Head's Report for Governors - December 2020

Part 1 – Update on progress towards 2023 Strategic Plan
Part 2 – Highlights from the Autumn Term 2020

Part 1 – Update on progress towards 2023 Strategic Plan

1. **To raise levels of attainment, standards and progress to outstanding and to close gaps in performance between disadvantaged and non-disadvantaged students nationally.**

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

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

KPI - PP Progress 8 matching non disadvantaged nationally for English English Student Premium	-0.95	-0.90	-0.06	-0.35
KPI - PP Progress 8 matching non disadvantaged nationally for Maths Maths Student Premium	-0.57	-0.79	-0.43	-0.84

The data above shows all students in each cohort which is the published data available. We also have internal data which takes out the small proportion of students who have not attended, or who have joined the school in Year 11, which has a significant impact on the overall scores, particularly when there is a small cohort, shown below. This shows the key outcomes for each year with those

taken out. With such small cohorts, these students have had a significant impact on the data and therefore it is always important to understand the context behind each set of data, in order to make fair judgements about the school's performance.

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

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

	Results 2018	Results 2019	CAGs 2020	DC1 Predictions Current Y11
KPI - PP Progress 8 matching non disadvantaged nationally for English	-0.59	-0.70	0.10	-0.27
KPI - PP Progress 8 matching non disadvantaged nationally for Maths	-0.24	-0.64	-0.34	-0.73

Profile of Year 11 for Current Cohort compared to last year

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

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

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

Contextual Data –whole school

	2020/21		2019/20	
	No. of students	% of students	No. of students	% of students
Total no. of students	672		618	
FSM	279	42%	258	42%
Student Premium	354	53%	321	52%

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

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

SEND Overview

Year Group	*Social & Emotional*	*Cognition & learning*	Physical &/or sensory	SLCN	Top Up Funding	EHCP	Funding application submitted
Year 7	*15*	*17*	3	5	6	5	2 (top-up)
Year 8	15	15	1	5	3	4	2 (EHCP) 1 (top-up)
Year 9	15	15	2	7	5	4	0
Year 10	5	12	0	2	0	3	2 (top-up)
Year 11	15	7	1	1	0	6	
Totals	65	66	7	20	14	22	7

Total number of students with SEND – 201 – 30% of the school, an increase from 22% (122 students) in 2019.

Safeguarding Breakdown

TAFs - Team around the Family

Year Group	Numbers
Year 7	2
Year 8	7
Year 9	7
Year 10	3
Year 11	5

CIN Child in Need

Year Group	Numbers
Year 7	3
Year 8	3
Year 9	2
Year 10	1
Year 11	1

CP – Child Protection

Year Group	Numbers
Year 7	1
Year 8	2
Year 9	0
Year 10	0
Year 11	3

CIC/LAC Children in Care / Looked after Children

Year Group	Numbers
Year 7	2
Year 8	4
Year 9	5
Year 10	1
Year 11	1

BLACON HIGH SCHOOL
SUCCESS THROUGH PARTNERSHIP

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

KPI Performance Indicator from Strategic Plan	Current Performance up to December 2020
KPI Open Bucket Progress 8 score 0.2	**0.03**
KPI Attendance up to national average - 95%	**91.2% overall and Student Premium 88.3%**
KPI 80% sport participation, 100% Learning outside the classroom	**3% Sport 3% Lotc (Impacted by Covid)**

Attendance Figures – Term 1 (03.09.20-04.12.20)

Group	Term 1 2018/19	Term 1 2019/20	Term 1 2020/21	National average for Term 1 2019/20
Whole School	93.9	93.6	91.2	94.4
Student Premium	92.1	91.8	88.3	Not published
Non Student Premium	95.9	95.7	94.5	Not published
SEN	92.8	92.1	88.9	91.8% (2017/18)
EHCP	97.4	93.8	79.6	91.8% (2017/18)
Unauthorised Absences	2.3	2.1		1.3

Persistent Absence – Full year

	Term 1 2018/19	Term 1 2019/20	Term 1 2020/21	National average for Term 1 2019/20
Percentage	16.9%	14.5%	25.3%	15.0%

Year Group

Group	Term 1 2018/19	Term 1 2019/20	Term 1 2020/21
Year 7	96.1	95.5	94.8
Year 8	94.7	94.3	89.4
Year 9	91.5	94.2	92.6
Year 10	93.5	90.2	91.0
Year 11	92.5	93.0	87.4

Student Premium

Group	Term 1 2018/19	Term 1 2019/20	Term 1 2020/21
Year 7	94.8	94.0	92.2
Year 8	94.1	93.4	87.0
Year 9	89.5	92.3	90.9
Year 10	90.7	87.6	88.4
Year 11	89.3	90.1	81.2

SEN Support

Group	Term 1 2018/19	Term 1 2019/20	Term 1 2020/21
Year 7	95.0	95.4	93.0
Year 8	94.0	92.1	89.4
Year 9	87.7	95.2	89.7
Year 10	92.4	85.7	85.7
Year 11	95.7	91.1	81.4

EHCP

Group	Term 1 2018/19	Term 1 2019/20	Term 1 2020/21
Year 7	95.8	96.8	80.4
Year 8	99.5	90.9	59.6
Year 9	97.7	97.9	84.4
Year 10	n/a	87.5	99.4
Year 11	94.8	n/a	76.8

Students coded X 2020/21 (isolation due to Covid / awaiting test results)

	Number of students	Number of sessions
Year 7	148	1673
Year 8	151	1303
Year 9	109	1214
Year 10	92	721
Year 11	111	1483
Total	611	6394

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

	Number of students	Number of session
Year 7	78	477
Year 8	103	991
Year 9	85	606
Year 10	80	480
Year 11	66	681
Total	412	3235

Students coded C (Authorised Absence) 2020/21

	Number of students	Number of session
Year 7	19	124
Year 8	20	257
Year 9	14	154
Year 10	24	250
Year 11	15	282
Total	92	1067

3 year trend whole academic year

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

up to March 20th 2020

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

Curriculum

Analysis of outcomes points to an improving trend in outcomes and we believe it is important to make principled decisions for our students in order to support them to achieve the best possible outcomes. As a school, we are ambitious for our students and recognise that the golden curriculum of the EBacc is an aspiration for our students, but not all. We believe strongly that students need to follow a pathway which will allow them to achieve success in outcomes, leading to high quality, appropriate destinations but it must be flexible to meet the wide ranging needs and complexities of our students.

It is a key priority to ensure that the right students are entered on to the most appropriate courses through regular curriculum review and extending the curriculum beyond the classroom. The school has reviewed the curriculum with staff, students, parents and Governors strongly believing that the current model of a three-year KS4 helps the school to tackle the significant social disadvantage by providing an opportunity for staff to work more closely on recall and revision in order to compensate for the significant numbers of our students with multiple vulnerabilities and to ensure that our most disadvantaged maximise their potential. This is also to allow us to support the high numbers of students with SEND, almost one third of the school. The 3 year KS4 curriculum has supported students in Year 11 this year particularly due to the pandemic, allowing time for students to focus on revision and recall, without the added pressure of large amounts of missing content.

A detailed analysis of enrichment and learning outside the classroom opportunities has been undertaken and we are currently exploring how enrichment can be built into the timetable, to enable us to extend the breadth and depth of the curriculum for all year groups but especially for Year 9 students in order to ensure a continued access to the creative subjects (Music, Art, Technology, MFL and Drama) which they may no longer be following as part of their option choices. There is a 3-year curriculum plan being developed;

- 3 Enrichment/creative days in place for Year 9 in spring and summer 2020 to ensure full access to all National Curriculum subjects throughout Year 9 along with the opportunity to develop learning outside the classroom as a key priority for the school.
- History and Geography to continue throughout Year 9 from September 2021 with the option for students to specialise at the end of Year 9 and a chance for some students to undertake a Life Skills course where appropriate.

- In the 2020/21 academic year there will be 2 enrichment days (3 originally planned) to ensure that cultural capital is woven into the curriculum experience for all students, to provide students with the knowledge and experience to be successful in life and to ensure that students have the opportunity to experience the creative subjects that they did not opt for at the end of Year 8. The first enrichment day in the autumn did not go ahead because of the focus on the recovery curriculum and Covid restrictions.
- The plan for 2020/21 was initially for 3 Enrichment Days but due to Covid restrictions, days one and two are planned to take place next year to allow a focus on the recovery curriculum;

Day 1 - Musical Festival focus – Students move through six workshops based around the central theme of planning for a music festival.

Session	Session Outcome
Art	Design and create a handmade festival wristband.
Music	Prepare a performance using instruments, voice and music technology.
Food Technology	Create festival "street food".
Product Design	Create festival merchandise e.g. key rings and band logos.
Graphics	Design promotional material for the festival e.g. posters and tickets.
Computer Science	Create a stop frame animation (GIF) to advertise the Music Festival using Serif Draw Plus. All students sign up to the iDEA – Bronze, Silver, and Gold – and start one of the badges.

Day 2 – Environmental Campaign Day – Students identify an environmental issue, either locally, nationally or globally and develop a campaign aimed at persuading people to change their behaviour. They look at: effective marketing campaigns; a range of poster promotions, online adverts and the use of music to influence emotions; product life cycles and how to make products more sustainable.

Session	Session Outcome
Art	To analyse the use of images and artwork to influence and change behaviours.
Music	Music and emotion, how is music used to influence and heighten people's responses to film.
Food Technology	Food waste – how to make the most of food that would otherwise go to waste.
Product Design	Create festival merchandise e.g. key rings and band logos.
Graphics	Design promotional material for the festival e.g. posters and tickets.
Computer Science	Create a stop frame animation (GIF) to advertise the Music Festival using Serif Draw Plus. All students sign up to the iDEA – Bronze, Silver, and Gold – and start one of the badges.

Options Process during Lockdown
The options process took place online during lockdown. An options classroom on Google Classroom contained a video and PowerPoint guide to the process, with video clips and audio clips recorded by subject teachers explaining the different course. The classroom also contained a copy of the options booklet, a link to the "start.com" website where students can discover careers available and the

qualifications required (students have the login details). A new email account was created, with a link in the classroom. Parents used this email to ask any questions about the options process and subject specific questions were forwarded to the relevant member of staff. The process was with all students in options groups at the start of the 2020/21 academic year.

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

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

Mr Blain is launching the Bronze Duke of Edinburgh Award with our current Year 9 students in the spring term and is currently working to ensure that the majority of last year's cohort complete their award. Year 9 will complete their volunteering and skills section before participating in the expedition due to take place in the summer. There are 17 students working towards their Bronze award and with the addition of enrichment time within the curriculum next academic year, this will enable us to increase the participation rates in a scheme which helps to set students apart and will support in all aspects of their development and achievement in the future. We aim to recruit 30 students onto the award this year. Mr Blain is mentoring the current group to ensure that they complete the volunteering, physical and skill sections of the award. The majority of these sections were not completed by students prior to the lockdown so will have to be completed during Year 11.

The Year 9 Duke of Edinburgh groups did not start in the spring and will be launched after Christmas. Mr Blain has liaised with Mr Harnden from `Get outside the Classroom' to formulate initial plans for the expedition component, possibly late in the summer term, or early in Year 10.

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

Autumn Term Sports Visits and Extra Curricular Activities

Fixtures
Monday
BTEC Dance - 11
Tuesday
BTEC Dance - 11

6 students in Year 7, 6 in Year 8 and 6 in Year 9 have taken place in one day of outdoor activities each week this term, as part of the curriculum Orion model.
No extra-curricular clubs and trips have taken place in the autumn term due to DfE and PE guidance re COVID. Similarly, no extra-curricular fixtures have been allowed to take place within the Chester & District due to Chester Boys & Girls AGM outcomes.

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

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

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

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

KPI agreed surplus - A benchmarking exercise is being completed along with a review of the staffing structure which will compare us to other schools.
The school now faces a deficit budget for this financial year due to lost income and additional expenditure during Covid. A 3 year recovery plan is in place and the school is looking to make additional savings in order to enable the purchase of the mobile classrooms to support the curriculum offer and wide ranging needs of students moving forwards.

Capital investment - new build 2020. The build is progressing well, school is investing £600,000 along with the LA contribution to ensure that it will meet demand for student numbers and to support the growth of the school.

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

5. To ensure successful transitions into Key Stages 3, 4 and 5

- KPI High satisfaction rates of parents, students and partner Primary schools on KS2/3 transition - 90% and above
- KPI - 60% of Year 11 onto Level 3 A Level, Applied & Technical courses
- KPI - 40% of Year 11 onto Level 2 and Foundation courses
- KPI - 0% NEET Not in education and employment

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

Blacon High School have increased over the last 5 years, with the highest number of first preferences (151) in 2020. Further analysis is being undertaken on the proportion of students from each of the BEV schools choosing to attend the local school in order to achieve the school's ambition to be the school of first choice for students and families within Blacon. Current applications suggest that the school will be full at 150 for September 2021.

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

Student Numbers- December 2020

Year	Males	Females	Total
Year 7	91	58	150
Year 8	76	74	150
Year 9	89	52	141
Year 10	64	56	120
Year 11	68	45	113
Totals	**388**	**285**	**674**

In Year Transfers and Leavers

In Year admissions 2020/21

Year Group	Number of Students
Year 7	1
Year 8	2
Year 9	2
Year 10	6
Year 11	2
Total	13

In Year leavers 2020/21

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

Destination data for Year 11 from 2020– 89 students

25% - 22 students onto A Levels

40% - 35 students onto BTEC Level 3

19% - 17 students onto BTEC Level 2

6% - 5 students onto BTEC Level 1

3% - 3 students onto Apprenticeship / Employment

3% - 3 students onto The Forces

4% - 4 students 'other'

6. To support staff to the highest standard of professional development including physical and mental health well-being in order to secure high quality learning and teaching.

Staff absence autumn term 2017-2020								
	01.09.17 – 30.11.17		01.09.18 - 30.11.18		01.09.19 - 30.11.19		01.09.20 - 30.11.20	
	No. of absences	Working days lost	No. of absences	Working days lost	No. of absences	Working days lost	No. of absences	Working days lost
Teaching	9	13	15	26.6	14	98	15	163
Teaching Asst	5	52	9	63	3	32	10	130
Support Staff	10	50	12	78	8	57	13	222
Total	24	115	36	167.6	25	187	38	515

Number of working days lost due to absence Autumn Term 2017-2020

Number of staff absent Autumn Term 2017-2020
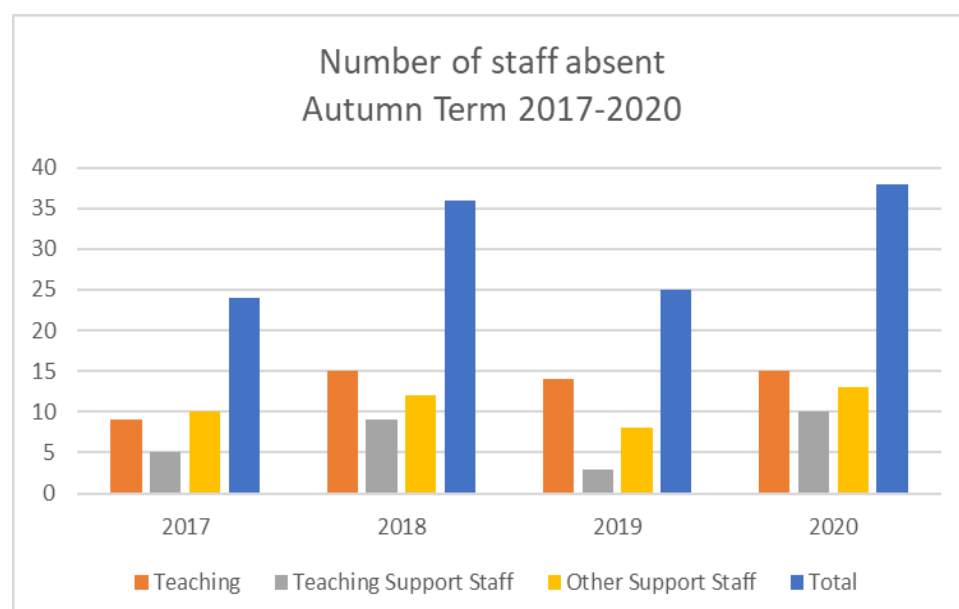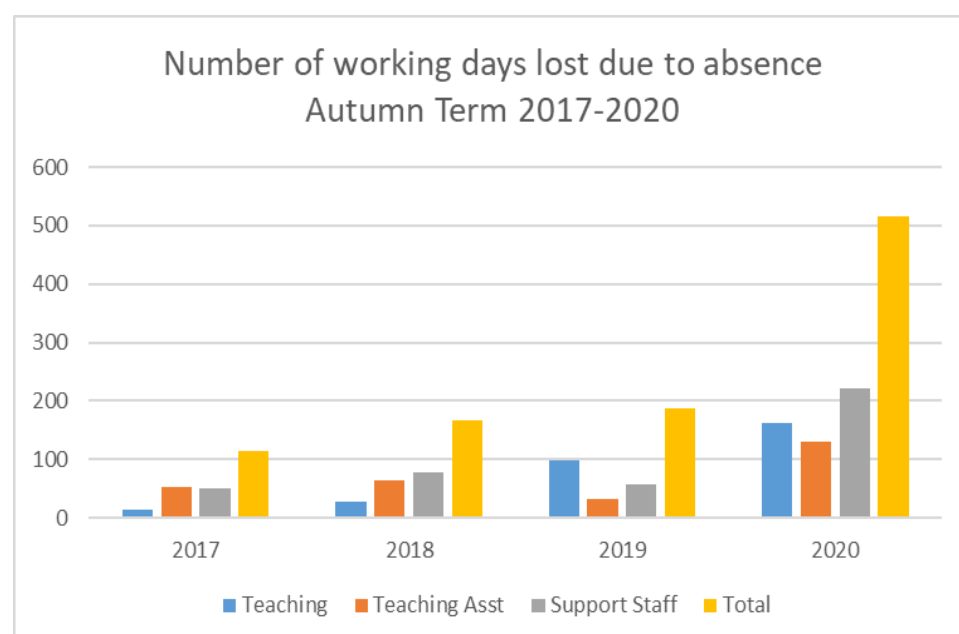
The number of absences is the number of staff affected and relates to sickness, which includes Covid related illness, however not those who have isolated due to direct contacts through Covid. The working days lost is the number of days lost due to sickness but not due to isolation related to Covid. The number of teachers absent has remained on a similar level to previous years, however, the number of days lost due to absence, has increased significantly. Teaching Assistant absence had increased but so has the number of staff within the team. Support staff figures are affected by 3 long term absences, not Covid or school related. Therefore overall, the level of absence is at similar levels to previous years, however, the number of days affected and impact on school, has been much more.

The chart below illustrates the impact of absence during the first half term and the spike on the last week, where we had to make the decision to close.

Weekly Staff Absences Due to Covid

Week	1	2	3	4	5	6	7	8
TA's/Support Staff	1	7	4	1	4	0	1	22
Teachers	0	1	4	3	3	8	7	15
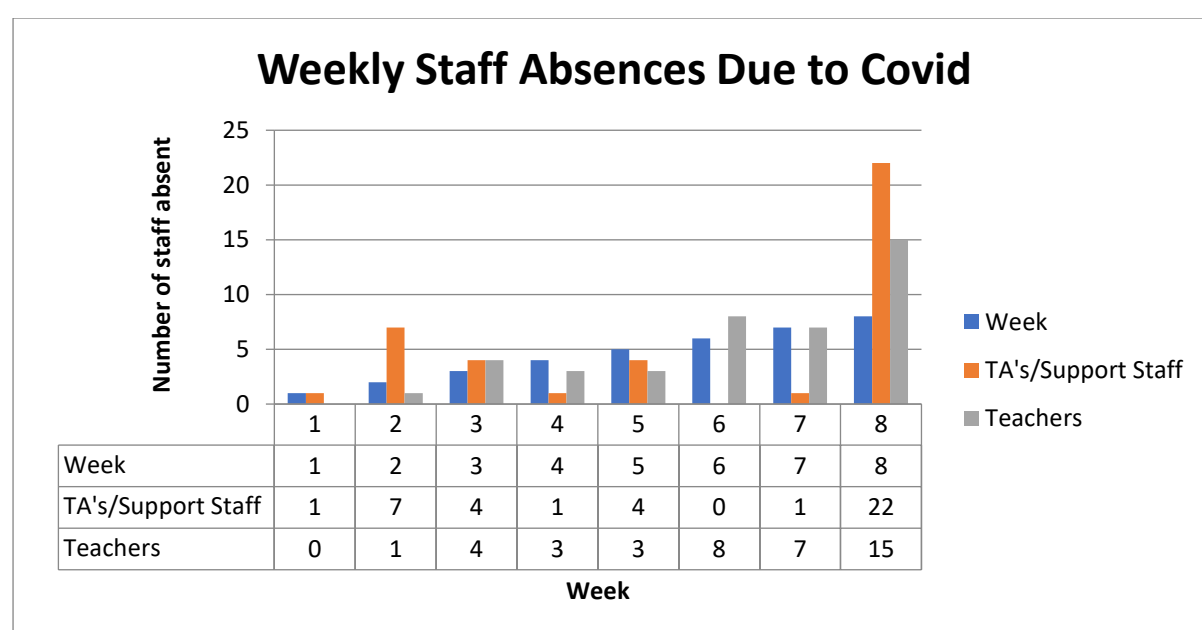
Staff well-being and Learning and Teaching
Events in recent months have been particularly challenging in terms of staff well-being but we have been proactive and pre-emptive in our response to the extra demands placed on the team by Covid 19. Even before lockdown, alternative working arrangements were made for several staff-members who were identified as 'vulnerable' that enabled them to work from home where possible, in an attempt to prevent unnecessary exposure to the virus. This proved successful for the duration of the first lockdown period.

During lockdown, staff were required to continue on-site provision for vulnerable children and the children of key workers on a rota system that, for the most part, kept potential exposure to the virus at an absolute minimum. SLT were also in school on a rota system although supported the delivery of learning to key groups of students more frequently.

During lockdown, time not in school offered staff the opportunity to access a significant amount of CPD. This varied between training that was allocated centrally to all staff, and CPD that was

identified by each individual. This contributed to well-being in the sense that staff were able to devote time to personal development. Staff were updated frequently during this time and regular contact was kept via email. There was also an enhanced focus on the use of technology and staff joined several whole school meetings via Zoom.

During the final few weeks of the summer term, most staff were invited to an individual Professional Development Discussions with the Head and Mr Stockdale; these meetings were held remotely. As a result of these discussions, CPD and personalised professional development is now a feature of appraisal for 2020/21.

As a result of the restrictions placed on the school, new one-way systems have been introduced, along with enhanced hygiene protocols and social distancing. Also, the school day is now staggered with different start and finish times, break and lunches. This has had a positive impact on well-being as it has introduced breaks at different times during the school day, and it has also reduced the number of students moving around the building, or outside, at any one time. Staff were consulted about all changes and where possible, their thoughts and opinions contributed to the changes that were introduced. Staff have been very positive about the changes to the school day and its impact on their well-being.

Since the original changes, we have amended timings of the school day, reducing lunch by 10 minutes and the time gained was added back on to lessons, which had previously been reduced. This has had a positive impact on student behaviour.

One of the biggest challenges staff have faced is the requirement to be able to deliver lessons remotely in the event of students isolating, a partial or total school closure, or a further lockdown. It was clear that many staff were not confident or did not have the necessary IT skills to meet this requirement confidently. In response, all staff have had significant training in a range of options for the delivery of remote learning. A team of staff who already had the relevant skills generated a bank of 'how to' resources that were shared in a whole-staff virtual meeting. A further session on Google Classroom and Google Meet was delivered from an external source, and finally, Ian Robinson, our newest Geography teacher who is in the process of completing a qualification directly with Google, delivered a fantastic further session. Clearly this was beneficial as staff were suitably equipped to ensure the delivery of remote learning when the school, unfortunately, was forced to close during the week before half term.

A real challenge for staff at the moment is trying to maintain effective delivery of the curriculum in very challenging circumstances. All staff are wearing masks in public areas of the school building except classrooms, and outside during break and lunch. This is a change of culture that is sensible in terms of our response to Covid 19, but is not conducive to developing and/or enhancing the positive relationships that our cohort craves; partly by necessity, we have always been 'more' than teachers to our students.

Additionally, there has been a significant number of students isolating across all year groups at any one time and student engagement with Google Classroom is not embedded universally. As a result, it has been almost impossible to keeping everyone at the same place in terms of content coverage. Staff are monitoring this as closely as possible and all resources are uploaded onto Google Classroom for students to access at a later date if necessary. Staff are very conscious of the potential problems this might create for exams in 2021 and hope to counter the impact by beginning revision programmes early where possible.

Since the first lockdown, we have maintained regular contact with staff. Their opinion has been sought regularly and their suggestions have been incorporated into plans and amendments to practice. Staff are conscious that their concerns are considered and pleased when they are responded to.

In response to the significant amount of cases experienced by the school before half term, all face to face interaction has now been replaced with virtual meetings in another attempt to reduce the risk of transmission of the virus. Furthermore, staff have been advised to be off the school premises by 3.30pm each day, whenever possible, and encouraged to complete planning and other activities that don't require them to be on the school premises, from home. To facilitate this, all teachers have now been issued with a new laptop.

At the start of the new academic year, we welcomed 15 new members of staff into a variety of different positions to support the growth in student numbers. All of these staff have attended an enhanced induction programme where, each week, a member of SLT ran a 30 minute session covering their area of responsibility: Curriculum; Data; Behaviour for Learning; Learning and Teaching; Safeguarding and key areas to support staff in their roles. Additionally, all new staff were invited to a meeting with Mr Stockdale during the first few weeks of their employment to ensure that they are being fully supported and have access to everything they need to enable them to fulfil their roles effectively. Included in this group are four NQTs who benefit from regular, timetabled meetings with their Subject Mentors while STO acts as Professional Mentor for all of them.

As a result of Covid 19, NQTs did not benefit from two placements during their PGCE year so to combat this, an additional layer of support has been put in place to underpin their successful transition into the school. Mentors have been identified for each of the NQTs from experienced members of staff who teach outside of their subject area. The mentoring will be informal but timetabled and tracked. It is hoped that this supplementary initiative will help to ensure that our new appointees are supported effectively for an enhanced period of time.

Inset at the beginning of the year was planned and delivered in an informative but Covid-safe environment with seating appropriately distanced, group sizes kept to a minimum and space around the school used effectively. An excellent balance between re-establishing the community of staff while maintaining safety was achieved.

For the second year running and in an effort to protect staff, we held a flu jab clinic on site and all staff were offered a free flu jab. This is a significant investment in staff well-being and most staff took advantage of the offer.

As we approach Christmas, there have been some additional cases as the term draws to a close. However, our internal track and trace scheme continues to prove very effective in protecting the ongoing well-being of both staff and students. The natural 'circuit break' offered by the holiday period is timely and offers staff and students the opportunity to relax, regroup and recharge.

Much of the focus on staff development since September has, by necessity, been a response to the constantly changing challenges posed by Covid 19. Staff are updated on a daily basis by email while any changes to procedure are communicated by the relevant member of SLT, in line management or by whole-school virtual briefing. It is vital that the team is supported appropriately in terms of physical resources, including cover staff where appropriate, and CPD to enable them to continue to deliver at the highest possible level in what is an extremely unusual learning environment.

In addition to a traditional, whole-school approach to CPD, part of the Learning and Teaching programme this year is being devoted to self-study. Everyone has three appraisal objectives and, in agreement with line managers, staff have been allowed to identify an area in which they want to develop that will enhance their own skillset and also support them in their role. All staff will evidence a minimum of twelve hours online learning and it is anticipated that the variety and extent of skills that are developed as a result of this approach will be massively beneficial to the school community.   This initiative, once again, allows staff to work from home providing greater flexibility and a more enhanced work/life balance. It also comes in direct response to staff opinion on the methodology and delivery of Learning and Teaching.

The well-being group continues to meet each term to provide a forum for staff to discuss aspects of life in school. We are also starting work on a well-being award linked to Optimus in partnership with the National Children's Bureau. This whole-school Award leads schools through a process of self-evaluation, action planning and evidence collection before verification and accreditation. The Award has a focus on impact and outcomes for students, so that we can demonstrate specific and wider impacts of wellbeing policies and interventions.

New Staff Area
After half term, we unveiled a new refreshment/well-being area for staff to provide a space during the day to make drinks and have a moment of quiet.
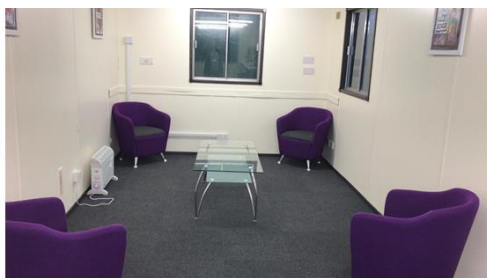
We are all constantly learning new skills and adapting to working in different ways. However, the team always respond positively and we continue to meet every new challenge and to address any concerns that may arise.

Behaviour Data

Exclusions ASP	2011/12 BHS	2011/12 N av	2012/13 BHS	2012/13 N av	2013/14 BHS	2013/14 N av	2014/15 BHS	2014/15 N av	2015/16 BHS	2015/16 N av	2016/17 BHS	2016/17 N av	2017/18 NHS	2017/18 N av	2018/19 BHS	2018/19 N av	2019/20 BHS	2019/20 Nav
Pexclusions as % of student group	0.00	0.14	0.45	0.12	0.26	0.13	0	0.15	0.25 =1	0.17	0.71 =3	0.20	0.44 =2	0.2	0.57 =3	0.20	0.16 =1	
% students with FTE									4.33 =17	8.56	6.86 =29	9.40	2.88 =13	10.1	6.84 =36	10.7	5.09 =31	
% students with 1 or more FT exclusions	13.33	4.34	11.74	3.86	3.32	3.68	4.46	3.97	2.80 =11	4.31	3.55 =15	4.62	1.33 =6	4.71	4.18 =25	4.93	3.12 =19	
% students with 2 or more FTE					1.79	1.34	2.89	1.51	1.53 =6	1.68	1.42 =6	1.82	0.66 =3	1.91	1.52 =8	2.03	1.15 =7	

Fixed/ Permanent Exclusion Data

16/17 Au	16/17 Sp	16/17 Su	17/18 Au	17/18 Sp	17/18 Su	18/19 Au	18/19 Sp	18/19 Su	19/20 Au	19/20 Sp	20/21 Au
9	13 +(3pex)	7	8	2	3 +(2pex)	17	12 +(2pex)	7 +(1pex)	16	15 +(1pex)	14 +(2pex)

Step Out Data

17/18 Au	17/18 Sp	17/18 Su	18/19 Au	18/19 Sp	18/19 Su	19/20 Au	19/20 Sp1	20/21 Au
4	5	2	6	1	2	5	1	1

Internal Exclusion Data

16/17 Au	16/17 Sp	16/17 Su	17/18 Au	17/18 Sp	17/18 Sp	18/19 Au	18/19 Sp	18/19 Su	19/20 Au	19/20 Sp1	20/21 Au
22	8	15	4	8	7	15	15	19	35	22	18

SSA Data

16/17 Au	16/17 Sp	16/17 Su	17/18 Au	17/18 Sp	17/18 Su	18/19 Au	18/19 Sp	18/19 Su	19/20 Au	19/20 Sp1	20/21 Au
96.9%	96.6%	97.1%	98.2%	97.78%	97.32%	97.8%	97%	96.6%	96.9%	96.1%	97.3%
0.77%	1.03%	0.7%	0.42%	0.5%	0.45%	0.55%	0.62%	0.78%	0.82%	1.1%	0.9%

SIG Group Data

16/17 Au	16/17 Sp	16/17 Su	17/18 Au	17/18 Sp	17/18 Su	18/19 Au	18/19 Sp	18/19 Su	19/20 Au	19/20 Sp1	20/21 Au
16	34	24	11	28	19	14	33	21	27	30	16

On Call Data

16/17 Au	16/17 Sp	16/17 Su	17/18 Au	17/18 Sp	17/18 Su	18/19 Au	18/19 Sp	18/19 Su	19/20 Au	19/20 Sp1	19/20 Au
126	152	137	76	59	62	95	136	129	286	305	128

Remove Room Data

16/17 Au	16/17 Sp	16/17 Su	17/18 Au	17/18 Sp	17/18 Su	18/19 Au	18/19 Sp	18/19 Su	19/20 Au	19/20 Sp1	19/20 Au
65	84	6	41	40	37	83	104	99	218	193	94

Exclusions

We have seen an increase in the number of exclusions compared to previous years. Of the 16 exclusions, 13 have gone to students already involved in a form of Alternative Curriculum in the school. These students have a higher level of support with a more personalised curriculum. 10 of the 16 exclusions have gone to students in KS3. All of these students have already been identified as students most at Risk of Permanent exclusion.

Step out

Only 1 step out to Deepoint for a Year 7 student due to Covid restrictions.

Internal Exclusion

Following initial difficulties in the year with holding students for internal exclusions because of the space available, we have created capacity by using the work spaces between the new maths mobiles to IE students. This is along with using the space outside the Head's office and when and where possible (without affecting bubbles), placing students with Progress Leaders.

SSA grades

SSA grades have continued to be the heartbeat of our behaviour system in school. Every student is still graded for their A2L in every lesson and the grades they receive feed into our rewards and sanctions processes. Positive A2L and engagement in lessons is higher than last year however negative A2L is also slightly higher.

SIG data

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

On Call data

The number of On Calls has decreased significantly from this time last year showing the positive engagement of students in lessons.

Remove Room data

The number of students needing to be removed, following On Call has again reduced compared to this time last year.

Part 2 - Highlights from the Autumn Term

The Sanctuary

Students are beginning to settle since returning after lockdown, it is becoming more apparent the impact that lockdown / COVID has had on students that already may struggle with anxieties or other and students are needing more support with this. A year 7 student has successfully reintegrated into mainstream full time, we are in the process of transitioning a Year 8 student back into mainstream. Additionally, we have begun to support a Year 7 with attending mainstream IT. There is a higher level of need within The Sanctuary and some students need a longer period than usually required. Each student has been assessed by the Boxall profile and have non-academic, social, emotional and behavioural targets related to their individual assessment. Outdoor education is having a real positive impact on those students attending, learning skills and facts about the outdoors but also supporting them with their self-esteem, team building, friendships and other basic skills.

Drama

As always, the Performing Arts Department is a hive of creativity and excitement. Year 10 and Year 11 Performing Arts students have been working on their production pieces for Component 2 of the BTEC Tech Award in Performing Arts. Year 11 have been engaged in workshops and rehearsals for Romeo and Juliet, with Year 10 developing their classical theatre skills through exploration of A Midsummer Night's Dream. Year 11 have devised a tense and emotive production which they have set in a modern context, and Year 10 have created a magical and exciting comedy, festooned with glow sticks and hula-hoops.

Year 9 have made an excellent start to their study of Performing Arts, devising work around Dennis Kelly's Documentary play DNA, and applying Brechtian techniques to their work with great success, using placards, narration, gest and breaking the fourth wall. It has been a challenging term for our students with some working at home and others in the Studio, and challenging for Mrs Salisbury also, delivering live practical lessons to students who are both learning remotely and in school at the same time - it is now quite normal to walk into the Studio and mistake Mrs Salisbury for a keen gamer, complete with headset, gesticulating wildly and trying hard to keep everyone's spirits up.

When students have been working in the Studio, we have gathered as much evidence as possible for their practical work, demonstrating their skills in Performing Arts. Year 7 and Year 8 are studying both KS3 Drama (Acting Skills, Commedia dell'arte, Pantomime and Naturalism) and SMSC through Drama, engaging in discussion, exploration and role play which focus on building resilience; developing positive mental, emotional and physical health, and addressing issues which may affect their wellbeing through the Verbatim plays of acclaimed playwright Mark Wheeller. Our students demonstrate great maturity and respect when engaging in discussion and are able to relate content to their own situations. The hula hoops are proving to be a big hit with our students and perfect for lifting spirits and keeping fit whilst socially distancing.

These photographs show Year 11 Romeo and Juliet, Year 10 experimenting with glow stick costume design and blocking action around their recycled set (Amazon boxes and packaging), and Year 9 with placards.

BEV Virtual Rugby Challenge

The Virtual challenges which the BEV Primary Schools have been taking part in, has provided the BEV Schools with some much-needed sporting challenge and opportunity during these difficult times. With not being able to host any of our BEV competitions this has been a fantastic way of engaging and challenging students across the BEV Schools, developing skills they are still learning in PE lessons. The pictures below show Dee Point Primary School taking part in the passing and dribbling challenges in Football. An example of one of those challenges was the passing challenge, where students had to make as many passes as possible against a wall in 1 minute from at least 2 metres away. The other picture shows Dee Point taking on the Rugby challenges where students had to run back and forth 10 meters and score as many tries as possible in 1 minute.

Mr Forbes has been overwhelmed with the engagement from the BEV schools and it has been thoroughly enjoyable creating a leader board with the highest scores from each school and then sending these results back to the Schools so they can award their winners with certificates.

'Access to A-level Maths' course with the University of Liverpool Teaching School

We are extremely proud of our Year 10 and 11 Maths students who are currently taking part in an online advanced mathematics preparation course; organised and delivered by the University of Liverpool Teaching School. The aim of the course is to support and stretch students who are capable of achieving the top grades in their Maths GCSE (Grade 7+) and to act as an insight into the early studies of A-level Maths, with the hope that the partaking students will go on to study Maths at this level and beyond.

The course itself requires attendance for 2 online lessons a week, along with independent study tasks to complete at home. The feedback from the students has been positive and they are already developing into confident mathematicians.

Careers, Advice and Guidance

Year 10 students took part in a Virtual Career and Education EXPO on the 15th October. They listened to a wide range of local employers, learnt more about T-Levels and apprenticeships and found out about going to University. This was a live and interactive event which allowed students to ask questions.

Selected Year 10 students will also be involved in two upcoming events. One is through the Chester University Wider Participation Scheme and will involve students taking part in a Pathfinder Project designed at offering students an understanding of their future, how to get there and making the link between aspiration and attainment.

The second project will be with the Bank of America and will also involve a group of students being set challenges by employees, solving these and feeding back.

Year 11 students engaged with virtual assemblies from Reaseheath, LLS Sports and Cheshire South and West College during November. They have their own Careers classroom where updates are posted regarding open evenings, opportunities available and FE information. They are now beginning to apply for colleges and 6th forms and students in Year 11 are having their Careers interviews starting the week of 7th December.

PE

Year 11 Boys Examination OCR group excelled using the new school Table Tennis tables. They were challenged throughout and produced some high quality rallies. Another COVID safe sport to learn on our PE curriculum during a difficult autumn term.

Technology

This has been a challenging time within the Faculty, with many of the Covid-19 restrictions impacting the delivery and teaching of all of our subjects. As predicted though, the experience, planning, organisation and creativity of our staff has ensured our students continue to enjoy lessons and maximise potential, whilst meeting the curriculum requirements. Teachers within the faculty have summarised what has been taking place within their subject specialism during the first term:

Michelle Garner
Leader of Food Studies, Health & Social Care, and Child Development

It has certainly been a strange time within the Food department in recent weeks. We have had to stop all practical work so the teachers and students have had to adapt to these changes, to ensure that a positive learning environment is maintained and that student progress and engagement remains high.
We have developed interactive practical lessons where we do live demonstrations of key skills, getting students involved as much as possible. We've also been able to embrace our cross curricular links with science and delve into the world of bacteria and what it needs in order to survive.

This also allowed us to utilise opportunities for literacy development, focussing on specialist key terms and terminology.
We are excited to start up our practical lessons over the coming weeks and we will be able to show case some of the culinary talents across KS3 and 4.

In Health and Social care we have been focussing on assessment and all groups are working on key elements of coursework. One interesting element we have covered was on communication and relationships. One y11 group watched the documentary 'is this cohesive control'. We examined an example of a relationship and had very structured and interesting debate about whether or not the behaviours demonstrated were acceptable in our society, or whether they fell into cohesive controlling characteristics of behaviour. It was a fantastic lesson and the students' level of engagement and maturity was so impressive. The data catch for term 1 has also evidenced the excellent progress students are making in H&SC with a SPI value of positive 0.15 value added. Food Studies SPI has improved significantly from last year's exam results, with a negative 0.06, but interventions are now in place to drive progress and improve attainment.

In child development we have again been utilising our cross curricular links with science. We've been looking at the topic of fertilisation and how multiple pregnancies can occur. We learned about the types of twins that can be conceived and how this can occur. It was very interesting to look at how identical twins share the same DNA from the fertilisation of just one egg by one sperm cell. The students showed high levels of engagement and progress in this area. We will go on to look at the stages of pregnancy, labour and birth.

Niall Haycock and Suzy McIvor
3D Product Design and Graphic Design Teachers

In Graphics, KS3 students have been studying Kid Robot for year 7 and Keith Haring for year 8 and in 3D Product Design students have been investigating and developing ideas into the manufacture of a coat hook in year 7 and toy car in year 8. Students have shown they can successfully analyse artists work and have demonstrated excellent creativity. Due to the current climate with some students isolating we have adapted the teaching to fit. Using google classroom students have accessed their

lessons from home and shown great resilience. There have been a number of students who have gone above and beyond to complete high quality work demonstrating a fantastic attitude to learning. This has included using apps and editing software at home to produce excellent outcomes. In line with keeping Covid-19 secure, computers have been reserved for KS4 use. This has meant that in KS3 Graphics lessons have been adapted to instead further develop their hand drawing skills, whilst KS3 Product lessons as we are unable to deliver practical lessons we have again adapted to teacher led demonstrations, where students observe and are tested upon their knowledge of the skills taught. Students have enjoyed analysing typography and developing their own fonts in different themes and styles in Graphics and in 3D Product Design students have focussed on advertising and marketing their product.

KS4 have shown great resilience through lockdown using their new school laptops to complete google classroom tasks. After any break from school it can be difficult to return and settle back in to routines. Students have shown maturity in working independently to complete work and make improvements based on teacher feedback. The quality of the students work at KS4 is very high, which was evidenced in the recent data catch, with Graphics achieving a positive SPI of 1.23 and Product achieving again a positive score of 0.82.
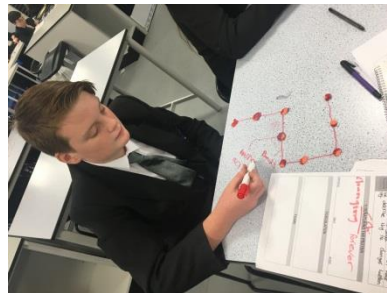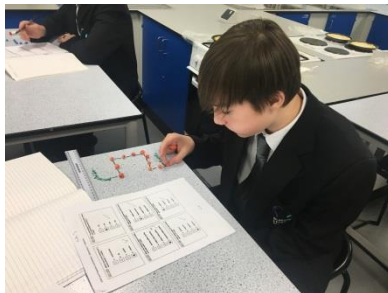
Geography
Geography are trying to improve the overall experience for students and parents online learning. The intention is to develop a website to include all of our lessons and resources for learning, google classroom will still be used as it is fully integrated with google sites but to use classroom only for assessment. This will allow for google classrooms to become decluttered but also, we can use google sites as part of our everyday teaching.

We plan for the site to be cloned and passed onto other departments to adapt if they should wish to and this is thanks to the hard work of our newly appointed Teacher of Geography, Mr Roberts. This is only open to users within Blacon High school G suite logon, which means that safeguarding is not an issue. The site will be updated either by student feedback using google forms or by activating the Google analytics tool to shape which pages are working within google sites.

A beta version has been shared with students and is a work in progress.

https://sites.google.com/blaconhighschool.net/blacongeog/home

Example of lesson pages
https://sites.google.com/blaconhighschool.net/blacongeog/year-7/geographical-skills

Revision pages
https://sites.google.com/blaconhighschool.net/blacongeog/revision

Key developments in Modern Foreign Languages

Mrs Hassall, our newly appointed Head of MFL, has brought a wealth of experience with her and is making her mark in the school.

- All students (Y7-11) are being set weekly vocabulary learning homework on Google Classroom, which they are routinely tested on at the start of a lesson. Scores are recorded in and monitored via central departmental trackers.
- In order to learn vocabulary, staff are teaching and reinforcing the SACAWAC (say and cover and write and check) method. Some students are familiar with this from primary. These are also displayed in classrooms.
- Staff are using flash marking, followed up with a class feedback pro-forma which is glued into all books. In order to promote mastery, this contains a 'Mr Wrong' section, where common misunderstandings are unpicked as a class and all students correct their sheets. There is a subsequent, quick task, where students independently amend some similar errors.
- All exercise books have Progress Charts in them. These are based on GCSE success criteria and regular reference is made to these in lessons and on feedback pro-formas. Students are directed to refer to these, in order to improve their work independently.
- The team are looking at introducing an MFL Ambassador scheme after Christmas. This will involve our more able and engaged learners in having a badge and supporting learning and teaching, through modelling and support of peers. I am sure there will be further areas for development here too.
- Although the team don't intend to move away from Edexcel, the board has no suitable platform for differentiated, interactive exam resources (Edexcel Exam Wizard is very basic) and are therefore looking to subscribe to ExamPro (AQA).

As we draw to the end of 2020 and reflect on all that has changed in the world, in our school, our community and individual lives, I am grateful to everyone for their hard work, commitment and resolve, to keep going in unprecedented times. It will certainly be a year to remember but what we do know, is that we make a difference every day and look forward to a new year, with all the challenges and opportunities it will bring. I wish everyone all the best for the festive season and the year ahead and thank Governors for their ongoing support.

Rachel Hudson
Headteacher