistent focus on developing international links and enhancing our international profile, the school has achieved the British Council International Schools Award Accreditation. This follows last year's successful submission for the Intermediate Award.

This is a huge accolade for the school; in 2023, only forty schools nationally achieved this top level of the award so we are in good company. Mrs Hudson and Mr Stockdale will be attending an event at the Palace of Westminster in January to receive the award.

Following the completion of a host of activities, the application for the award was in the region of 30,000 words but please follow the link attached to read the full submission.

https://manager.submittable.com/user/submissions/46764012#forms

Of course, work is ongoing. So far this year we have celebrated European Languages Day, had a number of activities to support Black History Month and held a whole-school event involving lots of subject areas to celebrate the Indian Festival of Light – Diwali. Additionally, Mr Stockdale is about to introduce the opportunity for a group of Year 10 students to take part in the next exchange trip to Bulgaria in June 2025. As governors are aware, the relationship with our partners in Bulgaria has been ongoing since 2016 and is valued equally by both schools.

Culture Capital Data (Cumulative from time starting in school)

All Students

Trip Group	Numbers in Cohort	At least 1 Trip		At least 2 Trips		At least 3 Trips		At least 4 Trips	
		No. of Students	% of students	No. of Students	% of students	No. of Students	% of students	No. of Students	% of students
Year 7 trips	134	126	94.03	34	25.37	1	0.75	0	0.00
Year 8 trips	160	159	99.38	110	68.75	69	43.13	25	15.63
Year 9 trips	161	156	96.89	153	95.03	149	92.55	145	90.06
Year 10 trips	147	147	100.00	140	95.24	138	93.88	137	93.20
Year 11 trips	142	130	91.55	128	90.14	123	86.62	118	83.10
All Trips	**744**	**718**	96.51	**565**	75.94	480	64.52	425	57.12

Pupil Premium Students

Trip Group	Numbers in Cohort	At least 1 Trip		At least 2 Trips		At least 3 Trips		At least 4 Trips	
		No. of PP Students	% of PP students	No. of PP Students	% of PP students	No. of PP Students	% of PP students	No. of PP Students	% of PP students
Year 7 trips	67	62	92.54	16	23.88	1	1.49	0	0.00
Year 8 trips	69	68	98.55	45	65.22	45	65.22	19	27.54
Year 9 trips	76	75	98.68	75	98.68	72	94.74	68	89.47
Year 10 trips	82	82	100.00	77	93.90	77	93.90	76	92.68
Year 11 trips	68	62	91.18	60	88.24	59	86.76	59	86.76
All Trips	**362**	**349**	96.41	**273**	75.41	**254**	**70.17**	**222**	**61.33**

Extra-Curricular Clubs and Enrichment Attendance

As of 06.02.24

Year Group	Total Number attending clubs			SEN			Pupil Premium			Males			Females		
	Number of students	% of attendees	% of Year Group	Number of students	% of attendees	% of all SEN students in yr group	Number of students	% of attendees	% of all PP students in yr group	Number of students	% of attendees	% of all males in yr group	Number of students	% of attendees	% 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 attendees	% of Year Group	Number of students	% of attendees	% of all SEN students in yr group	Number of students	% of attendees	% of all PP students in yr group	Number of students	% of attendees	% of all males in yr group	Number of students	% of attendees	% 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**

As of 27.06.24

Year Group	Total Number attending clubs			SEN			Pupil Premium			Males			Females		
	Number of students	% of attendees	% of Year Group	Number of students	% of attendees	% of all SEN students in yr group	Number of students	% of attendees	% of all PP students in yr group	Number of students	% of attendees	% of all males in yr group	Number of students	% of attendees	% 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

As of 26.11.24

Year Group	Total Number attending clubs			SEN			Pupil Premium			Males			Females		
	Number of students	% of attendees	% of Year Group	Number of students	% of attendees	% of all SEN students in yr group	Number of students	% of attendees	% of all PP students in yr group	Number of students	% of attendees	% of all males in yr group	Number of students	% of attendees	% of all females in yr group
Year 7	54	23.08	39.71	13	2.97	26.00	23	5.25	33.82	32	7.31	36.36	22	5.02	28.57
Year 8	44	18.80	28.95	17	3.88	37.78	18	4.11	25.00	18	4.11	21.95	26	5.94	41.94
Year 9	75	32.05	46.88	14	3.20	40.00	33	7.53	42.31	56	12.79	74.67	19	4.34	24.68
Year 10	20	8.55	14.39	3	0.68	6.98	7	1.60	9.09	15	3.42	20.55	11	2.51	16.67
Year 11	41	17.52	30.15	7	1.60	17.95	11	2.51	17.74	21	4.79	25.93	5	1.14	9.09
Whole School	234	100.00	60.58	54	12.33	4.46	92	21.00	25.77	142	32.42	36.79	83	18.95	24.63

- Club attendance has dropped compared to 2023-24
- There are 22 clubs currently, whereas by the end of 2023-24 there were 56 clubs on offer. This is due to period 6 not yet starting for some subjects and there are less PE clubs due to it only being the first term of the year.
- This would explain the lower percentage of students attending clubs.

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

Attendance, 02.09.24 – 15.11.24

	NUMBERS ON ROLL	CUMULATIVE% 23/24	CUMULATIVE% 24/25	NATIONAL AVERAGE
TOTAL	721 (749)	87.2	87.4	93.0

GROUPS

	NUMBERS ON ROLL	CUMULATIVE% 23/24	CUMULATIVE% 24/25	NATIONAL AVERAGE
GIRLS	355 (352)	86.8	87.0	Not published
BOYS	386 (409)	87.6	87.7	Not published
PUPIL PREMIUM	355 (380)	82.2	82.5	Not published
NON PUPIL PREMIUM	367 (369)	92.4	92.1	Not published
FSM	345 (354)	92.0	82.4	Not published
NON FSM	377 (395)	92.0	92.0	Not published
SEN SUPPORT	163 (153)	84.4	83.7	Not published
EHCP	49 (43)	72.9	75.5	Not published
CLA	9 (19)	92.3	98.9	Not published
EAL	55 (54)	37.5	75.5	Not published

PERSISTENT ABSENCE - CUMULATIVE   23/24

	% OF STUDENTS	NO. OF STUDENTS	NO. OF PP STUDENTS	% OF PP STUDENTS	NO. OF STUDENTS SEN	% OF SEN STUDENTS	NO. OF CLA STUDENTS	% OF CLA STUDENTS	NO. OF STUDENTS IN COHORT
TOTAL 23/24	38.99	292	201	68.84	91	31.16	3	1.03	749
TOTAL 24/25	37.67	272	172	63.24	96	35.29	0	0.00	722

AUTHORISED AND UNAUTHORISED ABSENCE

	2023/24		2024/25	
	AUTHORISED ABSENCE %	UNAUTHORISED ABSENCE %	AUTHORISED ABSENCE %	UNAUTHORISED ABSENCE %
TOTAL	7.0	5.8	7.1	5.5
NATIONAL AVERAGE			4.4	2.6

Absence Breakdown 2024-25 School Year

8,647 Marks
(12.4% of Total)

Reduced Timetable

Headline Figures

- Attendance up by 0.2% against last year
- PA improved by 1.3% against last year
- most vulnerable groups have improved their attendance
- Unauthorised absence improved by 0.3% against last year, despite the number of U codes (late after registration) significantly increasing.*
- The difference between authorised and unauthorised absence is better than national (this shows that although our authorised and unauthoried absences are higher, the ratio of unauthorised absences v authorised absences is at a similar, marginally better, ratio than nationally.**

* U codes have significantly increased due to new legistration and FPNs

** The difference between authorised and unauthorised absence nationally is 1.8%, where as ours is at 1.6%. This means we are unauthorising a lower percentage of our absences than nationally.

Behaviour Analysis 2024/25

Data at 18/11/24

Exclusion/ Suspension BHS vs National Data

Exclusions	2016/17		2017/18		2018/19		2019/20		2020/21		2021/22		2022/23		2023/24		2024/25	
ASP	BHS	Nav	BHS	Nav	BHS	Nav	BHS	BHS	Nav	Nav	BHS	Nav	BHS	Nav	BHS	Nav	BHS	Nav
P' exclusions as % of pupil group	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	0.22	0.55 =4	July 25 release		
% pupils with susp'	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	18.90	16.0 =116	July 25 release		
% pupils with 1 or more susp'	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	3.91 =28	7.12	6.26 =45	July 25 release		
% pupils with 2 or more susp'	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	1.54 =11	3.40	3.49 =25	July 25 release		

Suspensions/ Exclusion Data

19/20 Au	19/20 Sp	19/20 Su	20/21 Au	20/21 Sp	20/21 Su	21/22 Au	21/22 Sp	21/22 Su	22/23 Au	22/23 Sp	22/23 Su	23/24 Au	23/24 Sp	23/24 Su	24/25 Au	24/25 Sp	24/25 Su
16	16 +1pex		19 +2pex	3	16 +1pex	18	39 +1pex	28 +1pex	15	27 +3pex	17 +1pex	36 +3pex	37 +1pex	43	78 +3pex		

Step Out Data (out/in)

19/20 Au	19/20 Sp	19/20 Su	20/21 Au	20/21 Sp	20/21 Su	21/22 Au	21/22 Sp	21/22 Su	22/23 Au	22/23 Sp	22/23 Su	23/24 Au	23/24 Sp	23/24 Su	24/25 Au	24/25 Sp	24/25 Su
5	1		1	0	0	1	0	3	2	5	9	16 / 16	10 / 21	21 / 30	10 / 10		

Internal Suspension Data

19/20 Au	19/20 Sp1	19/20 Su	20/21 Au	20/21 Sp	20/21 Su	21/22 Au	21/22 Sp	21/22 Su	22/23 Au	22/23 Sp	22/23 Su	23/24 Au	23/24 Sp	23/24 Su	24/25 Au	24/25 Sp	24/25 Su
35	22	■	27	7	14	48	58	36	126	76	110	177	139	142	338	■	

SSA Data

19/20 Au	19/20 Sp1	19/20 Su	20/21 Au	20/21 Sp	20/21 Su	21/22 Au	21/22 Sp	21/22 Su	22/23 Au	22/23 Sp	22/23 Su	23/24 Au	23/24 Sp	23/24 Su	24/25 Au	24/25 Sp	24/25 Su
96.9%	96.1%	■	97.5%	97.3%	96.7%	96.9%	96.3%	95.1%	96.7%	95.6%	95.5%	97.1%	95.7%	96.7%	96.5%	■	
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%	0.82%	1%	■	

SIG Group Data

19/20 Au	19/20 Sp1	19/20 Su	20/21 Au	20/21 Sp	20/21 Su	21/22 Au	21/22 Sp	21/22 Su	22/23 Au	22/23 Sp	22/23 Su	23/24 Au	23/24 Sp	23/24 Su	24/25 Au	24/25 Sp	24/25 Su
27	30	■	16	34	30	22	46	45	25	21	24	19	32	31	31	■	

On Call Data

19/20 Au	19/20 Sp1	19/20 Su	20/21 Au	20/21 Sp	20/21 Su	21/22 Au	21/22 Sp	21/22 Su	22/23 Au	22/23 Sp	22/23 Su	23/24 Au	23/24 Sp	23/24 Su	24/25 Au	24/25 Sp	24/25 Su
286	305	■	257	41	124	297	252	129	389	146	213	315	249	289	356	■	

Remove Room Data

19/20 Au	19/20 Sp	19/20 Su	20/21 Au	20/21 Sp	20/21 Su	21/22 Au	21/22 Sp	21/22 Su	22/23 Au	22/23 Sp	22/23 Su	23/24 Au	23/24 Sp	23/24 Su	24/25 Au	24/25 Sp	24/25 Su
218	193	■	182	34	98	241	243	127	359	141	206	197	193	210	332	■	

Exclusions and Suspensions Blacon High School compared National Data

We have issued 4 permanent exclusions this academic year and 107 suspensions. This data will likely mean we find ourselves just over national average data in these areas. This increase in suspensions and exclusions is in line with what we know from our partner schools in the Local Authority and also the national picture. 45 different students have received suspensions and 23 students have had 2 or more suspensions. 20 suspensions came from 4 students who have now been permanently excluded and a further 21 from 3 students who are struggling to meet the demands of behaviour policy at Blacon High School.

Suspensions/ Exclusion Data

Suspensions have been issued consistently throughout the year to maintain high standards and to reinforce the expectations of our behaviour policy and values.

Step Out Data (out/in)

Step outs continue to be used as a strand of our behaviour policy and are used as a tool to avoid suspension. We work particularly closely with 3 local secondary schools. We have seen 41 students stepped out this year and have had 65 students working with us in our SLT isolation room.

Internal Suspension Data

The SLT Isolation room is a vital part of our behaviour system and pathway and plays a significant role in ensuring the climate for learning around school is positive. In total 425 different internal isolations have been issued for a variety of reasons, ranging from breaking CORE principles, altercations, corridor conduct or missing detentions. Without the SLT isolation room, suspensions would be significantly higher.

SSA Data

SSA data remains positive which shows that when students are in lessons, they are keen to learn. There are a small percentage of students who fail to engage fully with learning at all times and these are picked up through the SSA system. A priority here is to share the responsibility of challenging negative behaviour in classrooms between middle leaders, rather than just with Progress leaders.

SIG Group Data

There have been 82 cases where a student has been placed in the SIG group at different levels. No students have reached the Headteacher SIG which is evidence of the system working. Some students who seemed as though they were on the behaviour pathway to suspension and exclusion have had a complete turnaround in behaviour and are due to be on end of year reward trips.

On Call + Remove Room

This year, on call support has been requested 792 by classroom teachers. This is alongside the significant work that is completed by the on call team who work to prevent these calls by being visible and present around school whilst they are timetabled. 557 of these on call requests have resulted in the student being placed into the remove room.

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.

ECT	Stage	Completion	Mentor
Sarah Hughes	2nd Year	July 2024	Pete Evans
Leyla Acar	1st Year	July 2025	Laura Sandland-Jones
Anna Butler	1st Year	July 2025	Gemma McHale
Harrison Kendall	1st Year	July 2025	Katie Illingworth
New starters:			
Georgina Bolwell	1st Year	Jan 2027	David Stockdale
Rebecca Rowe	1st Year	0.6FTE – TBC	Jessica Wright

All of our ECTs are making relevant progress and our three second-year ECTs will complete in July.

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. ECTs are supported by a mentor via timetabled sessions; mentors do not need to be from within an ECT's subject specialism. STO is the ECT Tutor and completes a progress assessment at the end of each term.

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

National College Qualifications - NPQs

The school continues to take full advantage of funded places for Middle and Senior Leaders to complete NPQs with our preferred training providers, the Best Practice Network.

So far, 26 members of middle and senior leadership have taken the opportunity to access professional development using this route by completing one of the NPQ leadership qualifications. These qualifications are nationally recognised and carry valuable professional capital.

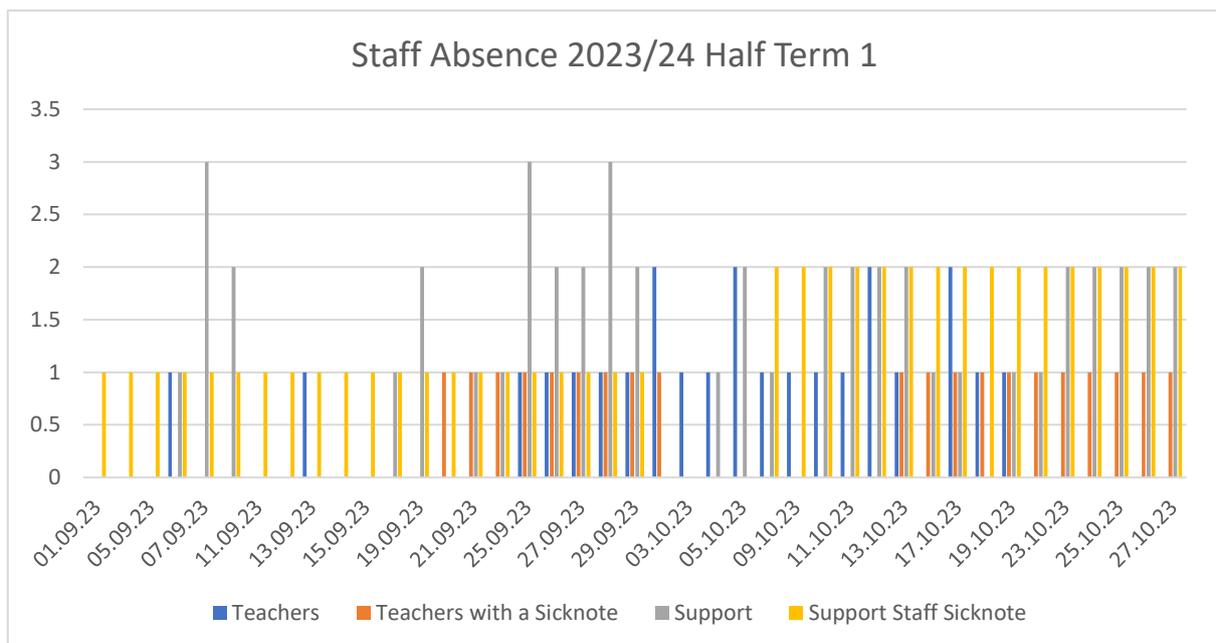Staff currently engaged in qualifications are:

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 Rochell-Gill – NPQLT – commenced Spring 2024

Ilya Haycock – NPQH – commenced Spring 2024

Feona Prime – NPQLTD – commenced Spring 2024

Sarah Liddell – NPQSL – commenced Spring 2024
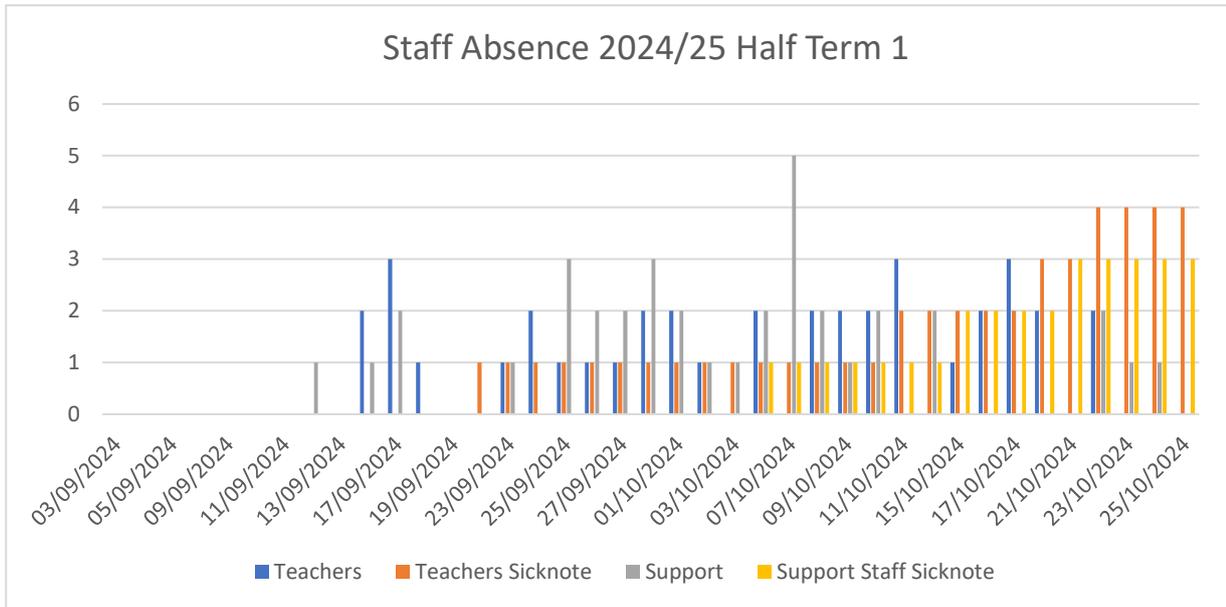
Joe Pedder – NPQLT – commenced Spring 2024

Initial Teacher Training (ITT)

Once again, Blacon High School continues to offer placements to Associate Teachers (ATs) from a range of institutes including: The University of Chester, Liverpool Hope University. Liverpool John Moores University, Manchester Metropolitan University and Edge Hill University. Currently, we are hosting ATs in: English x 2, Geography, RE, PE, Performing Arts and MFL.

In recent years, we have developed a fantastic team of Subject Mentors across a range of subject areas, while David Stockdale acts as Professional Mentor. This model ensures a high quality experience for Associate Teachers and makes us a popular choice for ITT providers.

Staff Absence

Staff Absence 2024/25 Half Term 1

Staff Occupational Health and Counselling

Support staff referred 4
Support staff accessing Counselling 2

Teaching staff referred 5
Teaching staff accessing Counselling 2

When staff are absent from school, they now ring the school line and leave a message which is picked up by a member of support staff each day to plan for any cover, instead of staff ringing the Head to ensure that everyone is comfortable with the process. The Head and Business Manager complete return to work meetings so that any issues arising can be addressed and support offered through Occupational Health, the Employee Assistance Programme and Well Being Hub.

Reducing Staff Workload

As a school, we have signed up to the DfE Well Being charter, which is evident in the statement now showing on every staff email. The education staff wellbeing charter is a declaration of support for, and a set of commitments, to the wellbeing and mental health of everyone working in education.

The charter is for education staff in England. This includes temporary and support staff. All state-funded schools and colleges have been invited to sign up to the charter as a shared commitment to protect, promote and enhance the wellbeing of their staff.

The charter:
https://assets.publishing.service.gov.uk/media/6194eb37d3bf7f0551f2d1a5/DfE_Education_Workforce_Welbeing_Charter_Nov21.pdf
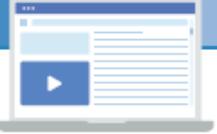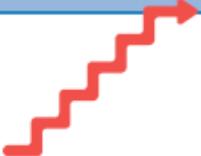
- was created by the education sector to highlight staff wellbeing in the education sector
- is a tool for schools and colleges to create and publicly commit to their own wellbeing strategies
- is a declaration to protect, promote and enhance the wellbeing and mental health of everyone working in state education
- includes commitments on education staff wellbeing by DfE and Ofsted
- sets out principles of shared understanding on the meaning and importance of wellbeing and everyone's roles and responsibilities
- sends a message to everyone working in schools and colleges that their wellbeing and mental health matters
- aims to improve wellbeing in schools and colleges by encouraging debate and accountability

We have created a Staff Workload Reduction and Well-Being group with a small, interested group of staff and met on the 28th November. The key aims of the group are to review the current information and guidance from DfE, Unions, The Key and best practice from schools to use this to change policy and practice. The group will be reviewing an external package which tracks staff responses on a range of metrics linked to well-being, culture and workload but also benchmarks this against other schools.

Your wellbeing matters. We have signed up to the Education Staff Wellbeing Charter to:

Prioritise staff mental health

Give staff the support they need to take responsibility for their own and others' wellbeing

Give managers access to the tools and resources they need to support the wellbeing of those they line manage

Establish a clear communications policy

Give staff a voice in decision-making

Drive down unnecessary workload

Champion and enable flexible working

Create a good behaviour culture

Support staff to progress in their careers

Include a sub-strategy for protecting leader wellbeing and mental health

Hold ourselves accountable, including by measuring staff wellbeing

Education Staff Wellbeing Charter
For more information: www.gov.uk/dfe

Department for Education

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%

LORIC

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. Autumn Term 1 focus was Leadership and half term 2 the focus is Organisation with year group assemblies planned and delivered by Mr Cairns.

The Blacon Character Awards and LORIC certificates will be awarded to year 9 students in the summer term assemblies and year 11 will receive their awards during the ROA. Students have focused on 4 Leadership and 1 Organisation statement this Autumn term.

Currently after 5 LORIC sessions, only limited data has been inputted on SIMS. The current picture for year 9 and Year 11 is good because those year groups certificate at the end of this school year:

Year 9 data from November 2024

Year 9 - 16 students have Leadership Award, 1 student has Organisation Award, 1 student has Resilience Award, 0 students has Independence Award and 2 students have Creativity Award. Alfie Scott has 21/25 completed statements. There are 156 students in year 9.

Year 11 data from November 2024

Year 11 - 4 students have Leadership Award, 1 student has Organisation Award, 12 student have Resilience Award, 3 students have independence award and 5 students have Creativity Award. Theo Robinson already has Blacon High School Character Award with 25 completed statements. There are 136 students in Year 11.

Investors in People

The school was successfully recognised for Investors in People in summer 2024 and plan to go for the Platinum insights assessment in 2025. The full report is available to view which highlights the strength of relationships, quality of consultations, CPD and training which gives a voice to all groups of staff. In the next 12 months, we will continue to embed Our Promise as Leaders, celebrating success and former students, along with supporting staff with spaces to decompress during the day.

Student Leadership

A new Student Leadership Team has been appointed from Year 11, and a new Student Parliament has been elected from Years 7-10; already in 2024/25, student leadership has been active and have taken part in a number of community initiatives.

We started the year by sending a significant delegation of KS4 students to a Diversity and Inclusion Conference that was hosted by the Chester School's Together partnership. There were two main sessions this year. The first was gender discrimination, which focused on many of the issues women face in terms of personal safety, sexual harassment and equality in the workplace. The second section focused on the stigma associated with admitting to, and seeking support for, mental health sufferers amongst men; suicide is the biggest killer of young males between the ages of 15 and 30. As always, our students were very vocal and were happy to contribute freely. What was also fantastic to witness was the exemplary behaviour of our students; I cannot say the same for the students from some of the other schools in attendance.

Along with pupils from all of the primary schools in Blacon, our Key Stage 3 representatives took part in a six-week programme where they became 'Fairer Future Ambassadors', a community initiative called 'Poverty Truth' that was run by CWAC. The students who were involved each week were commended highly by the organisers and this project may now continue.

Five of our Key Stage 4 student leaders attended the 'Chester Residents Association Group' (CRAG) annual conference at Chester Racecourse on 22nd October.

The event focused on the 'One City Plan', the river, the arts and the city's heritage. Also in attendance at the conference were Councillor Razia Daniels, The Lord Mayor of Chester, and Professor Eunice Simmons, the Vice Chancellor of The University of Chester; being in this company illustrates the level of maturity amongst our students who both contribute and can communicate effectively in any forum. Our students were accompanied by one of our governors, Rob Williams, who reported that they made a strong case for the community of Blacon at every opportunity.

Please also see the extract below from an email from event organiser Andrew Kendall following the event.
I just wanted to say thank you for taking part in this year's CRAG conference.

I had the pleasure of sharing a table in the morning with your five students, who were all positively engaged in the event, including posing questions to the panel.

Please pass on our congratulations from the team here at CRAG and we offer them our very best wishes for a bright future.

We will be reviewing the event outcomes and looking at how we continue to engage other schools around the plans for the city.

Students from Blacon High School continue to lead the BEV Democracy Project, now in its eighth year, which meets once each half term and is attended by representatives from the primary schools in the BEV. As I'm

sure you're aware, more than half of the global population has been to the polls during 2024 so there is much to discuss.

Additionally, representatives from this group are now a standing item on the Avenue Services AGM agenda and offer the voice of the young people of Blacon to each meeting.

Finally, representatives from both the Student Leadership Team and the Student Parliament made fantastic contributions to our annual Remembrance Assembly on 11th November, and our Whole-School Celebration Evening on the 14th November. Students offered readings and prayers during the Remembrance Assembly, and our Head Students made confident and informative speeches at Celebration Evening.

Year group information evenings – Attendance

Year group	7	8	9	10	11
Date held	26/09/24			28/11/24	03/10/24
Cohort	140			138	134
Attendance No	32			33	50
Attendance %	23%			24%	37%

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

Bursary Scheme

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

In 2023/24, five students were successful in securing bursary funded places. However, places are ultimately dependent on them achieving the necessary grades in their GCSEs. One student did not achieve the minimum requirement set by the school so the offer was withdrawn; students are reminded consistently throughout the selection process that this is the case. This student is now studying at Queen's Park High School. Unfortunately, one student was unable to settle into her new environment and self-withdrew from the school she had been placed in after only two weeks despite our best efforts to encourage her to stay; four

students who had achieved places on the bursary scheme nationally withdrew in a similar way. This hasn't happened before and is an unfortunate situation that has potential ramifications for any future relationship with the schools involved. As a result, and in conjunction with the Hope Opportunity Trust, following a forensic inspection of the selection process, we have done some additional work with both students and parents in an attempt to avoid this situation arising in the future.

Three students have made fantastic transitions into their new schools, St Peter's in York, Gordonstoun and the Concord College, and are all doing brilliantly.

We maintain a relationship with all of our Bursary students and wish them continued success on the exciting next steps of their academic journeys.

For 2024/25, two students have successfully got to the end of the selection process. The Royal Springboard Foundation works really hard to profile students in an attempt to ensure that students are matched to appropriate institutes. Schools have been muted for both students for September 2025. Places are not fully confirmed yet but we are pleased to say that one of the proposed places is in one of the most elite independent schools in the country.

Intake

| 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

Numbers for September

Admissions Preference	2025	2024	2023	2022	2021	2020	2019	2018	2017	2016
First Preference	123	116	157	161	137	151	148	134	114	103
Second Preference	13	17	22	15	13	12	16	12	10	9
Third Preference	14	13	6	10	15	15	18	12	7	6
Late First Preference	1	20	5		3	6	15	13	6	15
Late Second Preference	0	2	2		0	0	2	3	0	1
Late Third Preference	0	1	0		0	0	0	2	0	1
Placed By L A	0	2	0		0	0	1	1	1	6
Total Applications	**151**	**171**	**192**	**186**	**168**	**184**	**200**	**177**	**138**	**141**

We have received 151 applications for September 2025 out of a potential 171 which equates to 88% within Blacon.

7. To become part of a high quality MAT Multi Academy Trust to support improved outcomes for students.

KPI's:
- Conversion to academy and part of a MAT (Multi Academy Trust)
- Good from Ofsted

As the educational landscape is changing, we await to hear more details from the DfE about the Regional Improvement teams to be developed from January 2025 along with the new Report Card to be used by Ofsted from September 2025. We would benefit from external support from a Regional Team as part of targeted support and await further details of this in the New Year.

We have been in communication with the DfE to explore whether there is any additional funding to support us at this stage of our journey and await a further meeting with them at the end of term. It seems that MATs are no longer necessarily the preferred provider of support for education and with the removal of funding to support conversion, this potentially signifies a change in direction for this new Government.

Meanwhile, we will continue to liaise with the DfE, engage with support from the Local Authority, 10 days funded support through the Great Schools Trust and through School to School Partnerships within Cheshire West and Chester, along with our school improvement partner.

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

Reduction in Deficit

Significant savings have been made to support the 3 year recovery plan which have been impacted by a change from some expected income. The school is reviewing the curriculum and staffing model for next academic year to ensure that it supports all students and high quality learning and teaching across school in the most efficient way. A benchmarking exercise is being undertaken comparing Blacon to schools of a similar size and profile, including a focus on teacher/pupil ratios, class sizes, number of staff and other key measures. This will support the work on our curriculum, setting and staffing model which will be reviewed by the Quality of Education committee in early spring.

Supply

To date, a total of £35,000 has been spent on supply cover, with £17,482 utilised since September, covering the autumn term. Compared with last year, the overall amount spent is lower, although the expenditure for September to November is £3,000 higher than the same period last year. Staff are only being used for Rarely Cover (staff sickness or unexpected, unplanned absence) with supply staff being used for all other absence including training and cpd. If staff request time for any personal absence such as appointments or to attend events for their children, cover is arranged by mutual agreement between staff. This is in line with the rarely cover policy and Teachers Pay and Conditions. We currently have an advert out for a cover supervisor and will be interviewing before Christmas.

Invigilation

Staff volunteered to invigilate for the Year 11 mock exams to allow students to have the most realistic experience in preparation for the summer. As we did last year, the school has made a commitment to recruit external invigilators for the summer examinations and costs are built in to the budget for this.

Lettings

The football season has been in full swing this autumn, with the 3G pitch being utilised several days each week, contributing significantly to the total letting income. From April through October 2024, the facility generated a total of £40,401.78 in income, with £18,162 of that total coming in during October alone. This strong performance reflects high demand and consistent usage of the facility, setting a solid foundation for continued growth as the season progresses into the colder months.