

Head Teacher's Report for Governors – Summer 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:

- English and Maths Grades 9-4 and 9-5
- English and Maths Grades 9-4 and 9-5 matching non-disadvantaged nationally
- 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	Y11 Targets	Y11 Predictions March** 2025	On/Above/ Below Compared To 24
	127 students			136* students	136* students	
Attainment 8*	37.15	45.3	45.9	46	34.41	↓
Attainment 8* Disadvantaged	33.86	33.7	34.6	35	29.15	↓
Attainment 8* Non Disadvantaged	41.06	48.5	50.0	49.27	38.82	↓
KPI - English and Maths 9 - 4 - 60%	47%	65%	65%	65%	46%	↓
KPI - English and Maths 9 - 4 - 60% Disadvantaged	39%	38%	43%	43%	35%	↓
KPI - English and Maths 9 - 4 - 60% Non-Disadvantaged	57%	73%	73%	73%	55%	↓
KPI - English and Maths 9 - 5 - 40%	24%	44%	46%	46%	24%	=
KPI - English and Maths 9 - 5 - 40% Disadvantaged	20%	21%	26%	26%	21%	↑
KPI - English and Maths 9 - 5 - 40% Non-Disadvantaged	28%	52%	53%	53%	26%	↓
KPI - English 9-4 - 70% and 9 -5 - 60%	58% / 36%	75% / 60%	74% / 60%	74% / 60%	63% / 38%	↑↑
KPI - English 9-4 - 70% and 9 -5 - 60% Disadvantaged	52% / 30%	51% / 35%	56% / 41%	56% / 41%	47% / 29%	↓↓
KPI - English 9-4 - 70% and 9 -5 - 60% Non-Disadvantaged	66% / 43%	82% / 67%	81% / 67%	81% / 67%	76% / 45%	↑↑
KPI - Maths 9-4 - 70% and 9 -5 - 60%	61% / 34%	71% / 51%	70% / 52%	70% / 52%	49% / 29%	↓↓
KPI - Maths 9-4 - 70% and 9 -5 - 60% Disadvantaged	52% / 30%	46% / 28%	49% / 31%	49% / 31%	42% / 26%	↓↓
KPI - Maths 9-4 - 70% and 9 -5 - 60% Non-Disadvantaged	72% / 38%	78% / 58%	77% / 59%	77% / 59%	55% / 32%	↓↓

*Two student leavers added back. One left after January 2025 Census and the other left in year 10 and joined a college not included in KS4 Performance tables. Also note, requested June Checking Exercise removal of two students that joined with English not first language from abroad.

** March Y11 data catch 2 predictions updated with 81 entries withdrawals for 25 students with the highest amount of withdrawals being five for eight students.

Profile of Year 11 for Current Cohort compared to last year

	Year 11 2023/24		Current Year 11 2024/25	
	No. of students	% of students	No. of students	% of students
Total	131*		134** 	
Males	68	53	79	59 
Females	63	48	55	41 
Pupil Premium	71	55	60	45 
English as an Additional Language	10	8	15	11 
SEND Special Educational Needs and Disabilities	28	22	37	28 
Number of In Year Transfers to Year 11	12	9	9	7 
Number affected by safeguarding currently	11	9	9	7 
High Ability	16	12	COVID No KS2	NA
Middle Ability	79	61	COVID No KS2	NA
Lower Ability	29	22	COVID No KS2	NA
No prior data	4	3	COVID No KS2	NA

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

** Please note that:

- 1 student joined year 11 as dual subsidiary and so their results will not count towards our school performance measures.

- Also, during the June Checking Exercise, we will be requesting 2 students are removed from our results as admitted from abroad with English not first language within the last three years.
- There will be 2 addbacks for students that have left. One student left year 10 to join a KS5 Educational Establishment. The second student left year 11 after the January Census to join another school. Both of these students results will be included in our performance tables.

Contextual Data –whole school

Date	Number and % of students	Total number of students	FSM	Pupil Premium
November 2024	No. of students	712	339	352
	% of students		48%	49%
June 2025	No. of students	691	325	358
	% of students		47%	52%

Current Numbers on Roll – June 2025

Year	Males	Females	Total
Year 7	58	73	131
Year 8	87	54	141
Year 9	80	72	152
Year 10	70	60	130
Year 11	79	58	137
Totals	374	317	691

Expected Numbers on Roll – September 2025

Year	Males	Females	Total
Year 7	65	60	125
Year 8	58	73	131
Year 9	87	54	141
Year 10	80	72	152 *
Year 11	70	60	130
Totals	360	319	679

NB * This figure may reduce to 146 as there are 6 applications in for Chester International School for students in current Year 9, however, experience has shown that some of these may well return.

In Year leavers (01.09.24 – 30.06.25)

Year Group	Total Number of student leavers for this academic year to 24.06.2025
Year 7	9
Year 8	12
Year 9	10
Year 10	10
Year 11	3
Total	44

In Year Starters (01.09.24 – 30.06.25)

Year Group	Total in year starters for this academic year to 24.06.2025
Year 7	5
Year 8	6
Year 9	3
Year 10	2
Year 11	2
Total	18

In Year Starters/ Leavers

Starters – Since September, 18 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 44 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	Jun 2025
Year 7	0	1	1	1
Year 8	0	1	0	0
Year 9	0	0	0	0
Year 10	0	0	4	4
Year 11	0	3	0	0
Total	0	5	5	5

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

TAF			
Year Group	Nov 2024	March 2025	June 2025
Year 7	3	4	5
Year 8	4	2	3
Year 9	6	3	2
Year 10	4	3	6
Year 11	11	2	2
Total	28	13	18

CIN – Child in Need			
Year Group	November 2024	Mar 2025	Jun 2025
Year 7	1	0	4
Year 8	5	5	3
Year 9	2	2	3
Year 10	1	3	4
Year 11	3	7	4
Total	12	17	18

CP – Child Protection			
Year Group	November 2024	Mar 2025	Jun 2025
Year 7	0	0	0
Year 8	1	1	1
Year 9	1	0	0
Year 10	3	0	0
Year 11	2	1	1
Total	7	2	2

CIC – Child in Care			
Year Group	November 2024	Mar 2025	Jun 2025
Year 7	2	2	2
Year 8	0	0	0
Year 9	3	3	3
Year 10	4	4	4
Year 11	1	1	2
Total	10	10	11

Safeguarding – New Year 7 Cohort for 2025/2026

During the transition process for our Year 7 intake for September, the Safeguarding Team and Head of Year 7, April Roberts, met with the Safeguarding Leads from all local primary schools to discuss vulnerable students, who are on safeguarding plans or are open to assessment. There are currently very few plans but some students who will need to be monitored closely due to some key information passed on. This has been a very useful process ahead of September, so the team and school can be ready to guide these students to ensure they have a successful transition to high school.

Safeguarding Team – A Temporary Change

Following a request to take a short-term, sabbatical, our brilliant Mr Steve Webster, Deputy Designated Safeguarding Lead, will be leaving us in July to venture into the Californian landscapes! We are not jealous at all! He will be on his adventures for the whole of the Autumn Term so the team has planned ahead to ensure all children, who Steve oversees on their plans, will be aware of who is their key person and all external agencies are aware of who to contact should needed. We will miss Steve as he is our most experienced Family Support Worker but we wish him a great time and look forward to hearing about his adventures upon his return. Whilst he is away, the team of Learning Mentors will receive additional training so that they can take the lead on TAFs and plans linked to their designated year groups, in order to build capacity within the pastoral team.

The Virtual School Celebration Part One

Both Karen Appleby and Shelley Macintosh were invited to attend a celebration, with The Virtual School, University of Chester and other Trauma-Informed Leads (TILs) at Forest Hills Hotel in Frodsham, following their successful completion of the Attachment Theory and Trauma-Informed Aware 20 credit module. Both presented, to the new cohorts for this qualification and discussed the impact of their projects and were awarded with a certificate.

Karen Appleby focused on the following as a project: *Evaluating the impact of a leadership and management approach that is Attachment Aware and Trauma Informed on a group of Year 9 pupils with SEND.*

Shelley Macintosh focused on: ***Improving the partnership between parents and school to ensure a group of Year 9 students were supported and improved attendance in school.***

Both projects are available for governors to view on request in the form of a PowerPoint presentations with recordings.

The Virtual School Celebration Part Two – Coming Soon



Karen Appleby has now attended five 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 sixth and final session is in July where Karen will present how the fund received is supporting the development of an effective Quiet Room in the Inclusion Centre.



Karen will share her completed project presentation in the summer once completed. For now, please see some photos of before, after and in progress below.

Inclusion Centre Review and Next Steps

Following the restructure, there has been a slight shift in staffing in The Inclusion Centre for September 2025 and Karen Appleby's new role as Head of Student Services will support some key changes to support both, students' resilience and attendance into their classes.

Karen will work alongside Kate Henshall, SENDCo to ensure the Inclusion Centre has a focus on those students who are vulnerable and present with significant mental health barriers that prevent them from accessing classes with their peers. The idea is to ensure that the Inclusion Centre is not perceived as another strand of our behaviour policy as the area is to ensure key learning is happening and key interventions are being delivered to support those with gaps or needs. As a result, some of the interventions will be led in the main, open space, so there is a visible lesson taking place. Our SEND Specialist Teacher, Ana Kostadinova, will be delivering these as well as Paula Peters, our Deputy SENDCo. In addition to this, some teaching staff, with capacity, will be timetabled to deliver key literacy and numeracy sessions to students who are on temporary timetables in there, again, mirroring the expectations of a main school classroom, thus supporting their transition back into the main building. Whilst these sessions are running, our Inclusion Centre Manager, Helen Lloyd and IC Teaching Assistant, now confirmed as our experience TA, Charlotte McMillan, will be supporting students with accessing class, delivering interventions and perhaps supporting the teacher with the session.

The Quiet Room will be accessible for any students struggling and we will still have a presence from the Safeguarding Team in the IC, too.

Those students who are struggling to enter the main building will all be supported with clear entry and exit strategies, alongside their parents and carers, clearly stating a six-week programme where they will aim to be in the main classrooms by the end of it. We anticipate that this will have a positive impact on attendance.

Student Services (New Faculty for September 2025)

Karen Appleby has successfully completed her SMHL – Senior Mental Health Lead – course and gained her certificate in recognition. (Awarding Body: Creative Education) Karen has completed six coaching circles over the year and has run a project to support a whole school key priority: attendance. Karen is happy to share her presentation which is also in the form of a PowerPoint presentation with recordings to explain key parts of her project. Please see details below from the project for an overview.

Rationale for the project - *Student attendance in Year 10 cohort is the lowest in school and all research and logs for this cohort showed that most reasons for absence were linked to mental health issues.*

What was implemented?

- Focused on one group of Yr10 students: SEND needs; poor behaviour; risk of permanent exclusions
- Used Pastoral Mentors for support with data collection and monitoring of outcomes
- One Pastoral Mentor supported signposting and sharing of resources
- Quiet Room timetabled for key interventions with SEND/Safeguarding and Pastoral Teams
- Presented data of focus group to SLT
- Used evidence of qualitative and quantitative data to enable all SLT members to participate in project through Trauma-Informed Practice (ongoing project from previous course)

Impact:

Student	Attendance – End of Year 9	Attendance – End of Spring Year 10
Student 1	74%	80%
Student 2	62%	70%
Student 3	88%	91%
Student 4	20%	0%
Student 5	77%	83%
Student 6	72%	65%
Student 7	60%	62%
Student 8	45%	54%
Student 9	79%	68%
Student 10	88%	85%

How was impact measured?

- Attendance data was monitored
- Pastoral Office interventions were logged and shared via central system – student voice
- Parent meetings (not all attended)
- Behaviour in lessons and during unstructured times
- Access to Quiet Room and outcomes of sessions
- Student Voice – resources awareness

What was learnt in the process?

- Attendance did improve with those who connected with a key person in school (Pastoral Team and an SLT member)
- Behaviour in some lessons was better due to time out to talk
- Poor behaviour and lack of resilience in certain subject areas was evident
- SLT attachment had some impact (leading towards trauma-informed school award)
- Tolerance within staff is brought under strain – support needed
- Resilience is a key factor
- Resources are not widely-known across both students and staff
- Governors keen to support but time is a restraint and need to assess if local resources are known

Next steps for 2025/26

- All require support and a range of training is to be sourced to do this which will be built into the CPD programme to meet our priorities for next year
- Rebuild and build on partnership with parents to support their mental health concerns in the family and extend this into school
- Collate all information and promote regularly

- Organise Student Services Information Evening in September (Governors and external agencies to be invited)
- Encourage all to be curious...
- Have a focus group for staff

Art Therapy

One of our successful interventions is art therapy, led by Clare Latimer. Clare has delivered this intervention to some of our children in care – more recently, a Year 7 student who has been discovered as having a truly wonderful talent. This student has given permission for her work to be shared with you all. She very kindly did a painting of Frida Kahlo for Mrs Appleby, who oversees her care plan. She is aware of Karen’s love for Frida Kahlo so decided to do this for her. This photo is attached. This has since started to respond to staff in a more positive way and has asked to support the development of the Quiet Room project, so this has clearly started to have a positive impact. We hope you enjoy looking through her work.



SEND Overview – June 2025

(Year 11 data not in this report for EHCP numbers as of July 2025- however, there was one new EHCP awarded in Year 11 since the last Head teacher report)

Year Group	Social & Emotional	Cognition & learning	Physical &/or sensory	SLCN	Top Up Funding	EHCP
7	17	16	5	7	1	9
Funding Applications Submitted for Yr7: Two change of placement requests submitted One EHCP application being made before the end of the summer term						
8	18	14	0	3	0	7
Funding Applications Submitted for Yr8: One pupil has been accepted for an EHCP needs assessment						
9	19	13	3	7	0	8
Funding Applications Submitted for Y9:						
10	13	17	3	5	0	14
Funding Applications Submitted for Yr10: One change of placement request, and one new EHCP needs assessment in place One EHCP application to be submitted before the end of the summer term						
Total	67	60	11	22	1	38

Since the last report-

- We continue to work with the SEND consultants to support improving SEND and inclusion across school
- Kate Henshall (SENDCo) has been successful in completing and gaining the NASENCo award through Bath Spa University, and is now a fully qualified SENDCo

- Paula Peters (Deputy SENDCo) has started her access arrangements post graduate qualification via Chester University.
- We have registered for, and began to implement, the IQM framework for development– Inclusion Quality Mark. This will be a long term project of completion.
- We have delivered CPD on adaptive teaching for diverse needs and workshops on how to use the latest research in relation to adaptive teaching and systems to develop SEND outcomes
- We have worked with the senior leadership team to develop a more robust system of quality assurance- including book scrutiny focusing on students with SEND needs, comparing against students without SEND needs. The Assistant SENDCo has a key responsibility for QA of SEND working alongside John Lacey, Assistant Head.
- Kate Henshall delivered whole school training regarding deployment of TAs to ensure TAs are effective as additional adults in the classrooms
- The Quiet Room has been moved to a larger space, and we are working with Karen Appleby and the virtual school to develop this further, as Karen Appleby has secured some additional funding via the virtual school to develop this further.
- We have said goodbye to 3 members of the TA team since March 2025, but we do currently have vacancies advertised to fill these positions for September 2025.

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>
Total	131	141	152	130	137
3+	44	45	65	66	60
5+	17	26	41	34	41

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

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

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

List of vulnerabilities measured:

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

Reading

To address significant issues with all of the basic skills (reading, accuracy in writing and spelling) the English department ran a pilot scheme of work across KS3 during this half term with a view to embedding into the longer-term planning for 2025/26.

The impact of the scheme of work has been evaluated and the English team have decided to adopt a slightly different approach. Instead, they have built in a stand-alone literacy lesson into all of the KS3 timetables. Students will have a separate book for this and, unlike this year, this will be delivered within English, which will underpin quality of delivery. KS3 students will also have a Reading lesson.

We are fortunate to have appointed a new TA in English (a qualified teacher) who will spend approximately 40% of her time delivering reading and basic skills interventions to students in KS4. Students will be identified via teacher assessment and also on the outcomes of the NGRT reading tests. As previously reported, the most recent NGRT tests suggest that almost 33% of the current Year 10s are 24 months or more behind their chronological reading ages. This means that the new Year 11 will be the initial focus for targeted intervention in an effort to enable them to be able to fully access their GCSE papers next summer; GCSE question papers and resources have an average reading age of 15 years and 11 months.

Students will complete their final NGRT reading test of the year before the summer break and we expect that the focus on basic skill during this half term will be reflected in progress. This data will be reported in the autumn term.

The TA will also be fully trained to deliver 'Read, Write Inc,' which will enable her to support our weakest KS3 readers. This will support those who have already benefitted from this training on the wider TA team.

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 / Culture Capital Opportunities April 25 – June 25

Year 7

Rage Fitness enrichment sessions 07.05.25-25.05.25 – 11 students

Year 8

KS3 Explore Programme – 10 students

- Cheshire College South and West 03.06.25
- Chester Zoo 10.06.25
- Bank of America 17.06.25

Year 9

- Chester Racecourse Maths 07.05.25 – 12 students

- Colas Careers Day 08.05.25 – 12 students
- Learn to Earn 11.06.25 – all Year 9 students
- 2 Engage 16.06.25 – all Year 9 students

Year 10

- CST Chess Tournament 24.04.25 – 3 students
- E Port College Day 02.07.25 – all Year 10 students
- Snowdonia visit 03.07.25 – 15 students
- Duke of Edinburgh training day 01.07.25 – 15 students
- Year 10 Mock Interview day 01.07.25 – all Year 10 students

Cumulative data from students starting in Year 7 on Access to Trips and Learning outside the Classroom

The tables below show how many students along with an analysis of pupil premium, have accessed trips or learning outside the classroom during their time at Blacon High School.

Year 7

All Students	
At least 1	127
At least 2	48
At least 3	3
At least 4	0
Number PP	67

PP data	
At least 1	62
At least 2	20
At least 3	1
At least 4	0

Year 8

All Students	
At least 1	160
At least 2	114
At least 3	78
At least 4	35
Number PP	69

PP data	
At least 1	69
At least 2	46
At least 3	46
At least 4	25

Year 9

All Students	
At least 1	156
At least 2	153
At least 3	149
At least 4	145
Number PP	76

PP data	
At least 1	75
At least 2	75
At least 3	72
At least 4	68

Year 10

All Students	
At least 1	147
At least 2	142
At least 3	139
At least 4	137
Number PP	82

PP data	
At least 1	82
At least 2	77
At least 3	77
At least 4	76

International Links – David Stockdale



We are proud to report that we now have thirty four different nationalities represented at Blacon High School. We have students from all over the globe including far-flung countries such as Yemen, The Philippines and Iraq. What is really interesting is that, while we have only one student of Scottish descent and one from Northern Ireland, we have four from Zimbabwe; we really are an international school.

For the last few years, students from Blacon High School have represented the City of Chester at the International Youth Games and have been fortunate enough to travel to France, Germany and Italy. This year, it is Chester's turn to host the games and I have been heavily involved in fundraising to ensure that our visitors have the best possible

experience possible while they are with us. It is an opportunity for both the school and the City of Chester to shine as, once again, it is students from Blacon High School who will be representing the home team.

The event runs from 10th – 13th July with a range of activities and events, culminating in an awards ceremony and dinner at the Town Hall, hosted by the Lord Mayor of Chester, Councillor Sherin Akhtar who, coincidentally, was our Guest of Honour at the recent Record of Achievement event in school.

Governors will be aware that Mr Stockdale submitted a bid for a significant award from the Turing Foundation to fund an expedition to Tanzania in 2026. The Turing Foundation aims to support children from under-privileged background to enjoy a life-changing experience. Unfortunately, we have just heard that the bid was unsuccessful. However, we will use the feedback to support another, hopefully successful bid for the same visit in 2027.

Thinking ahead to October, plans are already underway to deliver a series of activities to mark ‘Black History Month.’ Like last year, we will run assemblies for each year groups and ensure that all subject areas acknowledge the event in some way. I am in the process of engaging guest speakers who will share their personal and professional journeys in a range of lessons. Additionally, we will host a themed food day each week in the Diner.

Our twinned school in Bulgaria, the Vasil Levsky High School, has recently had a change of Head Teacher and Mr Stockdale is in the process of developing a positive relationship with her to ensure that the link between our schools continues to flourish. We are hopeful that we can run the exchange trip again in 2026.

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

KPI's:

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

Attendance Report

Year so far (01.09.24 – 20.06.25)

	NUMBERS CURRENTLY IN COHORT	CUMULATIVE % 22/23	CUMULATIVE% 23/24	CUMULATIVE% 24/25
TOTAL	733	85.2	85.7	85.7
NATIONAL AVERAGE		94.0	93.1	91.6 (up to 12.06.25)

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
TOTAL	40.93	300	204	68.00	110	36.67	2	0.67	733
NATIONAL AVERAGE	23.3 (up to 12.06.25)								

Persistent Absence – Cumulative 23/24

	% OF STUDENTS	NO. OF STUDENTS	NO. OF PP STUDENTS	% OF PP STUDENTS	NO. OF STUDENTS SEN	% OF SEN STUDENTS	NO. OF CLA STUDENTS	% OF CLA STUDENTS	NO. OF STUDENTS IN COHORT
TOTAL	42.44	323	226	69.97	104	32.20	5	1.55	761
NATIONAL AVERAGE	25.6 (full year)								

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
TOTAL	40.11	294	207	70.41	107	36.39	7	2.38	733
NATIONAL AVERAGE	26.5 (full year)								

01.09.25 – 23.05.25:

- *National Averages are up to Spring 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.*

Whole School

	NUMBERS CURRENTLY IN COHORT	CUMULATIVE % 22/23	CUMULATIVE% 23/24	CUMULATIVE% 24/25
TOTAL	736	86.0	85.7	85.7
NATIONAL AVERAGE		94.0	93.1	91.7

Girls

	NUMBERS CURRENTLY IN COHORT	CUMULATIVE % 22/23	CUMULATIVE% 23/24	CUMULATIVE% 24/25
TOTAL	322	86.1	86.3	85.0
NATIONAL AVERAGE		Not Published	93.1	Not Published

Boys

	NUMBERS CURRENTLY IN COHORT	CUMULATIVE % 22/23	CUMULATIVE% 23/24	CUMULATIVE% 24/25
TOTAL	378	85.9	86.9	86.3
NATIONAL AVERAGE		Not Published	93.1	Not Published

Pupil Premium

	NUMBERS CURRENTLY IN COHORT	CUMULATIVE % 22/23	CUMULATIVE% 23/24	CUMULATIVE% 24/25
TOTAL	357	81.3	80.5	79.8
TOTAL FOR NON PP	370	91.4	92.2	91.3
NATIONAL AVERAGE		Not Published	Not Published	Not Published

SEN Support

	NUMBERS CURRENTLY IN COHORT	CUMULATIVE % 22/23	CUMULATIVE% 23/24	CUMULATIVE% 24/25
TOTAL	164	79.4	82.9	81.8
NATIONAL AVERAGE		Not published	90.0	89.2% (Spring term only)

EHCP

	NUMBERS CURRENTLY IN COHORT	CUMULATIVE % 22/23	CUMULATIVE% 23/24	CUMULATIVE% 24/25
TOTAL	49	77.2	75.1	72.4
NATIONAL AVERAGE		Not published	87.5	86.1% (Spring term only)

CLA

	NUMBERS CURRENTLY IN COHORT	CUMULATIVE % 22/23	CUMULATIVE% 23/24	CUMULATIVE% 24/25
TOTAL	9	94.1	92.0	95.3
NATIONAL AVERAGE		Not published	Not published	Not published

FSM

	NUMBERS CURRENTLY IN COHORT	CUMULATIVE % 22/23	CUMULATIVE% 23/24	CUMULATIVE% 24/25
TOTAL	348	80.5	80.2	79.8
TOTAL FOR NON FSM	379	91.3	91.8	91.1
NATIONAL AVERAGE		Not published	89.4 FSM (autumn and spring combined) 94.4 Non FSM (autumn and spring combined)	89.2 FSM (spring term only) 94.5% Non FSM (Spring term only)

EAL

	NUMBERS CURRENTLY IN COHORT	CUMULATIVE % 22/23	CUMULATIVE% 23/24	CUMULATIVE% 24/25
TOTAL	57	91.9	92.9	89.7
NATIONAL AVERAGE		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 %
TOTAL	5.2	6.7	7.6	5.8	7.8	6.5
NATIONAL AVERAGE	Not published	Not published	Not published	Not published	5.2	3.1

Behaviour Overview as of 27/6/25

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	0.69 =5	
% pupils with susp'	5.51 =37	8.48	12.32 =85	13.96	8.24 =59	18.90	16.0 =116	July 25 release	24.5 =174	
% 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	9.88 =70	
% 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	5.08 =36	

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	103/ 3	38/ 2	33/ 0

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	15 14	16 9

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	428	332	209
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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%	n/a
0.8%	0.9%	0.95%	0.85%	0.89%	0.89%	0.75%	0.87%	0.82%	1%	0.91%	n/a

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	n/a

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	453	211	119

Exclusions/ Suspensions vs National

As evidenced by our data, the school has consistently remained below national averages across all categories relating to suspensions and exclusions. It should be noted that there is a significant delay in the release of national data, with the figures for the 2023/24 academic year expected to be published on 10th July. Both nationally and locally, there has been a notable upward trend in suspensions and exclusions. While current projections suggest that our 2023/24 figures will continue to fall below national averages, early indicators for 2024/25 suggest our data may align more closely with national trends, based on the pattern observed over previous years.

Suspensions/ Exclusions

During the Autumn term, the school adopted a more robust approach to behaviour and conduct. As a result, a significant number of students progressed through the internal behaviour pathway at an accelerated rate. A considerable proportion of suspensions issued during this period were of short duration (0.5 or 1 day), which ultimately proved ineffective as a deterrent. This approach led to a small number of persistently challenging students receiving multiple short-term suspensions without a corresponding improvement in behaviour. In response, a comprehensive review of behaviour data and procedures was undertaken. A targeted group of students—identified as having a disproportionate impact on school climate and behaviour systems—was established under a CORE cohort. Tailored interventions were implemented, including timetable and class changes, alternative provision placements, and increased parental engagement through regular meetings. While some students responded positively to these measures, others continued to exhibit disruptive behaviour and were subsequently subject to longer-term suspensions or permanent exclusion. Behaviour data from the Spring and Summer terms highlights both the positive impact of the revised strategic approach and the significant effect that a small cohort of students had on overall school behaviour outcomes.

Step Out / In

The use of 'step outs' has continued as an effective alternative to suspension and has become a valuable component of the school's behaviour management pathway. This approach has had a notably positive impact on a number of students, providing an opportunity for reflection and re-engagement without the need for formal exclusion. We intend to continue utilising step outs as part of our wider behaviour strategy. However, we aim to avoid placing students in the same partner school more than once, in order to preserve the effectiveness of the intervention. It is also important to recognise that as the number of step outs increases, the number of students returning to our school from reciprocal arrangements will also rise. Currently, we are working in partnership with three local schools to facilitate this provision. There is potential to expand this collaboration to include additional schools within the local area, enhancing flexibility and sustainability of the step out model.

SLT Isolation

The number of isolations managed by the Senior Leadership Team (SLT) has more than doubled compared to last academic year. This increase has been as a result of a rise in standards and expectations and has played a key role in fostering a positive and focused learning environment across the school. Recent external reports and monitoring visits have consistently noted that corridors are calm and orderly, and that classrooms are free from disruptions, with no significant barriers to learning observed. The strategic use of SLT-led isolation has been instrumental in achieving and maintaining this improved climate for learning. Isolations have reduced over the year as expectations have become embedded. One identified area for further development is the need for class teachers and subject departments to take increased ownership of ensuring that appropriate and meaningful work is set for students placed in the isolation room. Strengthening this aspect will further support consistency in academic progress during periods of isolation.

SSA data

End of term data will be completed at the end of term, however an increase in positive attitudes to learning is expected.

SIG

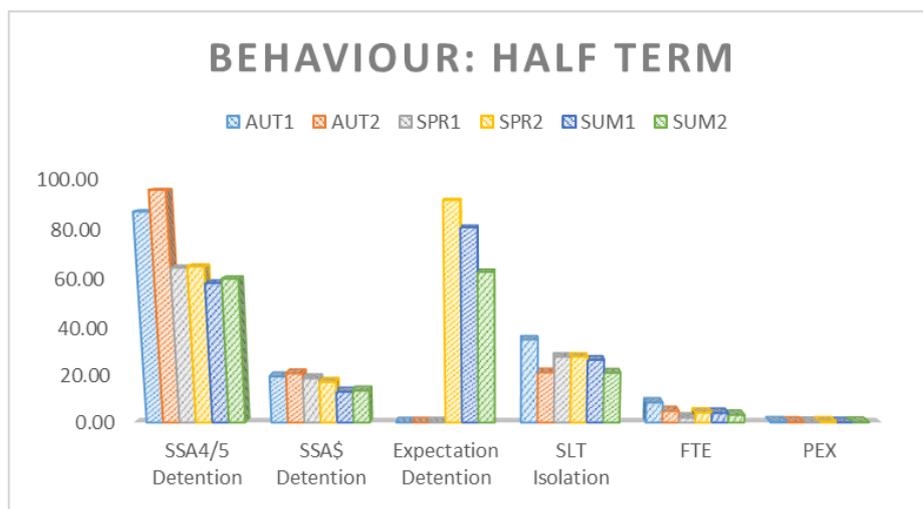
Following the implementation of the whole school detentions policy, a review of the current Significant Intervention Group (SIG) process has been identified as necessary. Under the existing system, students in SIG are required to report to their Progress Leaders at the end of the school day to discuss their SSA grades and receive any relevant sanctions. However, the revised detention structure now requires all Progress Leaders to be present in the main hall to oversee a centrally managed detention session. This change limits their capacity to conduct individual SIG reviews as previously intended, thereby reducing the impact and effectiveness of the current SIG process. In response, discussions are scheduled to take place within the pastoral team before the end of the academic year to explore alternative reporting mechanisms. The outcomes of these discussions will inform the redesign and relaunch of the SIG system to ensure it aligns with the updated behaviour management framework and continues to support improved student conduct and accountability.

Remove Room

After an initial spike in autumn following the launch of new standards and expectations, removals from lessons have fallen back in line with previous years. The initial spike was in line with the number of suspensions and isolations being issued due to the approach on suspensions. Autumn also regularly has a spike due to new staff getting used to new policies.

Behaviour Analysis - Termly Data

Data below details each intervention average per week for term:



	SSA4/5 Detention	SSA\$ Detention	Expectation Detention	SLT Isolation	FTE	PEX
AUT1	86.63	19.5	0	34.88	8.5	0.38
AUT2	95.14	20.71	0	21.14	4.86	0.29
SPR1	64.17	18.67	0	27.67	2.00	0.17
SPR2	64.67	17.17	91.17	27.67	4.17	0.33
SUM1	58.00	13.00	80.40	26.40	4.00	0.00
SUM2	59.75	13.50	62.50	21.00	3.25	0.25

*SUM Data to 27.06.2025

Summary:

- Agreed change of suspension strategy end of AUT1.
- Relaunch of SSA Detentions at the start of SPR1.
- Expectation Detentions launched at start of SPR2.
- The average of SSA4/5 Detentions decreased from AUT to SUM by 37%.
- The average of SSA\$ Detentions decreased from AUT to SUM by 34%.
- The average of FTE decreased from AUT to SUM by 61%.
- The average of PEX decreased from AUT to SUM by 34%.
- The average of SLT Isolations decreased from AUT to SUM by 39%.

In summary, the analysis of data in relation to behaviour has shown a positive impact, with key sanctions decreasing. This has been validated in the Ofsted monitoring report from April 2025 and also by our school improvement partner who reported that behaviour is 'better than good' in a visit this term.

Personal Development and Careers - Summer Term 2025

1. Year 10 Work Experience.
2. Year 9 small group - Colas Infrastructure and Logistics project.
3. Years 7/8/9 DePaul workshop.
4. National Careers Week across the curriculum.
5. Year 8 Airbus assembly – 6th June
6. Year 8 KS3 Explore programme – The Pledge. 3rd/10th/17th June.
7. Year 9 Learn to Earn information– 11th June 2025.
8. Year 9 2engage Theatre Company – 16th June.
9. Year 10 mock interview day – 1st July 2025.
10. Year 10 College visit, Ellesmere Port campus – 2nd July 2025.
11. Enrichment week.

Blacon High School Year 10 Work Experience

We are thrilled to share the success of this year's Year 10 Work Experience Week, which took place from 28th April-2nd May. It was an exciting time as our students entered into the world of work, gaining first-hand experience in a wide range of industries.

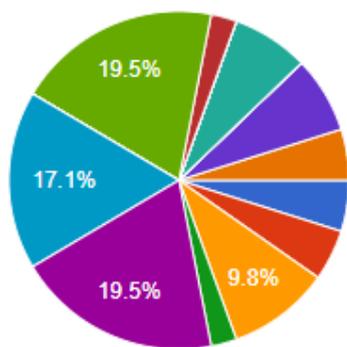
Over the course of the week, Year 10 students took part in placements across various sectors including healthcare, retail, hospitality, and construction. From shadowing professionals and assisting with real tasks to learning how workplaces function day-to-day, our students embraced the challenge with enthusiasm and maturity. Their experiences also provided them with an opportunity to explore potential career paths, build confidence, and develop key employability skills such as communication, teamwork, time management, and problem-solving.

A sample of the employers our students completed their placements with were-

- Dee Point, Arches and St Theresa Primary Schools
- Mollington Pre School
- Chester City FC Community Trust
- Chester Zoo
- Boots and Barnardo's
- Grosvenor and Double Tree Hotels
- NHS Property Services
- Bank of America
- Urenco

These are some highlights of the feedback from students –

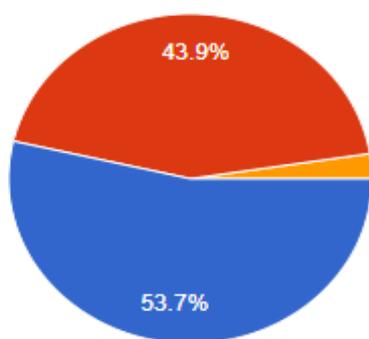
Employability skills needed at placement



- Writing skills e.g. Composing emails/l...
- Confidence on the telephone
- Patience
- Ability to make decisions quickly
- Ability to get on with others/Teamwork
- Confidence talking to customers
- Presentation skills
- Ability to understand instructions

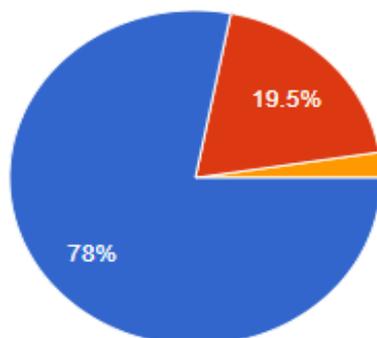
▲ 1/2 ▼

Skill in adapting to different situations



- Excellent
- Good
- Acceptable
- Needs Attention

My attitude to work



- Excellent
- Good
- Acceptable
- Needs Attention

Nei

Patience,
 Communication,
 How to work in a safe environment,
 Health and Safety of children,
 Coaching skills,
 Confidence to put my ideas forward to help,

Students shared their experiences of their placements with the following feedback -

I loved my work experience and I'd happily work there again.
 I enjoyed work experience it was good and it helped me to think about what work I want to do in the future.

I enjoyed it and it's helped me to possibly consider working with children in the future.
I enjoyed it overall as it was a whole different experience for me.

The employers were equally impressed, praising our students for their punctuality, eagerness to learn, and professionalism.

Here's what the employers had to say on their week working with our students:

"The students have all been fantastic, great time keeping, polite, engaging, and great feedback received from there mentors each day. A credit to Blacon High and themselves."

"Both students yesterday were approaching customers and helping where they could, their confidence has grown so much. I have said I would not hesitate in giving them a job when they are 16."

"Just wanted to send a quick note to say how fantastic your students have been this week. They've been punctual, proactive and enthusiastic, getting stuck into range of tasks, working with different groups of people and made a really positive impression."

"Just to let you know that the students were a credit to you today at Bank of America".

We would like to thank all the employers, mentors, and families who supported our students in making this experience so valuable. Your time and guidance were instrumental in ensuring the week was both educational and inspiring.

Year 9 Colas Infrastructure and Logistics project

Blacon High School is taking part in a project for Year 9 students with Colas UK; an Infrastructure and Logistics provider. We also offered to host three other local schools to take part in the initial event and this was held here in school on Thursday 8th May. Multiple companies gave up their time to come and work with the students, showing them how their companies work and what is involved in their roles.

Companies involved and the activities they brought were –

Colas - Bridge building exercise / try on PPE / guess the job role,

Equans - Create a shape from sticks, costing exercise, team work, planning, communication skills, and time limit.

Forward Builders Supplies - Construction tasks

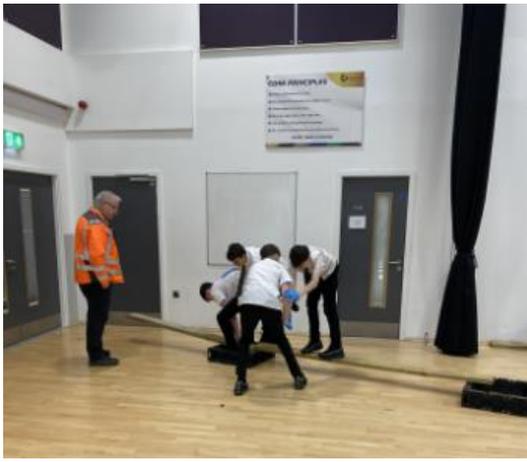
L&R Road lines -Road lining using sand

Waterman's Design Co - Build something from their design using "straws"

Flannerys Plant Hire - **Virtual** dumper truck driving

Students from Blacon High School will also be continuing to work with Colas through Years 10 and 11 and we hope this could also lead to Work Experience placements and opportunities to go and visit these companies.

Students said they had a great afternoon and that they enjoyed the challenges and activities planned for them.



Years 7/8/9 DePaul workshop.

In March, a charity called DePaul UK came to school to hold a workshop with all students in Years 7, 8 and 9. DePaul works with youth homelessness and offers support and refuge for young people. The workshops discussed the issues facing young people and students were involved in an interactive assembly to make choices for the characters on the screen. This was a very well received workshop by all year groups and lots of positive comments were made; predominantly around the main message which was – please ask for help if you need it. DePaul said about Blacon High School and our students:-

‘Blacon High School has been a joy to work with as an external provider. They are very well organised and provide everything needed for the sessions to go well. The staff clearly invest heavily in students’ personal development, and students were always engaged and polite’.

For support or information with any issues around this, please visit their website. <https://www.depaul.org.uk/>

National Careers Week

March 2025 saw the annual National Careers Week taking place. Many companies provide free resources and virtual events to promote Careers and futures in schools, colleges and Universities for the whole week. Departments at Blacon High School promoted Careers in their classrooms in a variety of ways.

<u>Department</u>	<u>Activity completed</u>	<u>Student feedback</u>
Maths	<p>Year 7 – Statistics</p> <p>We linked data handling to careers in data science and sports analytics. Students explored Premier League football statistics to understand averages and discussed how analysts use data to influence team decisions. We also touched on how statisticians contribute <u>in</u> business and government.</p>	<p>Students didn't realise how much maths was involved in football and really enjoyed using real Premier League data to compare player performance. Many were surprised to learn that data analysts influence team decisions and found it made averages feel more meaningful.</p>
English	<p>Yr7 completed a quiz on BBC Bitesize Careers to see what type of job they would be suited to depending on their personalities. They then watched two videos showing people with roles where key English skills were necessary to support doing their role effectively.</p>	<p>Students said they didn't know you needed so many skills to be a 999 Operator. Students really enjoyed finding out what kinds of jobs they were suited to, too.</p>
Science	<p>Used the Career Roles sections of notjustlabcoats.co.uk to highlight the wide variety of roles available <u>in the area of science</u> that KS3 classes were studying at the time (e.g. Chemical industries for Y9, studying acids and alkalis) and used this as a stimulus for discussion.</p>	<p>Students surprised by the range of careers available as most careers education in science focuses on the highly paid, more exciting jobs.</p>

<p>History</p>	<p>KS3 pupils have discussed the role of a <u>historian</u>, and History Hot Scholars have had visits from a historian from a local University and a historian from the local History Society.</p> <p>All KS3 will be shown this video which showcases the skills you can gain from learning <u>Humanities</u> and potential careers. https://www.youtube.com/watch?v=JZqKTA8tkV8</p> <p>KS4. A small group of KS4 pupils went to <u>Christleton High School</u> to enjoy a <u>A level</u> History and politics lesson in their sixth form.</p>	<p>Pupils understand the scope of a historian and where History can take them.</p> <p>The pupils enjoyed the <u>lesson</u> and we discussed their future choices.</p>
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Year 8 Airbus assembly – 6th June

This was a whole year group assembly to deliver information about the company, what training opportunities they provide and also apprenticeships.

Year 8 KS3 Explore programme – The Pledge. 3rd/10th/17th June

3rd June – CCSW

10th June - Chester Zoo

17th June - Bank of America.

This was a KS3 Explore event where students visited Post-16 venues and also employers to find more out about the world of work. These events focused on opportunities at college, conservation and finance. 10 Year 8 students took part in this programme and feedback has been extremely positive.

Year 9 Learn to Earn – 11th June

Year 9s have been taking part in Learn to Earn for 7 years now.

All students work with an external company, completing different modules about lifestyles and Careers across 3 sessions:-

Session 1: Dream Lifestyle – Students think about their dream lifestyle including career, home, income and hobbies. Budget Planning and Success – complete a budget based on the type of lifestyle they would like, then consider what success means to them personally.

Session 2: Jobs Booklets and re-budget – students each get a jobs directory of different jobs in different sectors indicating skills, qualifications and starting salaries. They then re-budget based on starting salary of chosen job.

Session 3: Path to Success board game – students play a game showing different pathways to their dream job, education, apprenticeships and straight into employment.

Year 9 2engage Theatre Company – 16th June

All year 9 students took part in the 2engage production in the hall. This is a production we have had at school for quite a few years now. The production is called 'Risking it all' and it covers relevant topics for young people today, including Social Media misuse, exploitative relationships, drug and alcohol misuse and criminal activity. Students respond positively to this each year and feedback included comments around learning more about County Lines and also explicit images and how they don't just 'disappear once you delete them.'

Year 10 Mock Interview day – 1st July

All Year 10 students will take part in our Mock Interview day on the 1st July. This is the second year we have run this and last year was a real success. Students read a selection of fictional job adverts and then created a CV and an application letter. They were then assigned to one of the 11 employers who came in to school for this event, and completed an interview for the job. Students really did engage so well and, as a consequence, understood the importance of eye contact, body language and other non-verbal actions, as well as understanding the importance of being clear and confident, to being successful in job interviews.

Year 10 visit to Cheshire College South and West – Ellesmere Port campus – 2nd July

This visit is the sixth year we have been to the college for this taster day and feedback from Year 10s has always been positive. All students chose 3 sessions to take part in at college and this gives them a great insight into what it feels like to be a student at college.

Students can choose from a large variety of college courses, including Art & Design, Carpentry and Joinery, Plumbing, Education & Childcare, Games Development and Beauty Therapy.

Enrichment week – 14th – 18th July

Years 7-10 will take part in a variety of activities to celebrate the final week of 2024- 2025.

Monday – Sports' Day

Tuesday – Year 9 and 10 trip to Alton Towers / Cinema and Restaurant. 7s and 8s will take part in activities in school.

Wednesday – Year 7 and 8 trip to Gulliver's World. 9s and 10s will take part in activities in school.

Thursday – whole school sponsored 10km walk.

Friday – assemblies and celebrations for years 7-10

Please contact Miss R Thomas, Assistant Headteacher or Mr D Hughes, Careers Advisor, should you wish to ask any questions or require any further information.

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

Investors in People assessment is due to take place in the autumn term, funding allowing.

ECT – David Stockdale

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 nd Year	July 2025	Sarah Liddell
Anna Butler	2 nd Year	July 2025	Gemma McHale
Harrison Kendall	2 nd Year	July 2025	David Stockdale
Georgina Bolwell	1 st Year	Jan 2027	Lauryn Gibson
Isabelle Duffy	1 st Year	July 2026	Lauryn Gibson

Three of our ECTs will complete their two year probationary period in July. All of them are moving on and we wish them well in their new roles.

There will only be two ECTs remaining, both in the English Department, one who is entering her third term, and one who moves into her second year.

Thanks go to all of the ECT Mentors who have supported, and continue to support our ECTs.

NPQ – David Stockdale

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:

Laura Sandland Jones – NPQLTD – commenced October 2023 (currently on maternity leave).

April Roberts – NPQLBC –

Alex Downie – NPQLBC – commenced October 2023

Feona Prime – NPQLTD – deferred until October 2025

Sarah Liddell – NPQSL – due to complete September 2025

Josh Slade – NPQSL – due to complete September 2025

Rachel Hudson NPQEH – commencing September 2025

Initial Teacher Training (ITT)

Blacon High School continues to offer placements to Associate Teachers (ATs) from a range of institutes including: The University of Chester, Liverpool Hope University, Liverpool John Moore University, Manchester Metropolitan University and Edge Hill University. Currently, we are hosting ATs in: English x 1; MFL x 2; PE x 1; Performing Arts x 2; History x 1.

ITT provision is supported by 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 has generated approximately 15k this 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 pastoral care and personal development with practice shared beyond the school
- High rates of attendance at Parent's Evening and events 80 – 100%

Blacon Character Award – LORIC

(Leadership, Organisation, Resilience, Independence and Creativity)



- Students in KS3 and KS4 continue to engage with the Blacon Character Award for its 5th year, completing statements every 2 weeks in tutor time using resources on Google Classroom and recording them in PSHE books. All 25 power points of the statements uploaded onto Google Classroom so students know what to do to achieve a particular skill statement or full award.
- Summer Term 1 focus was Creativity and year group assemblies was delivered by Mr Cairns
- Summer Term 2 focus in departments was the LORIC overview and Mr Cairns will carry out an assembly to conclude the 4th year of developing LORIC skills at Blacon High School with year 9 and year 11 ROA.
- During Year 11 ROA Evening, 21 KS4 Blacon Character Award were handed out for achieving all 25 LORIC statements in two years.

- The following number of students were successful in securing these aspects of the Blacon Character Award and were recognised in the Record of Achievement folder, handed to students to celebrate their achievements during their time at Blacon High School.
- KS4 Leadership Award – 51 students
- KS4 Organisation Award – 34 students
- KS4 Resilience Award – 57 students
- KS4 Independence Award – 42 students
- KS4 Creativity Award – 21 students



Student Leadership Team

We said goodbye and ‘thank you’ to the outgoing Student Leadership Team at the ‘Record of Achievement event on the evening of 26th June. They have been very active all year and have been involved in a huge range of activities



both in school and also in the wider community. The team have been fantastic ambassadors for Blacon High School all year, and this was acknowledged both in a personal ‘thank you’ at the event and in their ROA folders.

Interviews for the new Student Leadership Team for 2025/26 are well under way. This year we had twenty five applications and have a very strong field, which is fantastic. However, it also makes choosing our Head Students very difficult as there are several students who illustrate all of the qualities and attributes that we are looking for, and who could fulfil the role effectively. Once the new team is selected, their first job will be to support elections for the new Student Parliament for 2025/26 in September.

Students from the Student Parliament (Years 7 – 10) continue to be active. Most recently, they joined with the History ‘Hot Scholars’ on Friday 27th June when they took part in a lively Q and A session with MP for Cheshire North and Neston – Sam Dixon, organised by Miss Lidell, Head of History. Students were able to investigate the political process during a frank and honest discussion with the MP.

Mr Stockdale is currently in the process of organising a trip to Parliament, in the Autumn term, that will involve the Student Parliament, the Student Leadership Team, History ‘Hot Scholars’ and students from the BEV Democracy Group.

Attendance and Engagement in Progress Evenings and Information Evenings

	Year 7	Year 8	Year 9	Year 10	Year 11
Cohort	134 Stu	145 Stu	151 Stu	132 Stu	134 Stu
Progress evening date	06/03/25	15/05/25	27/03/25	06/02/25	16/01/25
Attendance	63% (80%)	60% (80%)	78% (77%)	47% (59%)	62% (74%)
Information evening date	26/09/24	Not held	27/03/25	28/11/24	03/10/24
Attendance	23%		78%	24%	37%

Figures in brackets show the level of attendance from last academic year. There has been a decrease in attendance at Progress Evenings apart from Year 9 which was combined with the Options evening. Attendance and engagement rates improve when calls are made to ensure that appointments have been booked and this is a strategy that we will continue to build upon, using staff within the pastoral team in order to increase levels of parental engagement. We have also decided to hold Information evenings for all year groups during the second week back in September so that key messages can be given at the start of the year and in anticipation of a higher level of engagement.

Pastoral Care – Updates from Progress Leaders

Year 7 – Miss Garner

It has been a fantastic term for our Year 7 pupils, with a number of achievements that reflect the real progress they are making both in and out of the classroom. We are proud to share with governors a summary of the positive changes taking place and the impact of the support strategies we've implemented across the year group.

One of the key successes has been the introduction of the RAGE fitness intervention, which has supported a selected group of pupils in improving their behaviour, well-being, confidence, and self-esteem. The sessions have provided a structured, physical outlet for pupils to reflect, reset, and re-engage with their learning and school environment. Early feedback suggests that pupils involved have made noticeable improvements in both attitude and engagement.

We are also delighted to report that ten of our Year 7 pupils successfully completed the Tots to Teens project this term. This programme has given pupils the opportunity to develop their sense of responsibility, build relationships with younger children, and grow in confidence over the 16-week placement. The maturity and empathy shown by these students has been commendable, and they represented the school with pride throughout.

Year 7 pupils have also embraced wider school life, with both boys and girls actively participating in extra-curricular sport. Pupils have enthusiastically represented the school in cricket and rounder's, developing key teamwork, communication, and leadership skills. It has been fantastic to see pupils working together with such energy and commitment.

A significant development this term has been our move to a pastoral setting structure within Year 7. This change has helped foster a stronger sense of community, belonging, and identity within tutor teams. We are pleased to share that 89% of staff surveyed agree the change has positively impacted pupils' attitudes to learning and the overall culture for learning within the year group. In just one week, negative SSA grades reduced by 43, while achievement points awarded increased from 146 to 411. Pupils are actively engaged in our tutor team challenges to earn the most points, with Purple team winning this week and enjoying a 10-minute early pass to lunch each day — a well-earned reward!

As part of our commitment to raising standards in Year 7, our key focus for Teaching and Learning this term and into the next is the implementation of mixed ability teaching. We are adopting a range of evidence-informed strategies to ensure that all pupils are challenged and supported appropriately. These include:

- Pitching to the top, where learning is planned at a high level with scaffolding in place to support those who need it.
- Flexible grouping, allowing pupils to work in varied groupings based on skill, confidence, or task.
- Targeted questioning to stretch and challenge more able learners while supporting others.
- Use of modelling, visuals, and structured frameworks to make learning accessible and ambitious.
- Retrieval practice and knowledge organisers to help embed learning and build long-term memory.

Another important strand of our approach is embedding the principle of high warmth, high boundaries. This model is built on the idea that pupils thrive in environments where there are clear expectations and consistent routines, delivered through positive relationships and emotional support. Research, including findings from the EEF and

educational psychologist Dr Bill Rogers, shows that pupils respond best to adults who offer empathy, understanding, and encouragement, but who are also consistent and fair in maintaining boundaries. We are ensuring all staff are trained to maintain high standards while nurturing positive, respectful relationships with our young people.

We are incredibly proud of the progress made by our Year 7 pupils this term. Their growing maturity, resilience, and engagement reflect the positive steps we are taking as a school to nurture a culture where every child can thrive.

Year 8 – Miss Richards

The Summer Term has been yet another successful term for the Year 8 cohort. The students have continued to work well with the new policy of removing mobile phones from the school day and this has had a positive impact on the wellbeing of students particularly in the warmer months and seeing more students outside enjoying themselves at lunchtimes. The new Expectations Detentions have also continued to be successful and the positive impact these are having on punctuality, equipment and uniform continue to increase. Punctuality and equipment in particular have improved; with form tutors reporting that the overwhelming majority of students are arriving to school with a full pencil case each day and ready to learn. I am really proud of the progress they have made in getting to this point.

Students have had a very settled term with positive behaviour and this is evidenced in reductions in all areas of behaviour reference points when compared to the Autumn Term and many teaching staff have complimented the year group, saying how calm and settled they are.

Ten of our Year 8 students took part in a KS3 careers event over three weeks every Tuesday. This was a KS3 Explore event where students visited Post-16 venues and also employers to find more out about the world of work. These events will focus on opportunities at college, conservation and finance. The students visited CCSW, Chester Zoo and Bank of America over the three weeks and were an absolute credit to the school.

Elsewhere I am delighted to share that our Year 8 form tutor Mrs Kennedy had a baby boy in June, and we wish her our best at this happy time.

Year 9 – Mr Forbes

It has been a truly positive and rewarding year for our Year 9 students as they reach the end of Key Stage 3 and prepare to begin their GCSE journey. This cohort has embraced a year full of change and opportunity with maturity, resilience, and enthusiasm.

One of the most notable changes has been the successful implementation of our no mobile phone policy and revised detention system. These changes have contributed to a more focused and responsible learning environment. I am incredibly proud of how the students have adapted, showing increased independence and a greater commitment to both their learning and personal development.

Year 9 students have also taken part in a wide range of enriching experiences beyond the classroom this year. Highlights include memorable trips to Dorset, Belgium, and Chester Racecourse, as well as attending a Conference League football match. We are also looking forward to upcoming visits to Alton Towers and London. These opportunities have provided valuable, hands-on learning experiences and have helped to build confidence, curiosity, and teamwork.

Our Year 9 Dance students have made a fantastic start to their GCSE course, demonstrating great talent, dedication, and creativity. It has been inspiring to see the passion and commitment they have already shown.

Another particular highlight has been the number of students who have volunteered their time to support the wider school and local community. During the summer term, many Year 9 pupils acted as ambassadors at our WOW Day transition events for incoming Year 5 students and helped at primary school sports days. They represented the school exceptionally well and were praised for their positivity, responsibility, and leadership.

As our Year 9 students look ahead to starting their chosen GCSE subjects in Year 10, I am confident they are ready for the challenges and opportunities that lie ahead. It has been a pleasure to watch this year grow and mature, and I look forward to seeing all they go on to achieve.

Year 10 – Mrs Carr

This term, the focus for Year 10 has been firmly on academic progress, with many students completing key coursework modules across a range of subjects. In June, all Year 10 students took part in their mock examinations, with many experiencing formal exam conditions for the first time. The exams were a success and provided valuable preparation for next year's GCSEs, helping students to build confidence and understand the expectations ahead.

The selection process for the Hope Opportunity Trust Bursary Scheme is also progressing well, with four students making it through to the next stage. This is a fantastic opportunity and we look forward to supporting them as they continue in the process.

Next week, we begin interviews for the new student leadership team for the next academic year. We were pleased to receive a high number of strong applications, and we look forward to selecting what will undoubtedly be a dedicated and influential team of student leaders.

In sport, the Year 10 girls' rounders' team had a successful season, culminating in a place in the district semi-finals. They played brilliantly competitive games throughout the season, demonstrating excellent batting and fielding skills, teamwork, and sportsmanship.

Looking ahead, we are excited to end the academic year with a fun-filled final week of activities. Students will enjoy trips to Alton Towers and the cinema, our annual school walk and BBQ, and Sports Day, celebrating both achievement and enjoyment across the cohort. Additionally, on July 2nd, all Year 10 students attended a college taster day, where they tried out courses of their choice to help inform their decisions about future pathways after Year 11.

Year 10 continues to show maturity, focus, and enthusiasm as they prepare for their final year at school.

Year 11 – Mrs Roberts and Mrs Gibson Tipping

In the run up to their GCSEs, our Year 11 cohort displayed remarkable determination and resilience. From early April, students were fully engaged in peer and teacher supported revision sessions, held at lunch times, after school and during school holidays. These targeted sessions focused on exam techniques in English, Maths and science as well as across the subject range, and were underpinned by our long-established revision culture - daily P6 and lunchtime sessions, as well as evening catch ups to ensure best practice. Recognising how anxiety can impact exam performance, staff actively promoted mock exam practice and offered calming techniques to help students to not just revise harder, but to revise smarter.

Despite early fears and exam day nerves, students worked diligently through the GCSE period. Mrs Gibson-Tipping praised their hard work and commitment both in the lead up to, and during, the exam period. Equally important was their impeccable behaviour during exams, upheld by a sturdy culture of respect and accountability - evidence of the strong relationships between pupils and staff that Blacon is known for. They left school on June 16th after the annual shirt signing, an informal event, in which staff came together to remember key moments of the students' high school journey and wish them well in their next steps.

Once exams were over, was the Record of Achievement evening, a formal gathering to acknowledge each student's personal journey. Parents, carers, and staff gathered to hear speeches, presented awards, and celebrated the impressive next steps students will be moving on to - whether that was A-Level pathways, vocational training, or scholarship places through the Hope Opportunity Trust and Springboard Foundation.

Not to be overlooked, Year 11 celebrated in style at the annual prom, held this year at Upton Hall Hilton Doubletree, Chester. The evening was a glamorous affair: the students arrived dressed to the nines, enjoyed a three-course dinner and dancing in the Abbey Suite, and had a fabulous time with their friends and teachers. Former student, Ethan Butler kindly gifted the hire of a sweet cart, which was very much enjoyed by all. It was an elegant, joyous, and perfect finale to their school journey.

In summary, the last three months of Year 11 were a testament to Blacon High’s values: resilience, relationships, and respect. Students overcame fear and anxiety through supported revision strategies, excelled in their exams thanks to unwavering effort and composure, and enjoyed well deserved celebrations - the Prom and Record of Achievement evening - as they transition to the next exciting stage of their academic and personal growth.

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

KPI’s:

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

Admissions Data

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

We received 151 applications for September 2025 out of a potential 178 from the 5 Blacon Schools within the BEV, which equates to 85% within Blacon.

Intake for September 2025

Primary	Cohort total in each primary	Number coming to BHS	% of cohort
Highfield	32	16	50% (down 31.4%)
Dee Point	62	43	69% (down 13 %)
JH Godwin	21	20	95% (up 15%)
The Arches	31	24	77% (down 3%)

St Theresa's	32	15	47% (down 9%)
Westlea Primary		1	
Blue Coat		1	
Rossmore		1	
Saughall All Saints		4	
Total	178	125	70.2%

70.2% of students from within the 5 Blacon Primary Schools, the BEV are transferring to Blacon High School in September. This compares to 76% in September 2024. A higher number of students with EHCPs have secured specialist provision, which has contributed to the slight reduction but this is an area in which the school will be focused in terms of maintaining high quality relationships.

Bursary Scheme – David Stockdale

The bursary scheme continues to offer a valuable alternative route into an exciting future for a number of our eligible students.

At this stage, we have four students who are going forward to the interview phase of the selection process, which will be completed with interviews in September. Assuming that they are successful, they will ultimately receive offers for the 2026/27 academic year. As a result of his predicted grades, one of these students, JG, has been identified to access a slightly different route and is competing for a place at one of the most prestigious schools. Watch this space!

As previously reported, two students have successfully achieved places for September 2025, subject to achieving appropriate outcomes in their GCSEs. I have every confidence that both students will attain the required grades to enable them to take up their places at the start of the new academic year and we wish them every success on the next stage of their journey.

I am delighted to report that, finally, we will have our first medic, who has just completed his two years on the bursary scheme and has an offer to study medicine at Leeds University. Another very successful student, will be reading politics at Edinburgh, but is predicted to achieve the highest grades and, if she achieves them, is planning to defer for a year and apply for Oxbridge in the meantime.

Almost all of the students who have accessed the bursary scheme have completed their two-year A' level courses and most have gone on to higher education. The examples above, once again, illustrates the value of our links with the Hope Opportunity Trust and the Royal National Springboard Foundation that offers these students life-changing opportunities.

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 continue to await 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 October 2025.

Following a meeting with the DfE to explore whether there was any additional funding to support us at this stage of our journey, we were informed that there was no funding to support conversion.

The 15 days of support from the Great Schools Trust with 3 days from Ridgeway High School, has now concluded and we will continue to work with School to School Partnerships within Cheshire West and Chester, along with our school improvement partner to drive improvements across school. The Governors and leadership team will reconvene the MAT working group to identify next steps for developing partnerships now that the financial situation has been addressed through a restructure.

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

Progress Summary

The school's finances continue to be actively managed to maximise efficiency and sustainability. Significant cost-efficiency gains have been made through the recent restructure, while investment has been focused on high-impact, low-cost interventions to support pupil outcomes without compromising financial stability.

Key Data

- The whole-school restructure was completed in summer 2025, securing projected savings of £384,325 in 2025/26 and £671,205 in 2026/27, resulting in positive three-year budget forecasts.
- Action Tutoring has been secured at a heavily discounted cost of £5,000 compared to a full price of £19,274, ensuring targeted pupil support remains affordable.
- The budget deficit has been reduced through the restructure and further supported by increased lettings income, reduced supply costs, and successful bids and grants.

Celebrations

- Sustained high-quality provision for pupils despite ongoing budget pressures.
- Improved long-term financial outlook through proactive financial planning.

Areas to Develop

- Continue to diversify income streams to strengthen financial resilience further.
- Closely monitor costs linked to increasing demand for alternative provision (AP), supply cover, and ICT infrastructure investment.

Connect the Classroom DfE Funding for ICT Infrastructure

Following a successful application from Laura Rose, our Business Manager, we are delighted to have been awarded the maximum budget allocation of £170,409.60 from Connect the Classroom, to be used to install WiFi and network equipment to improve the current infrastructure. We have met with Dataspire who are arranging an onsite visit with the Solutions team to complete a site survey in order to begin the process. This will enable the school to have a fully functioning ICT system, which will have a hugely positive effect on students accessing work to improve engagement, high quality learning and outcomes.

Lettings

School continues to be a hub for the community with lettings taking place most nights of the week.

We have had additional bookings this term from:

- The Little Children's Market
- Eclipse Dance competition

5pm-10pm	Monday	Chester Wind Band Upton JFC Saughall Colts FC Vast Impact Football Bloom Netball Cheshire School Girls JDC Coaching
5pm-10pm	Tuesday	Cheshire Roar Basketball Brewers Basketball Saughall Colts FC Upton JFC Karate
5pm-10pm	Wednesday	Blacon Youth FC Saughall Colts FC Panthers Netball Panthers Social Netball Brewers Basketball
5pm-10pm	Thursday	Peter O'Toole Football Saughall Colts FC Upton JFC Colwyn Bay FC Panthers Netball Bloom Netball

5pm-10pm	Friday	Panthers Netball Chester School Boys (Dave Sabri) Karate
9am-11am	Saturday	Upton JFC Blacon Youth
12pm-4pm	Sunday	Upton JFC Waverton JFC

Lettings Total for 2025 April-June - £9,416

This year we have had Cheshire School Girls use our facilities as one of their main trainings sites and they have also held football camps during the holidays. There has also been a dance completion booked in for a full day over a weekend.

This summer we have an additional income of £1,950 coming in from daytime summer bookings. We are the venue for a summer scheme led by Story house based on Music and we also have more summer football camps run by JDC Coaching.

Ofsted Monitoring Visit – 2nd April 2025 - <https://files.ofsted.gov.uk/v1/file/50277419>

Following the announcement of our restructure, the school successfully navigated a monitoring visit from Ofsted on 2nd April 2025. Colleagues from across the local authority and surrounding areas, have contacted me to feed back on the letter being one of the best they have seen.

This visit was part of Ofsted’s routine process to review schools making progress since their last inspection, and I am incredibly pleased to report that the findings highlight the significant strides we have made as a school community.

Ofsted acknowledged that *‘the school has made strides in building on the positive developments seen in the last inspection’* and recognised the positive direction in which the school is heading. They have also acknowledged that *‘the school’s published outcomes do not reflect the improvements that have been made.’* This is a huge step for the school and a true acknowledgement of the context within which we work.

Inspectors recognised the many improvements that have taken place, particularly in the quality of education we provide, our commitment to reading and drive to improve whole school and individual attendance.

We are especially pleased that the report did not identify any new areas for development, it confirms that we are focusing on the right priorities and that our improvement journey is firmly on track. This is a testament to the dedication of our staff, the strength of our leadership, the support of governors, and the ongoing partnership we have with you, our parents and carers.

I would like to take this opportunity to sincerely thank you staff, parents and Governors for their continued support. The success and wellbeing of our students remain at the heart of everything we do, and we are committed to building on this positive momentum in the months and years ahead.

Rachel Hudson - Headteacher