

## Head Teacher's Report for Governors – Spring 2025

### 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.



## 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 2024	Current Y11 Targets 2025	Y11 Predictions December 2024	On/Above/ Below Compared To 24
	127 students			134 students	134 students	
Attainment 8*	37.15	45.3	45.9	46	36.14	↓
Attainment 8* Disadvantaged	33.86	33.7	34.6	35	31.49	↓
Attainment 8* Non Disadvantaged	41.06	48.5	50.0	49.27	40.03	↓
KPI - English and Maths 9 - 4 - 60%	47%	65%	65%	65%	45%	↓
KPI - English and Maths 9 - 4 - 60% Disadvantaged	39%	38%	43%	43%	38%	↓
KPI - English and Maths 9 - 4 - 60% Non-Disadvantaged	57%	73%	73%	73%	51%	↓
KPI - English and Maths 9 - 5 - 40%	24%	44%	46%	46%	19%	↓
KPI - English and Maths 9 - 5 - 40% Disadvantaged	20%	21%	26%	26%	16%	↓
KPI - English and Maths 9 - 5 - 40% Non-Disadvantaged	28%	52%	53%	53%	22%	↓
KPI - English 9-4 - 70% and 9-5 - 60%	58% / 36%	75% / 60%	74% / 60%	74% / 60%	67% / 40%	↓ ↑
KPI - English 9-4 - 70% and 9-5 - 60% Disadvantaged	52% / 30%	51% / 35%	56% / 41%	56% / 41%	56% / 30%	↑ ↑
KPI - English 9-4 - 70% and 9-5 - 60% Non-Disadvantaged	66% / 43%	82% / 67%	81% / 67%	81% / 67%	77% / 49%	↑ ↑
KPI - Maths 9-4 - 70% and 9-5 - 60%	61% / 34%	71% / 51%	70% / 52%	70% / 52%	46% / 25%	↓ ↓
KPI - Maths 9-4 - 70% and 9-5 - 60% Disadvantaged	52% / 30%	46% / 28%	49% / 31%	49% / 31%	39% / 23%	↓ ↓
KPI - Maths 9-4 - 70% and 9-5 - 60% Non-Disadvantaged	72% / 38%	78% / 58%	77% / 59%	77% / 59%	51% / 27%	↓ ↓

Note - Pupil Premium includes service children, whereas Disadvantaged does not.

<https://junipereducation.org/blog/understanding-disadvantaged-students-and-pupil-premium>

\* The attainment 8 estimates used to calculate our Attainment 8 scores are from 2023/24. The provisional 2024/25 attainment 8 estimates will become available in October 2025 and be used to calculate our Attainment 8 scores in the official DfE 2024/25 School Performance Tables. There is no Progress 8 data for 2 years due to there being no KS2 data due to the pandemic.

### 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	*** 5	4
Middle Ability	79	61	60	45
Lower Ability	29	22	61	46
No prior data	4	3	9	5

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

\*\*\* There is no official banding for ability as KS2 SATs didn't take place due to Covid 19. Information from the Primary schools, test scores and similar student profiles have been used to set targets and categorise students into ability bands so that progress for these groups can be tracked internally.

### Contextual Data –whole school

		Total number of students	FSM	Pupil Premium
November 2024	No. of students	712	339	352
	% of students		48%	49%
March 2025	No. of students	694	324	335
	% of students		47%	48%

### Current Numbers on Roll

Year	Males	Females	Total
Year 7	57	77	134
Year 8	87	57	144
Year 9	79	71	150
Year 10	70	62	132
Year 11	79	55	134
<b>Totals</b>	<b>372</b>	<b>322</b>	<b>694</b>

### In Year Leavers – as of 20/03/2025

Year Group	Total Number: In year leavers for this academic year to 20.03.2025
Year 7	5
Year 8	10
Year 9	11
Year 10	9
Year 11	3
<b>Total</b>	<b>38</b>

### In Year Starters – as of 20/03/2025

Year Group	Total number: in year starters for this academic year to 20.03.2025
Year 7	4
Year 8	6

Year 9	1
Year 10	2
Year 11	2
<b>Total</b>	<b>15</b>

### In Year Starters/ Leavers

Starters – Since September, 16 students have joined our school, spanning Year 7 to Year 11. The reasons for their enrolment are varied, including students returning to Blacon after a previous departure, new arrivals to the country, and students transferring due to challenges at their previous schools, some of whom have joined via Managed Moves. Prior to the approval of any application, thorough research is conducted to determine if the students meet the Fair Access Criteria, ensuring that any necessary support for their transition is identified and provided accordingly.

Leavers – Since September, a total of 35 students have left Blacon High School. The reasons for their departure are as follows:

- 25% of students left to be educated at home. (EHE)
- 25% left in order to attend a school closer to their home, which includes factors such as relocating or leaving the country.
- 25% of students departed due to social factors, such as seeking schools where they could be with more of their friends or siblings.
- 9% of students left to attend specialist provision that better catered to their specific SEND (Special Educational Needs and Disabilities).
- 9% left due to certain policies, or the school environment.
- The remaining students left after successfully completing Managed Moves to other schools due to behavioural concerns, as an opportunity for a fresh start.

When a student leaves the school, the pastoral team makes contact with the parents, and the matter is escalated to senior leadership in an effort to address and resolve any issues that may have arisen. Additionally, the Head meets with all students considering Education at Home (EHE) to discuss potential concerns and the impact such a decision may have on their future prospects.

### Safeguarding Overview

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

Early Help – no TAF			
Year Group	July 2024	Nov 2024	Mar 2025
Year 7	0	1	1
Year 8	0	1	0
Year 9	0	0	0
Year 10	0	0	4
Year 11	0	3	0
<b>Total</b>	<b>0</b>	<b>5</b>	<b>5</b>

Open to Assessment – with Social Care			
Year Group	July 2024	Nov 2024	Mar 2025
Year 7	0	3	2
Year 8	0	2	2
Year 9	0	1	2
Year 10	0	5	0
Year 11	0	0	0
Total	0	11	6

TAF							
Year Group	May 2022	July 2022	December 2023	March 2024	July 2024	Nov 2024	March 2025
Year 7	5	4	3	3	5	3	4
Year 8	5	4	3	3	5	4	2
Year 9	8	7	4	4/3	4	6	3
Year 10	3	2	4	4	5	4	3
Year 11	2	2	4	4	1	11	2
Total	23	19	18	18/17	20	28	13

CIN							
Year Group	May 2022	July 2022	December 2023	March 2024	July 2024	November 2024	March 2025
Year 7	1	2	0	0	3	1	0
Year 8	2	2	0	1	1	5	5
Year 9	4	4	4	4	1	2	2
Year 10	1	2	1	1	2	1	3
Year 11	2	2	1	1	3	3	7
Total	10	12	6	7	10	12	17

CP							
Year Group	May 2022	July 2022	December 2023	March 2024	July 2024	November 2024	March 2025
Year 7	3	4	0	1	0	0	0
Year 8	1	0	4	3	2	1	5
Year 9	3	3	4	3	3	1	2
Year 10	0	0	0	1	1	3	3
Year 11	5	5	0	1	0	2	7
Total	12	12	8	9	6	7	17

CIC – Child in Care							
Year Group	May 2022	July 2022	December 2023	March 2024	July 2024	November 2024	March 2025
Year 7	3	4	0	1	0	0	2
Year 8	1	0	4	3	2	1	0
Year 9	3	3	4	3	3	1	3
Year 10	0	0	0	1	1	3	4
Year 11	5	5	0	1	0	2	1
Total	12	12	8	9	6	7	10

### Uniform Intelligence Hub

Blacon High School, along with other schools in Cheshire, Warrington and Halton, have been asked to become part of a system called the Uniform Intelligence Hub (UIH).

The UIH is a Home Office funded database which stores images of the uniform of every school in the country. The database is used to help identify and rescue children who are victims of online sexual abuse in instances where there is school uniform in the image.

Historically, the UIH has automatically scrapped images of uniform off school websites however these images are of low resolution and cannot be utilised. There are also a number of schools without a record on the database.

We are now in the process of creating an account which Camera Forensics have initiated and this will provide us with the ability to log into the Hub and view and upload our school's uniform images. The process to upload images is straightforward. Images we upload are checked by a human before being officially put on the database and only staff working in victim identification have access to the database.

Karen Appleby will be attending a Schools' Network Meeting to learn more about the hub and will continue to update once the account is set up.

## The Virtual School: Trauma-Informed Award

Karen Appleby has now attended four sessions of the six sessions that will contribute to Blacon High School receiving The Virtual School's Attachment Friendly and Trauma Aware School Award. The most recent session was held at Winnington Park Primary School in Northwich where all participants met with an Educational Psychologist and were able to discuss strategies to support current struggles in school. Karen will lead on trauma-informed practice throughout the year and continue to update staff with current research and useful websites to enhance the learning environment to ensure learning and teaching is supported through trauma-informed approaches.



Karen will share her completed project presentation in the summer once completed. Her final session will be Monday 7<sup>th</sup> July where she will give a presentation to the group about the progress she has made with the new Quiet Room in the Inclusion Centre.

## SEND Overview Spring 2025

Year Group	Social & Emotional	Cognition & learning	Physical &/or sensory	SLCN	Top Up Funding	EHCP
7	17	16	5	7	3	9
<b>Funding Applications Submitted for Yr7:</b> 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
<b>Funding Applications Submitted for Yr8:</b> 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
<b>Funding Applications Submitted for Y9:</b> 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
<b>Funding Applications Submitted for Yr10:</b> 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
<b>Funding Applications Submitted for Yr11:</b> Gathering evidence for an EHCP application						
<b>Total</b>	<b>77</b>	<b>72</b>	<b>12</b>	<b>27</b>	<b>4</b>	<b>47</b>

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

## Overview of Students with Multiple Vulnerabilities

	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>	<u>Year 10</u>	<u>Year 11</u>
<b>Total</b>	124	122	132	121	124
<b>3+</b>	44	45	65	66	60
<b>5+</b>	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
- 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

## 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	<p>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.</p>	12	<p>KS4: Supporting CORE subjects and options</p> <p>KS3: CORE subjects</p>	£65 a day
Route 5 Pursuits	<p>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 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.</p>	KS3	<p>KS3: John Muir Award</p>	£200 per day



<p>Stride</p>	<p>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.</p> <p>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.</p>	<p>0</p>	<p>Keys Skills</p>	<p>£55 per day</p>
<p>Ancora House</p>	<p>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.</p>	<p>0</p>	<p>KS3 &amp; KS4: English, Maths, Science, PHSCE, Careers as well as a variety of different wellbeing and skill based groups including STEM and Art.</p> <p>ELSA</p>	<p>AWPU in Year 11</p>
<p>Creative in Excellence</p>	<p>Bespoke tuition provision that supports students in developing academic ability, social skills and personal development.</p>	<p>0</p>	<p>KS3: English, Maths, Science and Art.</p> <p>KS4: English, Maths, Science and Art.</p>	<p>£50 per day</p>

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	<p>KS3:</p> <p>National Curriculum, Enrichment; spiritual, moral, social and cultural development (SMSC) and Careers Information and Guidance (CIAG)</p> <p>KS4:</p> <p>National Qualifications – usually GCSEs but functional skills and ASDAN also offered.</p>	£70 per day
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### SPR2 Students Engaging in Alternative Provision

Active	Year Group	AP	FT/PT	Provision
Y	11	AP	FT	IYF
Y	11	AP	FT	IYF
Y	11	AP	FT	IYF
Y	11	AP	FT	IYF
Y	11	AP	FT	IYF
Y	7	AP	FT	IYF
N	10	AP	FT	Impact
Y	9	AP	FT	IYF
N	10	AP	FT	IYF
N	8	AP	FT	IYF

\*21.03.2025

### Summary

- 10 students have engaged in alternative provision in Spring 2.
- 8 students are currently active and attending AP full time.
- All students were full time AP.
- 2 Alternative Providers have been accessed by our students.
- 2 students who were accessing AP are currently being reintegrated back into school.

**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**

**Year 7**

Teen to Tots Programme Weekly

**Year 8**

Kings School Carnegie event 13.03.25

Rowing – Chester Schools Together Fortnightly

**Year 9**

Rotary Club Debating 26.02.25

Weapon Handling Weekend Cadets 14.03.25

Dorset Geography Trip 18.03.25

Rewind Cheshire Dance Performance 24.03.25

**Year 10**

Queen Hotel, Careers 26.02.25

Rotary Club Debating 26.02.25

Kings School Carnegie event 13.03.25

**Year 11**

Kings School Carnegie event 13.03.25

QPHS Taster Sixth form 12.02.25

Yr11 Football 12.03.25

Christleton 6<sup>th</sup> Form A-Level History Visit 14.03.24

## Teaching, Learning and Assessment, Training and Quality Assurance

### 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 Quality Assurance process, 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.

Middle Leaders will be using 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.**

### **Learning and Teaching Newsletter**

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

### **Teaching and Learning Group**

The Teaching and Learning Group has played a vital role in enhancing classroom practice by fostering collaboration among staff. Through regular meetings, teachers have engaged in discussions on educational research, explored evidence-based strategies, and shared best practices to create a more effective learning environment. This ongoing exchange of ideas has helped cultivate a culture of continuous professional development.

One of the group's key initiatives has been the organisation of training sessions on effective questioning techniques in lessons. These sessions have equipped staff with practical strategies to promote deeper thinking, increase student engagement, and facilitate meaningful classroom discussions. By implementing these approaches, teachers have been able to create a more dynamic and impactful learning experience.

The Teaching and Learning Group have worked together to plan the workshops for the INSET days, research effective questioning and are now engaged in developing a rubric for both students and teachers as a guide for the effective introduction of the Blacon six behaviours for learning.

### **Continued Professional Development – Update**

#### ***January 21st – Evening INSET Twilight: Evaluation of Assessment***

Following the first data collection using the new assessments, teams conducted an in-depth evaluation of summative assessments, focusing on their impact on learning, validity, and reliability. They also reviewed

formative assessment practices within lessons. Based on these evaluations, teams identified key areas for development, potential barriers, and actionable steps to enhance assessment within their subject areas.

### ***February 24th – INSET Training Day (Teachers and Teaching Assistants)***

- **Nick Scoltock** provided an overview of the school’s Lockdown Procedure.
- **David Sabri and Ilya Haycock** introduced new expectations for detentions with tutors and the use of achievement points.
- **Josh Slade** explained the new KS3 Data Analysis Excel spreadsheet, demonstrating how teachers can use it to identify learning gaps and target interventions.
- **John Lacey** introduced the *Blacon Six Behaviours for Learning*, a framework aimed at fostering a positive classroom climate. These behaviours were previously discussed by the Teaching and Learning Group and were presented to staff for further departmental discussions. Teams explored potential challenges and strategies for implementing the approach school-wide, with work continuing throughout the half-term in preparation for a post-Easter launch. The next phase will focus on aligning the school’s sanctions and rewards systems with the *Blacon Six Behaviours for Learning*.

### **The Six Behaviours for Learning:**

1. Be on time
2. Listen
3. Attend (give full attention to the learning)
4. Communicate
5. Organise
6. No excuses

### ***March 11th – INSET Twilight Session***

This session followed a workshop approach, led by members of the Teaching and Learning Group, with a focus on building a strong knowledge base in Teaching, Learning, and Assessment. Workshops were aligned with key school priorities. Earlier sessions this year covered topics such as:

- The effective use of AI to support adaptive teaching
- Adaptive teaching strategies for SEND students
- Enhancing collaboration between teachers and teaching assistants
- Dr. Gianfranco Conti’s *Extensive Processing Instruction* model for language learning

### **Session Details for this INSET:**

- **Hinge Questions** (Led by John Lacey & Sarah Hughes)  
*Maximising Learning through Effective Hinge Questions: Enhancing Formative Assessment in the Secondary Classroom*
- **Spaced Practice** (Led by David Harvey & Rhiannon Price)  
*Spaced Practice: Simple Strategies to Help Students Retain Knowledge for Longer*

- **Socratic Questioning** (Led by Lauryn Gibson-Tipping & Sammi Kennedy)  
*Using Socratic Questioning to Deepen Thinking and Spark Classroom Discussion*

The next twilight session, scheduled for **April 1st**, will take place within departments. This will provide teams with the opportunity to discuss and plan how to integrate key takeaways from the workshops into their subject-specific teaching and learning strategies.

### **Options Process Update**

Three rounds of pre-options have taken place to determine the most effective combination of subjects across the four option blocks. The aim is to maximise the number of students receiving their first-choice subjects.

### **Options Evening Overview**

The **Options and Progress Evening** will follow this structure:

- **4:00 PM – 5:00 PM:** Appointments with class teachers
- **5:00 PM – 6:00 PM:** Marketplace event in the diner, hall, and ground floor rooms, where parents and students can learn more about Key Stage 4 courses and speak with subject teachers
- **6:00 PM – 7:30 PM:** Appointments with class teachers resume

Ahead of the evening, students will attend an assembly outlining the options process in detail. A short explanatory video will also be uploaded to the school website for parents and students to refer to.

### **Key Dates for the Options Process**

- **Thursday, March 27th:** Combined **Options and Progress Evening** (4:00 PM – 7:30 PM)
- **Friday, March 28th:** Opportunity for students to speak with current students studying new courses
- **Friday, April 4th:** **Final deadline** for option choices
- **Post-deadline:** Senior Leadership Team (SLT) meetings with students (if necessary) to discuss selections

While we aim to offer all listed subjects, final course availability will depend on staffing and viable student numbers. Additional subject information will be available on Google Classroom, where students will also complete their final options form.

### **NGRT Reading Age number of months gap to Chronological Age Analysis 03/03/2025**

If a child was 12 years old on the day of the reading test and their NGRT Reading Age result was 12/01, then they are 1 month above their reading age. If their result was 11/11, then they are 1 month below their reading age.

**Year 11 (03/03/2025)**

% at or above Chronological Age (CA), up to a year below CA, up to 2 years below CA, up to 3 years below CA, 3 years or lower below CA

Year 11 (03/03/2025)		Percentage of current 134 Y11 students with results at each category				
134 Y11 students	No. of results	Chron Age or above	-1 to -12	-13 to -24	-25 to -36	-37 or lower
Mid Y11	123	54%	9%	8%	6%	23%
Start Y11	121	56%	3%	3%	11%	26%
Start Y10	121	43%	14%	15%	15%	13%
Start Y9	124	58%	15%	11%	7%	9%
Start Y8	112	45%	19%	9%	10%	18%
Start Y7	125	58%	10%	10%	10%	11%

Count of students at each category

Year 11 (03/03/2025)		Count of current 134 Y11 students with results at each category				
134 Y11 students	No. of results	Chron Age or above	-1 to -12	-13 to -24	-25 to -36	-37 or lower
Mid Y11	123	67	11	10	7	28
Start Y11	121	68	4	4	13	32
Start Y10	121	52	17	18	18	16
Start Y9	124	72	18	14	9	11
Start Y8	112	50	21	10	11	20
Start Y7	125	73	12	13	13	14

**Year 10 (03/03/2025)**

% at or above CA, up to a year below CA, up to 2 years below CA, up to 3 years below CA, 3 years or lower below CA

Year 10 (03/03/2025)		Percentage of current 131 Y10 students with results at each category				
131 Y10 students	No. of results	Chron Age or above	-1 to -12	-13 to -24	-25 to -36	-37 or lower
Mid Y10	121	42%	11%	12%	21%	13%
Start Y10	126	38%	19%	14%	16%	13%
Start Y9	114	40%	18%	7%	9%	25%
Start Y8	116	46%	14%	12%	6%	22%
Start Y7	112	29%	15%	19%	13%	25%

Count of students at each category

Year 10 (03/03/2025)		Count of current 131 Y10 students with results at each category				
131 Y10 students	No. of results	Chron Age or above	-1 to -12	-13 to -24	-25 to -36	-37 or lower
Mid Y10	121	51	13	15	26	16
Start Y10	126	48	24	18	20	16
Start Y9	114	46	21	8	10	29
Start Y8	116	53	16	14	7	26
Start Y7	112	32	17	21	14	28

### Year 9 (03/03/2025)

% at or above CA, up to a year below CA, up to 2 years below CA, up to 3 years below CA, 3 years or lower below CA

Year 9 (03/03/2025)		Percentage of current 154 Y9 students with results at each category				
154 Y9 students	No. of results	Chron Age or above	-1 to -12	-13 to -24	-25 to -36	-37 or lower
Mid Y9	143	49%	13%	10%	8%	20%
Start Y9	152	52%	24%	8%	6%	11%
Start Y8	135	49%	15%	10%	7%	19%
Start Y7	140	55%	14%	10%	11%	11%

Count of students at each category

Year 9 (03/03/2025)		Count of current 154 Y9 students with results at each category				
154 Y9 students	No. of results	Chron Age or above	-1 to -12	-13 to -24	-25 to -36	-37 or lower
Mid Y9	143	70	18	15	11	29
Start Y9	152	79	36	12	9	16
Start Y8	135	66	20	14	10	25
Start Y7	140	77	19	14	15	15

### Year 8 (03/03/2025)

% at or above CA, up to a year below CA, up to 2 years below CA, up to 3 years below CA, 3 years or lower below CA

Year 8 (03/03/2025)		Percentage of current 144 Y8 students with results at each category				
144 Y8 students	No. of results	Chron Age or above	-1 to -12	-13 to -24	-25 to -36	-37 or lower
Mid Y8	138	46%	12%	7%	10%	25%
Start Y8	142	51%	17%	6%	8%	18%
Start Y7	130	43%	8%	12%	14%	23%

Count of students at each category

Year 8 (03/03/2025)		Count of current 144 Y8 students with results at each category				
144 Y8 students	No. of results	Chron Age or above	-1 to -12	-13 to -24	-25 to -36	-37 or lower
Mid Y8	138	63	17	10	14	34
Start Y8	142	73	24	8	12	25
Start Y7	130	56	11	15	18	30

### Year 7 (03/03/2025)

% at or above CA, up to a year below CA, up to 2 years below CA, up to 3 years below CA, 3 years or lower below CA

Year 7 (03/03/2025)		Percentage of current 133 Y7 students with results at each category				
133 Y7 students	No. of results	Chron Age or above	-1 to -12	-13 to -24	-25 to -36	-37 or lower
Mid Y7	127	46%	12%	11%	9%	23%
Start Y7	131	37%	14%	16%	18%	16%

Count of students at each category

Year 7 (03/03/2025)		Count of current 133 Y7 students with results at each category				
133 Y7 students	No. of results	Chron Age or above	-1 to -12	-13 to -24	-25 to -36	-37 or lower
Mid Y7	127	58	15	14	11	29
Start Y7	131	48	18	21	23	21

## Reading and Literacy Strategy – March 2025

### Reading

- All students read for 20 minutes on Friday morning during Tutor//PSHE
- Deliver training on 'Reciprocal Reading' to all staff
- Deliver training on reading strategies to all staff
- Subject specific vocabulary lists to be circulated to all departments to support DNAs
- Introduce vocabulary/spelling lists for homework activities and DNAs
- Appoint TA with clearly defined areas of responsibility: Library; Reading interventions
- Small group reciprocal reading interventions in Yr 10 (English TA – when appointed)
- Read Write Inc (phonics) delivered to lowest ability students by trained TAs
- Relaunch of Library
- Reading and Literacy scheme of work delivered Summer 2 (pilot)
- Reading and Literacy scheme of work delivered Autumn 2 following outcome of initial NGRTs in October – potentially re-set based on Reading ages
- Relaunch of reading lessons in English

- Introduce reading lesson(or part-lesson) in Yr 10
- Relaunch of Reading Logs with focus on key skills: predict; skim; scan; infer; summarise etc
- Reconfigure part of space in Library
- Relaunch use of Library at break, lunch and after school: competitions; reading and writing groups; homework club etc
- Investigate inviting local author(s) into school

**Literacy:**

- Appoint TA with clearly defined areas of responsibility: Library; Literacy interventions
- Small group Literacy interventions in Yr 10 – (English TA – when appointed)
- QA delivery of non-specialist Literacy lessons
- Design and resource further Literacy Lessons for non-specialists
- Deliver training on reading strategies to all staff
- Share basic SPaG documents with all staff to support all subject areas
- Extend use of SPaG homework activities
- Introduce vocab\spelling lists for homework activities and DNAs
- Introduce quizzing to monitor progress
- Confirm and monitor policy for staff to comment on SPaG in their subject area
- Share subject-specific vocab lists with all departments
- Deliver training on reciprocal reading
- Reading and Literacy SoW delivered Summer 2 (pilot)
- Reading and Literacy SoW delivered Autumn 2 following outcome of initial NGRTs in October
- Relaunch use of Library at break and lunch and after school: competitions; reading and writing groups; homework club etc

NB: Students in Yr 10 will need to be withdrawn from other subject areas for small group interventions in both Literacy and Reading

Fiona Burke-Jackson, Local Authority SIP is aware of the plans and is working on how she can support some of the above with SLE's.

**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
<b>All Trips</b>	<b>744</b>	<b>718</b>	<b>96.51</b>	<b>565</b>	<b>75.94</b>	<b>480</b>	<b>64.52</b>	<b>425</b>	<b>57.12</b>

**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
<b>All Trips</b>	<b>362</b>	<b>349</b>	<b>96.41</b>	<b>273</b>	<b>75.41</b>	<b>254</b>	<b>70.17</b>	<b>222</b>	<b>61.33</b>

**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
<b>Whole School</b>	<b>389</b>	<b>100</b>	<b>53.58</b>	<b>87</b>	<b>22.37</b>	<b>46.28</b>	<b>179</b>	<b>46.02</b>	<b>48.51</b>	<b>242</b>	<b>62.21</b>	<b>60.96</b>	<b>147</b>	<b>37.79</b>	<b>44.68</b>

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
<b>Whole School</b>	<b>438</b>	<b>100.00</b>	<b>60.50</b>	<b>100</b>	<b>22.83</b>	<b>53.76</b>	<b>206</b>	<b>47.03</b>	<b>55.83</b>	<b>282</b>	<b>64.38</b>	<b>71.03</b>	<b>156</b>	<b>35.62</b>	<b>47.71</b>

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
<b>Whole School</b>	<b>438</b>	<b>100.00</b>	<b>60.50</b>	<b>100</b>	<b>22.83</b>	<b>53.76</b>	<b>206</b>	<b>47.03</b>	<b>55.83</b>	<b>282</b>	<b>64.38</b>	<b>71.03</b>	<b>156</b>	<b>35.62</b>	<b>47.71</b>

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
<b>Whole School</b>	<b>234</b>	<b>100.00</b>	<b>60.58</b>	<b>54</b>	<b>12.33</b>	<b>4.46</b>	<b>92</b>	<b>21.00</b>	<b>25.77</b>	<b>142</b>	<b>32.42</b>	<b>36.79</b>	<b>83</b>	<b>18.95</b>	<b>24.63</b>

- 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 6<sup>th</sup> Form provision

### Attendance Report

#### Spring Term 1 2024/25 V Spring Term 2023/24

- *National Averages are up to Autumn Term 1 for 2024/25 unless stated otherwise, for 2023/24 and 2022/23 the national averages are for the whole academic year, unless stated otherwise.*
- *RAG rating against last year's figures*

#### Attendance

	Numbers Currently In Cohort	Cumulative % 22/23	Cumulative% 23/24	Cumulative% 24/25
<b>Total</b>	736	88.1	86.3	86.1
<b>National Average</b>		94.0	93.1	92.8

#### Girls

	Numbers Currently In Cohort	Cumulative % 22/23	Cumulative% 23/24	Cumulative% 24/25
<b>Total</b>	322	87.3	86.3	85.6
<b>National Average</b>		Not Published	93.1	Not Published

#### Boys

	Numbers Currently In Cohort	Cumulative % 22/23	Cumulative% 23/24	Cumulative% 24/25
<b>Total</b>	378	88.8	86.9	86.5
<b>National Average</b>		Not Published	93.1	Not Published

#### Pupil Premium Students By Year Group

	Numbers Currently In Cohort	Cumulative % 22/23	Cumulative% 23/24	Cumulative% 24/25
<b>Total</b>	357	81.3	80.5	80.6
<b>Total For Non Pp</b>	370	91.4	92.2	91.4
<b>National Average</b>		Not Published	Not Published	Not Published

### Persistent Absence – Cumulative 24/25

	% of Students	No. of Students	No. of PP Students	% of PP Students	No. of students SEN	% of SEN Students	No. of CLA Students	% of CLA Students	No. of Students In Cohort
<b>Total</b>	37.69	274	182	66.42	102	37.23	1	0.36	727
<b>National Average</b>	19.30								

### 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
<b>Total</b>	39.81	299	207	69.23	96	32.11	4	1.34	751
<b>National Average</b>	19.2								

### Persistent Absence – Cumulative 22/23

	% of Students	No. of Students	No. of PP Students	% of PP Students	No. of students SEN	% of SEN Students	No. of CLA Students	% of CLA Students	No. of Students In Cohort
<b>Total</b>	40.36	293	200	68.26	103	35.15	4	1.37	726
<b>National Average</b>	25.2 (Autumn And Spring Term Combined)								

### SEN Support Students by Year Group

	Numbers Currently In Cohort	Cumulative % 22/23	Cumulative% 23/24	Cumulative% 24/25
<b>Total</b>	164	79.4	82.9	82.2
<b>National Average</b>		Not Published	90.0	87.6

### EHCP Students by Year Group

	Numbers Currently In Cohort	Cumulative % 22/23	Cumulative% 23/24	Cumulative% 24/25
<b>Total</b>	49	77.2	75.1	72.2
<b>National Average</b>		Not Published	87.5	

**CLA Students by Year Group**

	Numbers Currently In Cohort	Cumulative % 22/23	Cumulative% 23/24	Cumulative% 24/25
<b>Total</b>	9	94.1	92.0	97.4
<b>National Average</b>		Not Published		

**FSM Students by Year Group**

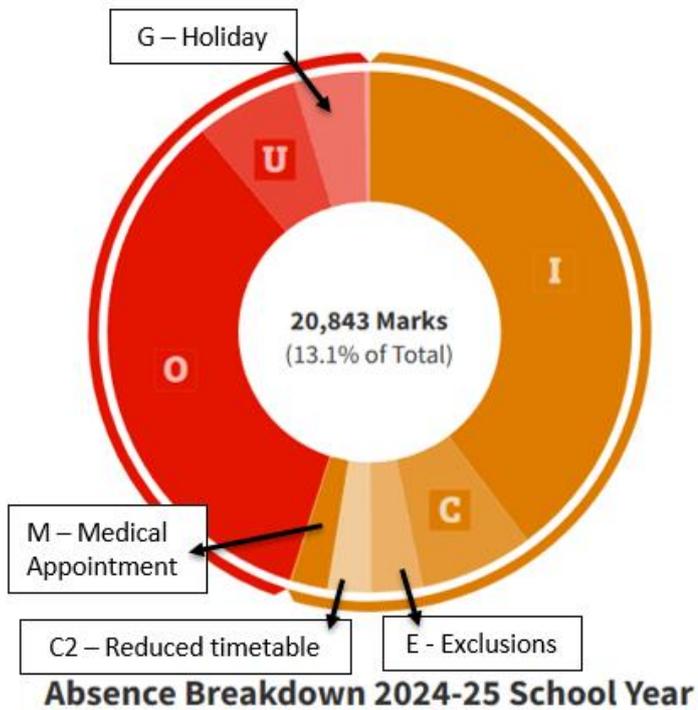
	NUMBERS CURRENTLY IN COHORT	CUMULATIVE % 22/23	CUMULATIVE% 23/24	CUMULATIVE% 24/25
<b>TOTAL</b>	348	80.5	80.2	80.5
<b>TOTAL FOR NON FSM</b>	379	91.3	91.8	91.3
<b>NATIONAL AVERAGE</b>		Not Published	89.4 FSM (Autumn And Spring Combined) 94.4 Non FSM (Autumn And Spring Combined)	88.3 FSM 94.4 Non FSM

**EAL Students by Year Group**

	Numbers Currently In Cohort	Cumulative % 22/23	Cumulative% 23/24	Cumulative% 24/25
<b>Total</b>	57	91.9	92.9	89.6
<b>National Average</b>		Not Published	Not Published	Not Published

**Authorised and Unauthorised absence**

	2022/23		2023/24		2024/25	
	Authorised Absence %	Unauthorised Absence %	Authorised Absence %	Unauthorised Absence %	Authorised Absence %	Unauthorised Absence %
<b>Total</b>	5.2	6.7	7.6	5.8	7.7	6.2
<b>National Average</b>	Not Published	Not Published	Not Published	Not Published	4.5 (Up To 7 <sup>th</sup> Feb)	2.1 (Up To 7 <sup>th</sup> Feb)

**Headline Figures**


- Attendance is down by 0.2% against last year (as of 10.03.25 attendance is the same as this time last year at 86.2%)
- PA improved by 2.12% against last year
- Pupil Premium improved attendance by 0.1%
- 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 unauthorised 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 registration and FPNs

\*\* The difference between authorised and unauthorised absence nationally is 2.4%, where as ours is at 1.5%. This means we are unauthorising a lower percentage of our absences than nationally

Whole School		
Cumulative Percentage Attendance:		
	<b>Number of students</b>	<b>% of school</b>
<b>100%</b>	41	5.6
<b>96+</b>	239	32.9
<b>95-90</b>	221	30.4
<b>89-85</b>	82	11.3
<b>85-75</b>	69	9.5
<b>Below 75</b>	116	16.0
<b>TOTAL</b>	<b>727</b>	<b>100.0</b>
<b>Total PA</b>	<b>267</b>	<b>36.7</b>
Staged Intervention:		
	<b>Number of students</b>	<b>% of school</b>
<b>FT</b>	0	0.00
<b>Stage 1 (low Attendance letter)</b>	98	13.5
<b>Stage 1 (U) (U code letter)</b>	38	14.2
<b>stage 2 (PL meeting)</b>	6	0.8
<b>stage 3 (Panel meeting)</b>	55	7.6
<b>stage 4 (NTI letter)</b>	11	1.5
<b>stage 5 (1st warning letter)</b>	4	0.6
<b>stage 6 (planning meeting)</b>	1	0.4
<b>stage 7 (final warning letter)</b>	7	1.0
<b>stage 8 (Prosecution / Section 9)</b>	0	0.0
<b>Total</b>	<b>220</b>	<b>30.3</b>
Impact of Intervention		
	<b>Number of students</b>	<b>% of students</b>
<b>Increased att.</b>	123	55.9
<b>Decreased att.</b>	102	46.4
2023/24 Vs 2024/25 (cumulative)		
	<b>Number of students</b>	<b>% of school</b>
<b>Increased att.</b>	415	57.1
<b>Decreased att.</b>	275	37.8

- 220 students have received attendance interventions since September 2024 (30% of the whole school).
- Out of these students, 123 (55.9%) of students have increased their attendance since the last stage of their intervention, meaning that these interventions are proving successful in the majority of cases.
- Where the data is available, 57.1% of students have increased their attendance based on last year.
- This shows it is a smaller minority of students who are having a negative impact on our attendance, but the interventions to improve their attendance are working for most students.
- We currently have 11 students who have been issued a notice to improve letter. This means that their attendance is monitored by the local authority and if they do not improve, they will be issued with a Fixed Penalty Notice.
- We have 4 students who are on a first warning letter. This is to warn them that we are monitoring their attendance and if there any more absences they will be issued with a final warning letter. This is for those students who absence is too low for a Fixed Penalty Notice and we will be issuing a higher level prosecution for these parents (£1000 fine, £2500 fine or 3 months in prison) if their attendance continues to fall.
- We have 7 students who have been issued with a final warning letter for their low attendance. This means they are at risk of a high level prosecution if their attendance does not improve.

## Behaviour Overview

### Headline Figures

Data at: 17/3/25

### Exclusions/ Suspensions vs National

Exclusions	2020/21		2021/22		2022/23		2023/24		2024/25	
	BHS	Nav	BHS	Nav	BHS	Nav	BHS	Nav	BHS	Nav
P' exclusions as % of pupil group	0.45 =3	0.1	0.29 =2	0.16	0.56 =4	0.22	0.55 =4	July 25 release	0.68 =6	
% pupils with susp'	5.51 =37	8.48	12.32 =85	13.96	8.24 =59	18.90	16.0 =116	July 25 release	13.6 =100	
% pupils with 1 or more susp'	3.58 =24	4.38	6.89 =49	6.02	3.91 =28	7.12	6.26 =45	July 25 release	7.61 =56	
% pupils with 2 or more susp'	0.75 =5	1.63	3.08 =21	2.62	1.54 =11	3.40	3.49 =25	July 25 release	3.79 =28	

### Suspensions/ Exclusions

21/22 Aut	21/22 Spr	21/22 Sum	22/23 Aut	22/23 Spr	22/23 Sum	23/24 Aut	23/24 Spr	23/24 Sum	24/25 Aut	24/25 Spr	24/25 Sum
18	39/ 1	28/ 1	15	27/ 3	17/ 1	36/ 3	37/ 1	43	78/ 3	22/ 2	

### Step Out/ In

21/22 Aut	21/22 Spr	21/22 Sum	22/23 Aut	22/23 Spr	22/23 Sum	23/24 Aut	23/24 Spr	23/24 Sum	24/25 Aut	24/25 Spr	24/25 Sum
1	0	3	2	5	9	16 16	10 21	21 30	10 10	9 7	

### SLT Isolation

21/22 Aut	21/22 Spr	21/22 Sum	22/23 Aut	22/23 Spr	22/23 Sum	23/24 Aut	23/24 Spr	23/24 Sum	24/25 Aut	24/25 Spr	24/25 Sum
48	58	36	126	76	110	177	139	142	338	268	

**SSA Data (+/-)**

21/22 Aut	21/22 Spr	21/22 Sum	22/23 Aut	22/23 Spr	22/23 Sum	23/24 Aut	23/24 Spr	23/24 Sum	24/25 Aut	24/25 Spr	24/25 Sum
96.9%	96.3%	95.1%	96.7%	95.6%	95.5%	97.1%	95.7%	96.7%	96.5%	94.8%	
0.8%	0.9%	0.95%	0.85%	0.89%	0.89%	0.75%	0.87%	0.82%	1%	0.91%	

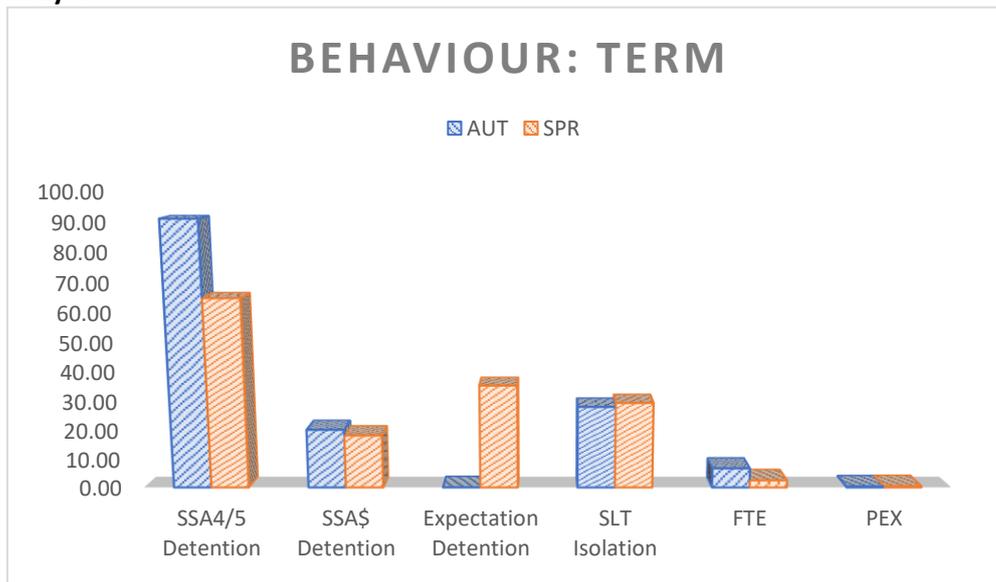
**SIG**

21/22 Aut	21/22 Spr	21/22 Sum	22/23 Aut	22/23 Spr	22/23 Sum	23/24 Aut	23/24 Spr	23/24 Sum	24/25 Aut	24/25 Spr	24/25 Sum
22	46	45	25	21	24	19	32	31	31	45	

**Remove Room**

21/22 Aut	21/22 Spr	21/22 Sum	22/23 Aut	22/23 Spr	22/23 Sum	23/24 Aut	23/24 Spr	23/24 Sum	24/25 Aut	24/25 Spr	24/25 Sum
241	243	127	359	141	206	197	193	210	332	176	

**Behaviour Analysis**



	SSA4/5 Detention WK Average	SSA\$ Detention WK Average	Expectation Detention WK Average	SLT Isolation WK Average	FTE WK Average	PEX WK Average
<b>AUT</b>	90.88	20.11	0.00	28.01	6.68	0.33
<b>SPR</b>	64.75	18.17	35.33	31.83	2.50	0.25
<b>SUM</b>						

\*SPR Data to 14.03.202

### Summary:

- Relaunch of SSA Detentions in SPR1.
- The average of SSA4/5 Detentions decreased from AUT to SPR by 29%.
- The average of SSA\$ Detentions decreased from AUT to SPR by 10%.
- The average of FTE decreased from AUT to SPR by 57%.
- The average of PEX decreased from AUT to SPR by 24%.
- The average of SLT Isolations increased in SPR from AUT by 11%.
- Internal truancy decreased from AUT to SPR by 47% (AUT: 101 / SPR: 54)

### Careers 24 – 25

1. Ten Year 10 students from Food Technology and Business Studies had the superb opportunity to visit The Queen at Chester Hotel in February. This was a real opportunity for these students to see a workplace in action as we had a tour of the kitchens and spoke to the Head Chef, we visited the Events office and used Maths to look at their budgets and profits and we had a tour of the hotel. Lunch was also fabulous and served in the hotel restaurant by the Head Chef.

Students thought it was a great day:-

Below is some feedback from the students:

- The staff were very welcoming and our hospitality when turning up was amazing. The facilities were second to none.
- Thank you for having us I had a wonderful visit and truly appreciated the hospitality. And I loved how it was a welcoming atmosphere.

One response to being asked what career they would like to go into...

- Personally, I would like to be an entrepreneur and visiting such a successful hotel gave me high hopes!
- Catering

Responses to being asked if anything could have been different about the day...

- Nothing, everything was there that I wanted to experience.
- Nothing, really good experience.
- Nothing, thought it was a brilliant experience



2. Mr Hughes has been working hard with the Year 10s and their Work Experience. This will take place during the week 28<sup>th</sup> April – 2<sup>nd</sup> May and this will be our second successful year running this. Mr Hughes has also been working with the Year 11s and holding their 1:1 Careers interviews. We will hit our usual early submission target of September Guarantee data to CWAC.
  
3. Year 9 students took part in a live Post-16 Q+A session on Friday 14<sup>th</sup> February. This is an annual event and students are able to listen to Post-16 providers from the area and discover what options are available to them. Education and Training providers are online for an hour to provide information to students around college courses, A-Levels, T-Levels, Training opportunities, Apprenticeships and Employment.
  
4. Miss Thomas and Mr Hughes have been meeting with a company called Colas to collaborate with them on a reducing NEET figures scheme. We will identify students in Year 9 who are most at risk of NEET and they will work with Colas to try and improve their life options and avoid becoming NEET. It is a great opportunity which we are determined to make the most of. Colas is a worldwide company working on infrastructure and also –
 

‘Colas is one of the five largest recyclers in the world, regardless of the sector or type of material. As a major producer and consumer of construction materials, Colas has developed ways to recover and recycle waste produced in road construction as well as materials resulting from demolition or renovation from public works or other industries’
  
5. 21 students in Year 11 visited QPHS 6<sup>th</sup> Form in February as part of their transition experience. These students have applied to local 6<sup>th</sup> Forms and experienced a day in the life of a Year 12 student. This has been running for 4 years now and we have formed strong links with QPHS as a result.
  
6. CCSW held an assembly for Year 10 to introduce the Secondary College day – which will be July 2<sup>nd</sup> this year. All year 10 students will spend the day at the Ellesmere Port campus and will take part in taster sessions of subjects they might like to study, Post-16. This, again, is an annual event and this will be our 6<sup>th</sup> year running this. We also have formed excellent links with CCSW.

**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 – Early Career Teachers**

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

<u>ECT</u>	<u>Stage</u>	<u>Completion</u>	<u>Mentor</u>
Leyla Acar	2 <sup>nd</sup> Year	July 2025	Sarah Liddell
Anna Butler	2 <sup>nd</sup> Year	July 2025	Gemma McHale
Harrison Kendall	2 <sup>nd</sup> Year	July 2025	David Stockdale
Georgina Bolwell	1 <sup>st</sup> Year	Jan 2027	Lauryn Gibson
Isabelle Duffy	1 <sup>st</sup> Year	July 2026	Lauryn Gibson

It is testament to our team of mentors that our ECTs continue to make appropriate progress towards successful completion of their probationary period. Three ECTs will complete their two-year induction period in July.

**NPQ – National College Qualifications**

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 – completed

Laura Sandland Jones – NPQLTD – commenced October 2023

April Roberts – NPQLBC – deferred until May 2025

Alex Downie – NPQLBC – commenced October 2023

Kim Rochelle Gill – NPQLT – completed in Feb 2025 and awaiting outcome of assessment

Ilya Haycock – NPQH – due to complete September 2025

Feona Prime – NPQLTD – deferred until October 2025

Sarah Liddell – NPQSL – due to complete September 2025

Josh Slade – NPQSL – due to complete September 2025

Joe Pedder – NPQLT – completed in Feb 2025 and awaiting outcome of assessment

Rachel Hudson – NPQEL – commencing April 2025

### **Initial Teacher Training (ITT)**

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

Some of the institutes work on a two placement model and other on three. We accommodate ATs from all models.

In recent years, ITT provision is supported by, what is now, an experienced team of Subject Mentors, while David Stockdale continues to act as Professional Mentor. This model ensures a high quality experience for Associate Teachers and makes us a popular choice for ITT providers. This is also, consistently, a valuable source of additional revenue into the school and generates anything between £10,000 and £15,000 each year.

## **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. 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 to feedback on engagement and achievement.

Currently limited data inputted due to the cyber-attack in spring term, there will be a whole school tutor focus once we return after Easter. The current picture is:

#### **Year 9 data from March 2025**

Year 9 - 24 students have Leadership Award, 1 student has Organisation Award, 14 students have Resilience Award, 0 students has Independence Award and 2 students have Creativity Award.

There are 156 students in year 9. Some change but there will be a LORIC tutor focus during Year 10 work experience week.

#### **Year 11 data from March 2025**

Year 11 - 17 students have Leadership Award, 6 students have Organisation Award, 16 students 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. Some change (6<sup>th</sup> form applications awaiting confirmation on some students) but there will be a LORIC tutor focus during Year 10 work experience week.

### **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, subject to budget. 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**

The Student Leadership Team in year 11 has been active and has just completed some student voice with their Year 11 peers around individual exam preparation and revision, amongst other things. They were also asked to consider what additional support they would like at this stage and, of course, we will endeavour to respond to their feedback. Additionally, and importantly, as the exam season fast approaches, we will ensure that their focus remains on exam preparation.

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. The most recent meeting considered the potential multiple impacts of the President of the USA on the global community following the re-election of Donald Trump. It is really interesting that, although often students don't necessarily have the language to express their feelings in the most cogent manner, their observations are very astute! This groups is led by three students from the Year 10 team and attended by our Year 7 reps.

Following the retirement of the English TA, the library is now being led by some Year 10s, and with the help of student representatives from lower down the school, Mr Stockdale is putting a team together who will contribute to looking after the Library on rotation. I am delighted to say that the Year 10 students initiated this idea and volunteered their help as a solution to the problem. Additionally, we may have attracted some, additional funding to improve the space from the 'Chester Schools Together' partnership, which will be very welcome as we try to create a soft-seating area and an environment where students will *want* to read.

As the GCSEs are almost upon us, we will begin the process of selecting a new Student Leadership Team from Year 10, who will begin their roles in the second half of the summer term.

## **Personal Development**

### **PSHE Workshops**

Students in KS3 have attended a PSHE workshop, delivered by Depaul UK, which is a Homeless charity focussed on reducing homelessness, especially in young children and teenagers. The workshop was an interactive session which students engaged very positively with and discussed healthy and toxic relationships, making difficult choices and ensuring our young people ask for help in school whenever they need it.

## **Pastoral Update**

### **Year 11 – Mrs Gibson Tipping**

In their second term, the Yr. 11 cohort has made significant strides towards their GCSEs, demonstrating a strong commitment to academic improvement and their own personal growth. Many students have continuously shown remarkable progress in their understanding of core subjects, with many achieving impressive results in their continuing (in class and formal) mock exams. This reflects not only their dedication, but also the effectiveness of targeted revision sessions and the support offered by staff.

The students have also excelled in extracurricular activities, with students actively participating in school clubs such as football, where the team recently won their quarter final game against Upton on penalties after fighting back from 2-0 at HT and music. These experiences continue to help foster students' overall resilience and discipline.

Additionally, students have displayed their resilience in managing their increasing workload, with many developing better time management and organisational skills. Attendance to P0 and P6 sessions has increased as time has passed and students have created support networks which have been instrumental in reinforcing learning, helping students tackle challenging topics and boost their confidence.

Several students also continue their prestigious leadership roles, contributing to the school community by helping to coordinate events and supporting younger year groups, showcasing their maturity, sense of responsibility, and ability to be positive ambassadors of Blacon High School.

As they work towards their GCSEs, the cohort continues to approach their studies with focus and determination. Their dedication to improvement, coupled with a supportive school environment, positions them for success as they approach the final stages of their GCSE preparation. With a strong foundation in both academic and personal development, Yr. 11 are well equipped to face the challenges of the upcoming exam season.

Well done Yr. 11!

#### **Year 10 – Mrs Carr**

During the Spring 2 half-term, there has been significant progress across several key areas. SSA data shows an increasing positive trend across the year group, reflecting the hard work and dedication of students, staff, pastoral team and tutor team. Uniform standards have shown improvement, and punctuality to school has notably increased with the introduction of expectation detentions from tutors. For Year 10, work experience has become a primary focus, with over 80 students securing placements, while those remaining in school will engage in tailored work experience activities. Additionally, 10 students participated in the Bank of America mentorship program, gaining valuable insights and opportunities to build connections for future careers. A group of 10 students also took part in a visit to the Queen at Chester Hotel, where they had the opportunity to explore the business operations and gain real-world industry knowledge. Furthermore, the Hope Opportunity Trust Bursary Scheme has been launched for Year 10 students. This amazing opportunity has generated great interest, with 8 students expressing a desire to pursue a bursary. We have also celebrated sporting success, with the Year 10 girls' volleyball team finishing as runners-up in the Chester and District Volleyball Tournament, demonstrating teamwork and dedication.

#### **Year 9 – Mr Forbes**

The students have adapted remarkably well to the new mobile phone policy since the New Year, which has helped reduce distractions during the school day. The expectation detentions this half term have had a positive impact, raising standards among Year 9 students. The approach has helped encourage greater responsibility and focus, and I am incredibly proud of the progress they've made. A group of year 9 students recently had the exciting opportunity to travel to Dorset for a geography trip. This adventure provided a hands-on learning experience outside the classroom. The Year 9 basketball team recently

triumphed in the Chester and District League Basketball Cup, competing in the U14 category. The team played five matches and won all five, showcasing their exceptional skill and teamwork. Sonny Houston was named the MVP for his outstanding performance throughout the competition.

I look forward to welcoming parents to the upcoming options evening, progress evening, and the reward assemblies that will help wrap up this term. These events will provide an excellent opportunity to celebrate students' achievements, discuss their progress, and plan for the future, ensuring a strong finish to the term.

### **Year 8 – Miss Richards**

The Spring Term has been yet another successful term for the Year 8 cohort. The students adapted really well to the new mobile phone policy and comments from parents have been overwhelmingly supportive of the school approach to removing mobile phones from the school day. The new Expectations Detentions have also been very successful and we are already seeing the positive impact these are having on punctuality, equipment and uniform. Punctuality in particular has improved; with both the quantity of students accumulating minutes late decreasing, and the actual number of minutes late decreasing. For example since starting the Expectations Detentions three weeks ago the data shows a 14.9% decrease in number of minutes late for Year 8 when compared to a three week period in the last term. Teaching staff are reporting that the overwhelming majority of students are arriving to lessons with full equipment in their pencil case and in full correct uniform. We hope to continue to build on these successes during the summer term. Well done Year 8!

Students have had a very settled term with positive behaviour and this is evidenced in reductions in all areas of behaviour reference points markers (SSA grades, SLT isolation, Step-Outs and Suspensions) when compared to the Autumn Term. Two of our more high-profile students are no longer on roll and the impact that this has had in contributing to a calm and settled term should not be underestimated.

Elsewhere Students took part in a competition for Show Racism the Red Card. This was to encourage young people from schools and other educational settings to produce creative work with an original anti-racism theme. We decided to run the Design a football boot theme with Year 7 and 8 in Art lessons. Micheal Fisher and Blake Kearsley-Stokes were 2/6 final entries from Blacon high school. The winners will be invited to a premier league stadium and receive prizes from former or current professional footballers.

Year 8 students also took part in a PSHE workshop from a homeless charity called Depaul UK. This involved awareness of toxic relationships, homelessness, making choices and asking for help. All students gained valuable insights from this and the external providers were impressed with their conduct throughout.

### **Year 7 – Miss Garner**

Year 7 has had an outstanding Spring 2, showing remarkable progress both academically and in extracurricular activities. The students have continued to impress with their commitment to uniform and equipment, ensuring they are always prepared and ready for learning. Their punctuality has also been much improved, demonstrating an increasing sense of responsibility. The enthusiasm for participation was evident during the Cheshire Dance Workshop, where many students embraced the opportunity to showcase their talents. On the sports front, Year 7's football achievements have been exceptional, with impressive teamwork and determination on display. The Teens to Tots programme has seen students

engaging with younger peers, fostering leadership skills and responsibility. Our Anti-Bullying Ambassadors have also been making a significant impact, promoting kindness and respect throughout the year group. The introduction of Set 7 has been a turning point, having a positive effect on behaviour for learning and creating a more focused and motivated environment. As a result, we've seen a noticeable decrease in negative SSA data, reflecting the year group's growing maturity and commitment to personal and academic success. Well done, Year 7!

## 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

### 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
<b>BEV total</b>	<b>169</b>	<b>148</b>	<b>88</b>	<b>186</b>	<b>140</b>	<b>75</b>	<b>187</b>	<b>130</b>	<b>70</b>	<b>171</b>	<b>122</b>	<b>71</b>

## Numbers for September

<b>Admissions Preference</b>	<b>2025</b>	<b>2024</b>	<b>2023</b>	<b>2022</b>	<b>2021</b>	<b>2020</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>
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
<b>Total Applications</b>	<b>151</b>	<b>171</b>	<b>192</b>	<b>186</b>	<b>168</b>	<b>184</b>	<b>200</b>	<b>177</b>	<b>138</b>	<b>141</b>

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

### Admissions

Initial applications for September 2025 indicated that we would be welcoming a year group of 130 students. However, following our first round of discussions with primary schools, it appears that at least five of these students will be attending other schools, either out of area or opting for specialist provision. This marks the lowest intake in the last five years and highlights the ongoing trend of a declining student roll across the BEV schools.

This means that we will have a renewed focus on fostering and strengthening relationships within the BEV community. It is clear that continued investment in these relationships must be a priority to ensure we are attracting and retaining students. In addition, we should explore and enhance our connections with other local primary schools, particularly Chester Bluecoat and Saughall All Saints.

To support this, initiatives will include inviting these schools to participate in our BEV Sports competitions and organising transition activity taster sessions across various departments. These efforts could help reinforce our visibility within the local community and create more opportunities for collaboration. Costs linked to cover and transport will have to be addressed but by prioritising these areas, we can address the current challenges and work towards improving student intake in the future.

## Transition Plan

Upon receiving our list of learners for September 2025, we promptly commenced preparations to ensure a smooth transition for all incoming students.

Individual class lists have been shared with our partner primary schools to identify any students who may not have submitted their applications, enabling us to provide targeted support in this process where necessary. Acceptance letters and information packs detailing school procedures have been sent to the parents and guardians of all confirmed students, and we have begun collecting relevant data for each pupil.

April Roberts has been appointed as the Progress Leader for this transition period and moving into Year 7. She has already reached out to each of our partner schools and is in the process of organising visits after the Half Term break. During these visits, April will observe classes, meet with students, and discuss any specific needs with both teachers and SENDCOs. April will oversee this transition process and will collaborate closely with Kate Henshall, involving our SEND team as appropriate in any planned visits.

In addition, both our Transition Day and Meet the Tutor events have been communicated to all relevant parties, and planning for these events is already underway.

## **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 this year 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 it seems that due to our unique position, there is no external funding. 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, 15 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 2 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 has been 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 supports the work on our curriculum, setting and staffing model which will be reviewed by the Quality of Education committee in early spring. The school is planning to have a balanced budget by April 2027.

### **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. 6 invigilators have been appointed and some staff have volunteered to support, following liaison with the Union representatives in school.

### **Cyber-Attack**

Following the cyber-attack in January, the school have worked with an external company to recover from the disruption caused. Students have only recently been able to access ICT resources in school and an extension for coursework deadlines has been agreed with the examination boards. The school will also request special consideration for Year 11 due to the disruption to their learning at this critical time. The team are working to find a resolution to remote access for staff so that staff can access work outside of school once more. There have been a number of additional costs incurred which have had to be covered from within the budget, thus adding additional pressures. The school submitted responses to the ICO following the incident and they have confirmed that no action will be taken and that they are satisfied with the information shared about the steps taken to mitigate this. The cyberattack also resulted in school being closed for 3 days to all students and then open to Years 10 and 11 for 2 days. Additional revision sessions have been added to P0 in the morning and P6 after school along with sessions in the Easter holidays, supported with HAF funding to support students as they prepare for the summer examinations.

I remain incredibly proud of the way in which the school has come together to overcome the challenges and to continue to support our young people to achieve success. At Easter, we say farewell to Miss Illingworth, teacher of English with responsibility for Key Stage 3. After 5 years with us, Miss is moving to a role teaching online and we wish her all the best. Mrs Sandland Jones also went on adoption leave in February. School also said farewell to two Teaching Assistants, Miss Stenning and Miss Conlan.



20th March marks five years since schools were asked to close to the majority of pupils, with a sudden and unprecedented move to remote teaching. I find it hard to think back to that first lockdown of March 2020 – it feels like a distant dream in which everything suddenly existed as either pre- or post-COVID, but many of us still feel its impact today.

Whether it be loved ones lost, moments with friends and family that weren't to be, or the lasting disruption we feel in our schools and communities, we continue to navigate often stormy post-pandemic waters together.

It is not lost just how difficult that announcement five years ago was, nor its ongoing impact now and I want to acknowledge how staff always step up as a profession in even in the most difficult of times.

My thanks goes to all staff, students, parents, Governors and the wider community for their support, determination and belief as we strive to prepare our young people for success.

***Rachel Hudson***

***Headteacher***