

Headteacher's Report to Governors Autumn Term 2025

Executive summary

Summary of Key Headlines

- **Restructure** - The school has settled incredibly well following the restructure, with systems supporting a positive climate for learning, though staffing changes—particularly increased part-time roles—have created pressures around rarely cover. As a result, the supply budget remains a key area for close monitoring and has been flagged to the finance committee. There is very little capacity in staffing and this impacts the day to day running of school for rarely cover and to do additional interventions.
- **RISE Team** - Wade Deacon Trust has been allocated to work with the school for 2 years through the RISE team. A plan with costings will be co-constructed over the next 2 weeks and submitted to the DfE with agreed funding of up to £80,000 each year for 2 years.
- **Outcomes** - Following the Year 11 mock examinations, there remains a significant gap between current predictions against targets in Maths and English. A range of interventions are being implemented to target those students who are below 4 in the core subjects, including external tuition.
- **Attendance** has improved by 0.5% compared to this point last year. The national average is currently 92.8%; we are currently at 87.7%.
- The national average for PA (persistent absence) is not published this year so far. We are currently at 32.82% - a 5.3% improvement compared to this time last year.
- **Behaviour** - For behaviour, when comparing autumn term this year to 2024;
 - Low level disruption in lessons decreased by 41%.
 - Students removed from lessons have decreased by 24%.
 - Students isolated has decreased by 13%.
 - Suspensions have decreased by 79%.
 - Permanent exclusion has decreased by 67%.
- **Communication and Celebration of Success** - Since September, the school has issued a weekly parents' blog every Friday, celebrating student success, reinforcing key messages and promoting initiatives such as 100% attendance rewards and achievement points. Feedback from parents has been very positive, with many reporting it helps them feel more connected to the school.
<https://www.blaconhighschool.net/page/?title=Blacon%27s+Weekly+Blog&pid=201>
- A new style one-page student and staff bulletin is also published weekly on a Friday, ensuring everyone is informed about upcoming events and key information; both the bulletin and blog are displayed on the screens in reception and the diner and shared in tutor time to strengthen communication and encourage engagement in enrichment activities.

Strategic priorities

- This section of the report focuses on the school's progress towards achieving its 8 strategic priorities, as set out in the strategic plan <https://www.blaconhighschool.net/attachments/download.asp?file=314&type=pdf> and key priorities in the 25/26 school improvement plan.
 - Progress made on each priority is rated as red, amber or green, to highlight where particular attention is needed. Please note these do not relate to the colours in the new Ofsted framework, they are a guide as to progress being made.
- Governors could refer to NGA's [Being Strategic guidance](#) for more on monitoring strategic priorities.

Strategic Goal 1 –Attainment and Progress

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

RAG rating:

SCN

Monitoring data and performance against KPIs:

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

Commentary:

The Year 11 data is based on most recent grades provided by staff following the mock examinations, based on a holistic view of their current performance. Targets are based on national.

- Maths 9 – 4 DC1 Predicted 33% against a target of 70% which is 37 percentage points below
- Maths 9 – 5 DC1 Predicted 20% against a target of 51% which is 31 percentage points below
- Maths 9 – 4 DC1 Predicted disadvantaged 19% against a target of 50% which is 31 percentage points below
- Maths 9 – 5 DC1 Predicted disadvantaged 10% against a target of 31% which is 21 percentage points below
- English 9 – 4 DC1 Predicted 42% against a target of 74% which is 32 percentage points below

- English 9 – 5 DC1 Predicted 24% against a target of 60% which is 36 percentage points below
- English 9 – 4 DC1 Predicted disadvantaged 33% against a target of 56% which is 23 percentage points below
- English 9 – 5 DC1 Predicted disadvantaged 13% against a target of 41% which is 28 percentage points below

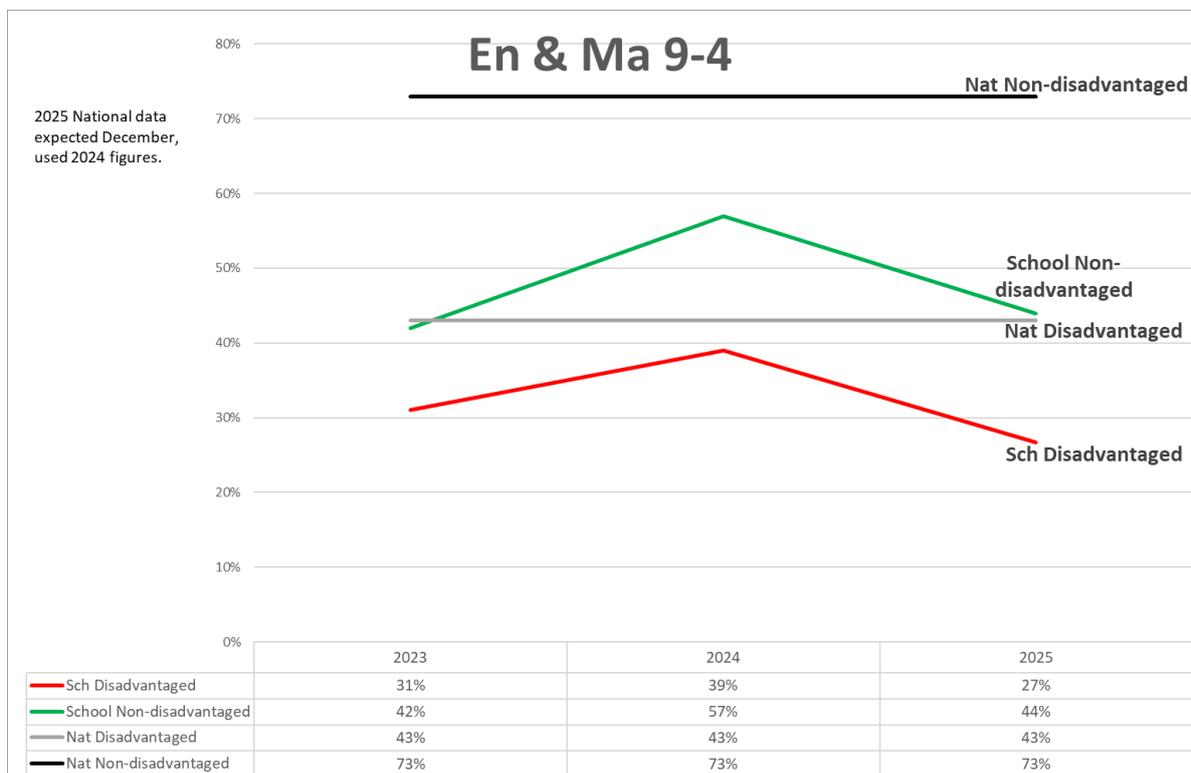
- Basics - Maths and English 9 - 4 DC1 Predicted Currently at 29% against a target of 65% which is 36 percentage points below
- Basics - Maths and English 9 - 5 DC1 Predicted Currently at 19% against a target of 45% which is 26 percentage point below

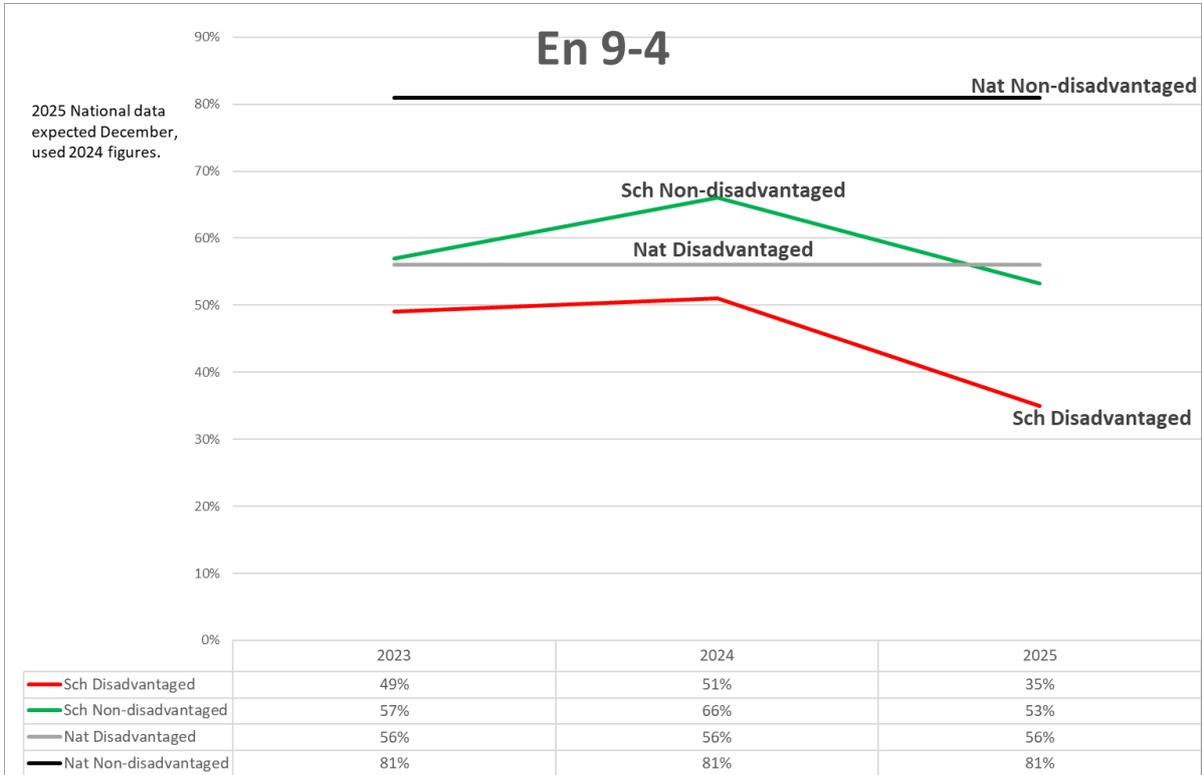
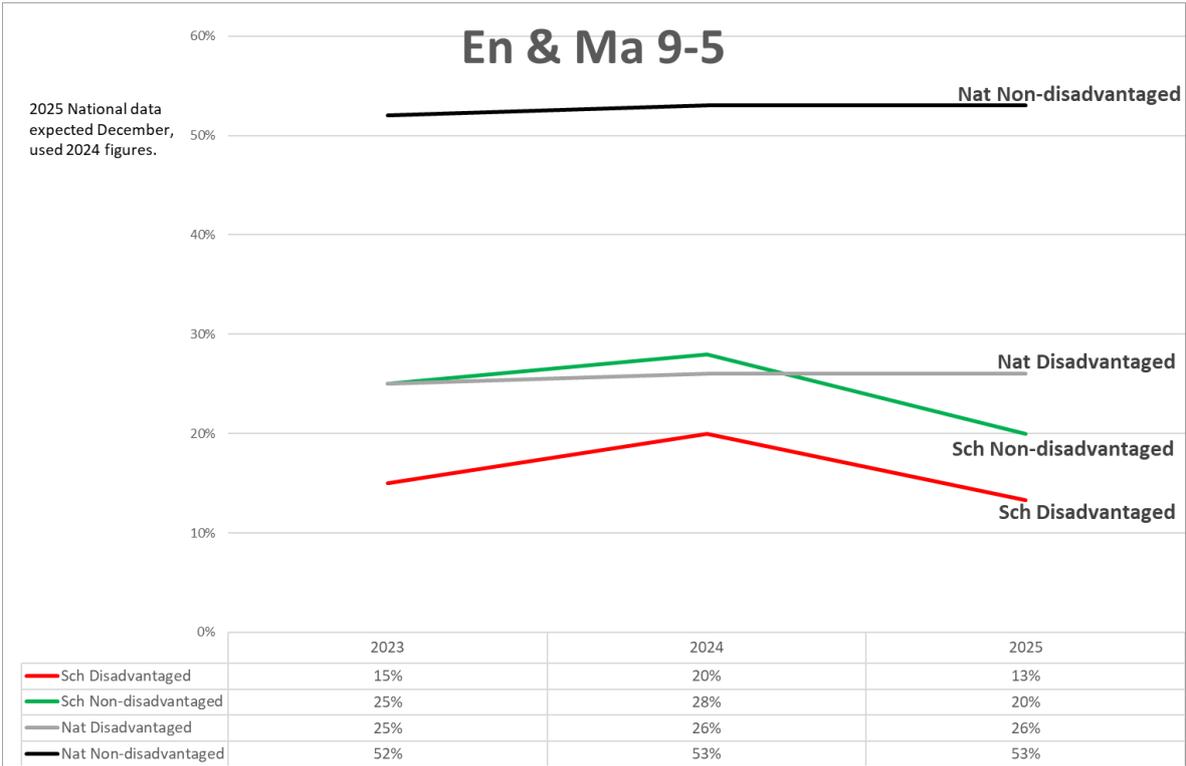
Disadvantaged

- Basics - Maths and English 9 - 4 DC1 Predicted Currently at 15% against a target of 44% which is 29 percentage points below
- Basics - Maths and English 9 - 5 DC1 Predicted Currently at 10% against a target of 26% which is 16 percentage points below

- The pupil premium document outlines the key barriers to learning for disadvantaged students and explains the key actions taken to address these, following an evaluation of last academic year. Governors are asked to review the pupil premium strategy and ratify it so that it can be published on the school website by the 31st December.

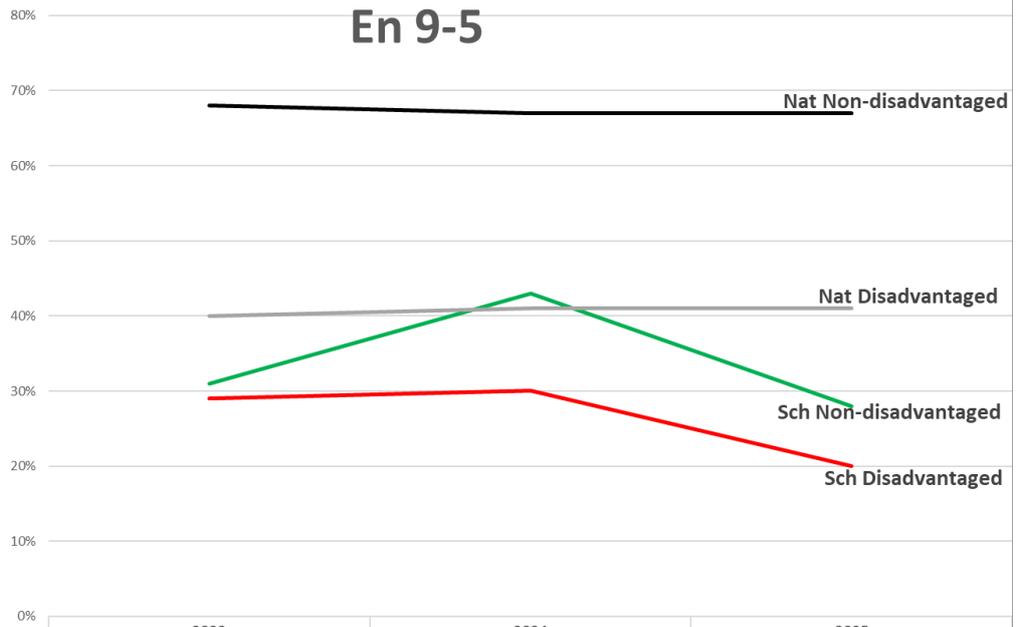
3 year Trend Data English and Maths



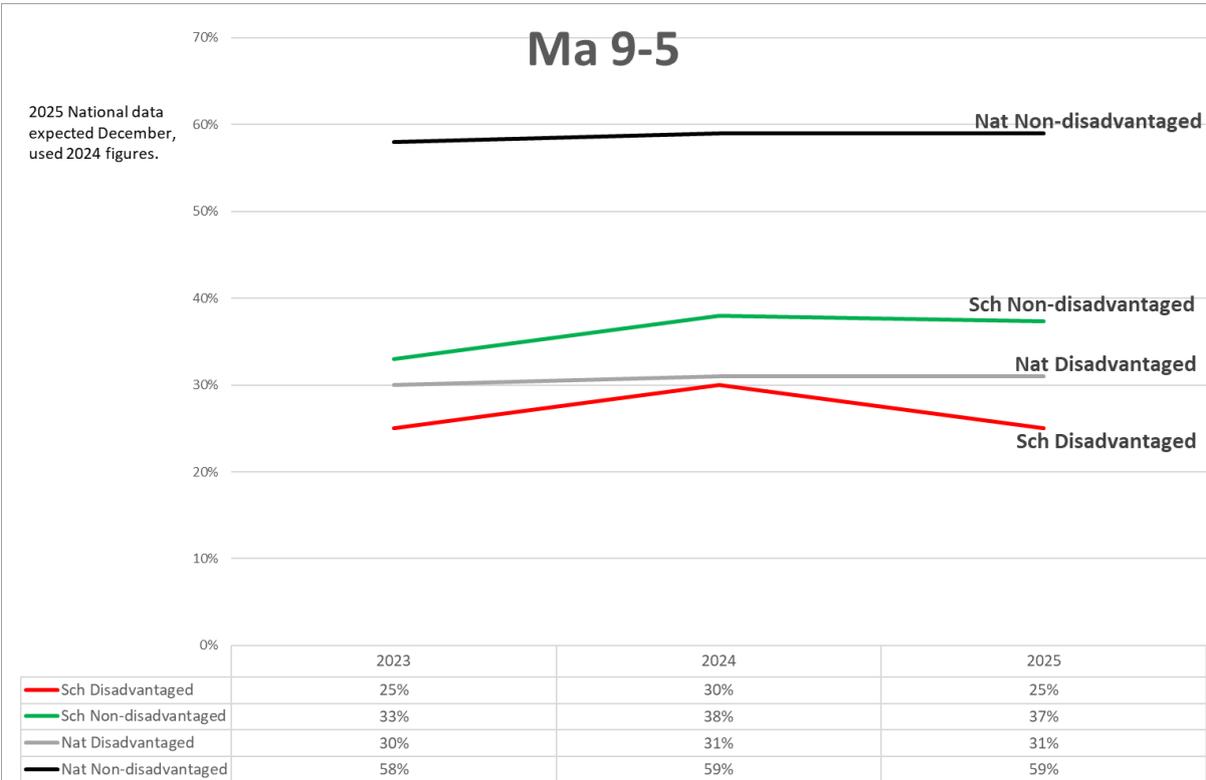
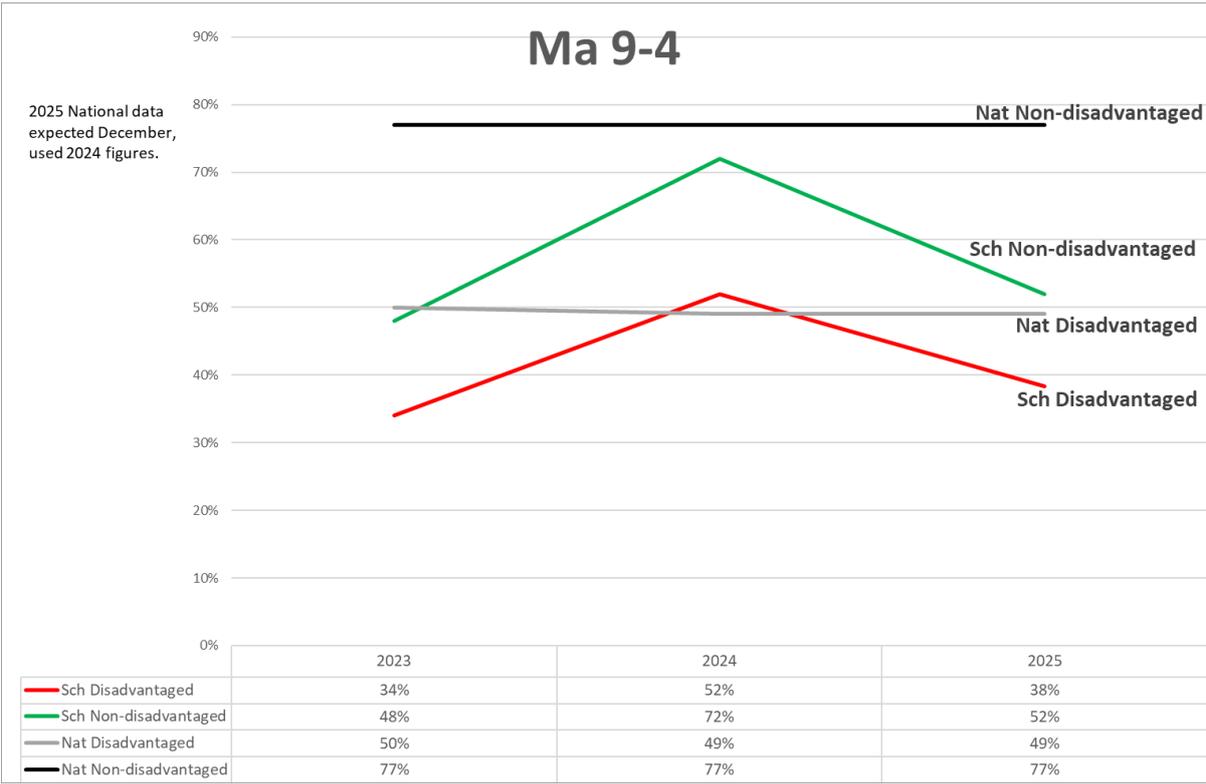


En 9-5

2025 National data expected December, used 2024 figures.



| | 2023 | 2024 | 2025 |
|-----------------------|------|------|------|
| Sch Disadvantaged | 29% | 30% | 20% |
| Sch Non-disadvantaged | 31% | 43% | 28% |
| Nat Disadvantaged | 40% | 41% | 41% |
| Nat Non-disadvantaged | 68% | 67% | 67% |



| Performance Indicators from Strategic Plan | Blacon Results 2023 | CWAC Results 2023 | National Results 2023 | Blacon Results 2024 | CWAC Results 2024 | National Results 2024 | Blacon Results 2025 | CWAC Results 2025 | National Results 2025 | Y11 Blacon Predicted DC1 08/12/2025 | National Targets For Current Y11 |
|---|---------------------|-------------------|-----------------------|---------------------|-------------------|-----------------------|---------------------|-------------------|-----------------------|-------------------------------------|---|
| | | 126 students | | | 127 students | | | 133 students | | | 130 Students* 67 disadv. 63 other |
| Attainment 8* | 35.13 | 45.76 | 46.28 | 37.15 | 45.3 | 45.9 | 33.2 | 44.5 | 45.9 | 29.72 | 45.9 |
| Attainment 8* Disadvantaged | 32.48 | 31.3 | 34.99 | 33.86 | 33.7 | 34.6 | 28.0 | 30.3 | 34.9 | 23.94 | 34.9 |
| Attainment 8* Non Disadvantaged | 37.45 | 49.9 | 50.30 | 41.06 | 48.5 | 50.0 | 37.3 | 49.2 | 50.3 | 35.87 | 50.3 |
| KPI - English and Maths 9 - 4 - 60% | 37% | 66% | 65% | 47% | 65% | 65% | 36.8% | 62.6% | 64.5% | 29.2% 38/130 students | 64.5% 84/130 students |
| KPI - English and Maths 9 - 4 - 60% Disadvantaged | 31% | 38% | 43% | 39% | 38% | 43% | 27.1% | 34.3% | 43.5% | 14.9% 10/67 students | 43.5% 29/67 students |

| | | | | | | | | | | | |
|---|-----|-----|-----|-----|-----|-----|-------|-------|-------|--------------------------|--------------------------|
| KPI - English and Maths 9 - 4 - 60% Non-Disadvantaged | 42% | 74% | 73% | 57% | 73% | 73% | 44.6% | 71.8% | 72.7% | 44.4% 28/63 students | 72.7% 46/63 students |
| KPI - English and Maths 9 - 5 - 40% | 21% | 44% | 45% | 24% | 44% | 46% | 17.3% | 42.3% | 45.2% | 19.2% 25/130 students | 45.2% 59/130 students |
| KPI - English and Maths 9 - 5 - 40% Disadvantaged | 15% | 18% | 25% | 20% | 21% | 26% | 13.6% | 17.6% | 25.6% | 10.4% 7/67 students | 25.6% 17/67 students |

Strategic Goal 2 – Curriculum

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

RAG rating:

Monitoring data and performance against KPIs:

- 100% access to Learning outside the Classroom
- 90 - 100% participation in enrichment and extra-curricular activities
- British Council International Award
- High satisfaction rates on quality of teaching from student voice 90 - 100%
- Consistent intent and implementation across all curriculum subjects
- Students at and exceeding chronological reading age matched to national by Year 11

Commentary:

- Since the start of the 2025/26 academic year, two rounds of Student Voice have been carried out: first with a group of Year 11 students, and then with a group of Year 7 students. The questions focused on aspects of teaching and learning within our Connect, Activate/Explore, Explain and Practice (CAEEP) model and our six teaching and learning foci.
- There will be one Student Voice during Autumn 2 and this will focus on student views on assessment and feedback. Detailed analysis of the feedback is shared with the Quality of Education committee and link Governor visits.
- 56% of students have accessed one club or enrichment activity or more so far this term.
- 26 visits have taken place this term, covering all year groups.
- Autumn term enrichment offer has been shared each week in the parents' blog and student bulletins to encourage greater participation.
- International award received in 2025 and activities within and across the curriculum to promote global awareness.
- All learning outside the classroom activities are recorded and tracked for each student as they progress through each year and analyses for disadvantaged. The data shows that students are accessing opportunities each year, linked to curriculum areas.

The figures below show the number of students who have accessed a visit, trip or experience linked to learning outside the classroom. This also includes when external visitors come into school to work with students.

| Year 7 | |
|--------------|----|
| All Students | |
| At least 1 | 16 |
| At least 2 | 3 |
| At least 3 | 2 |
| At least 4 | 0 |
| Number PP | 0 |
| PP Data | |
| At least 1 | 6 |
| At least 2 | 1 |
| At least 3 | 1 |
| At least 4 | 0 |

| Year 8 | |
|--------------|-----|
| All Students | |
| At least 1 | 122 |
| At least 2 | 115 |
| At least 3 | 59 |
| At least 4 | 15 |
| Number PP | 64 |
| PP Data | |
| At least 1 | 62 |
| At least 2 | 58 |
| At least 3 | 25 |
| At least 4 | 6 |

| Year 9 | |
|--------------|-----|
| All Students | |
| At least 1 | 133 |
| At least 2 | 130 |

| | |
|----------------|-----|
| At least 3 | 102 |
| At least 4 | 83 |
| Number PP | 59 |
| PP Data | |
| At least 1 | 58 |
| At least 2 | 57 |
| At least 3 | 38 |
| At least 4 | 36 |

| | |
|---------------------|-----|
| Year 10 | |
| All Students | |
| At least 1 | 137 |
| At least 2 | 136 |
| At least 3 | 136 |
| At least 4 | 134 |
| Number PP | 64 |
| PP Data | |
| At least 1 | 64 |
| At least 2 | 64 |
| At least 3 | 64 |
| At least 4 | 63 |

| | |
|---------------------|-----|
| Year 11 | |
| All Students | |
| At least 1 | 128 |
| At least 2 | 128 |
| At least 3 | 127 |
| At least 4 | 125 |
| Number PP | 0 |
| PP Data | |
| At least 1 | 63 |
| At least 2 | 63 |

| | |
|------------|----|
| At least 3 | 63 |
| At least 4 | 61 |

External Trips September – December 2025

| Visit | Date | Year Group |
|--|----------------------------|-----------------|
| Repton Visit | 10/09/2025 | Year 10 |
| Colas NEET project | 23/09/2025 | Year 10 |
| Ruthin Gaol GCSE trip | 24/09/2025 | Years 10 and 11 |
| Rowing club 25 26 | 29/09/2025 | Year 8 |
| English visit to Kings School, Chester | 03/10/2025 | Year 10 |
| Rowing club 25 26 | 06/10/2025 | Year 9 |
| Storyhouse Wyrddwood Tour | 08/10/2025 | Year 10 and 11 |
| Rowing club 25 26 | 13/10/2025 | Year 9 |
| Storyhouse Elders Festival Workshop | 17/10/2025 | Year 10 |
| Rowing club 25 26 | 20/10/2025 | Year 9 |
| Poppy selling and remembrance 2025 | 25/10/2025 | Years 8 - 11 |
| Poppy selling and remembrance 2025 | 01/11/2025 | Years 8 - 11 |
| Rowing club 25 26 | 03/11/2025 | Year 9 |
| Poppy selling and remembrance 2025 | 08/11/2025 | Years 8 - 11 |
| Poppy selling and remembrance 2025 | 09/11/2025 | Years 8 - 11 |
| Storyhouse Futures Event 2025 | 10/11/2025 | Years 10 - 11 |
| Year 8 ESFA Football Cup match | 10/11/2025 | Year 8 |
| Rowing club 25 26 | 10/11/2025 | Year 9 |
| Rowing club 25 26 | 17/11/2025 | Year 9 |
| Cinema Trip - picture house | 20/11/2025 | Years 7 and 8 |
| Rowing club 25 26 | 24/11/2025 | Year 9 |
| France – Lille – Christmas Market | 25/11/2025 - 26/11/2025 | Years 8 - 11 |
| Rowing club 25 26 | 01/12/2025 | Year 9 |
| Everton FC v Real Madrid U21 | 03/12/2025 | Year 7 |
| Rowing club 25 26 | 08/12/2025 | Year 9 |
| Rhyme and Reason Media City Screening | 10/12/2025 | Year 10 |

Clubs and Extra-Curricular Activities

Summary of Club Participation

Overall, 56% of students attend at least one club, showing strong engagement across the school.

Participation among key groups remains positive, with 50% of Pupil Premium students and 55% of SEND students involved in extracurricular activities.

Engagement varies across year groups, with Year 7 at 48%, Year 8 at 69%, Year 9 at 63%, Year 10 at 51%, and Year 11 at 50%. These figures highlight particularly strong uptake in Years 8 and 9, with consistent participation maintained across KS4.

Club Attendance 01/09/2025 - 02/12/2025

Students attending at least 1 club

| | Count | Percentage |
|-----|-------|------------|
| Yes | 371 | 56% |
| No | 290 | 44% |

% All students attending at least 1 club
2025/26



Pupil Premium Club Attendance

| Students | % Attending at least one club | |
|----------------|-------------------------------|-----|
| | Yes | No |
| Pupil Premium? | | |
| Yes | 50% | 50% |
| No | 62% | 38% |
| Total: | 56% | 44% |

% PP Students attending at least 1 club
2025/26



SEN Pupil Club Attendance

| Students | % attended at least 1 club | |
|---------------|----------------------------|------------|
| | Yes | No |
| SEN | 55% | 45% |
| Non-SEN | 56% | 44% |
| Total: | 56% | 44% |

% SEN Students attending at least 1 club
2025/26



Club Attendance by Year - Count

| Students | Count attended at least 1 club (number of students) | |
|--------------------|---|------------|
| | Y | N |
| 7 | 60 | 65 |
| 8 | 87 | 40 |
| 9 | 86 | 50 |
| 10 | 73 | 69 |
| 11 | 65 | 66 |
| Grand Total | 371 | 290 |

Club Attendance by Year - Percentage

| Students | Count attended at least 1 club | |
|----------|--------------------------------|-----|
| Yr | Y | N |
| 7 | 48% | 52% |
| 8 | 69% | 31% |
| 9 | 63% | 37% |
| 10 | 51% | 49% |
| 11 | 50% | 50% |

NGRT Reading Age number of months gap to Chronological Age Analysis 03/11/2025

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

Year 11 (03/11/2025)

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

| Year 11 (03/11/2025) | | Percentage of current 130 Y11 students with results at each category | | | | |
|----------------------|----------------|--|-----------|------------|------------|--------------|
| 130 Y11 students | No. of results | Chron Age or above | -1 to -12 | -13 to -24 | -25 to -36 | -37 or lower |
| Start Y11 | 114 | 46% | 11% | 11% | 10% | 23% |
| End Y10 | 119 | 13% | 37% | 10% | 13% | 28% |

| Year 11 (03/11/2025) | | Count of current 130 Y11 students with results at each category | | | | |
|----------------------|----------------|---|-----------|------------|------------|--------------|
| 130 Y11 students | No. of results | Chron Age or above | -1 to -12 | -13 to -24 | -25 to -36 | -37 or lower |
| Start Y11 | 114 | 52 | 13 | 12 | 11 | 26 |
| End Y10 | 119 | 15 | 44 | 12 | 15 | 33 |

Year 10 (03/11/2025)

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

| Year 10 (03/11/2025) | | Percentage of current 143 Y10 students with results at each category | | | | |
|----------------------|----------------|--|-----------|------------|------------|--------------|
| 143 Y10 students | No. of results | Chron Age or above | -1 to -12 | -13 to -24 | -25 to -36 | -37 or lower |
| Start Y10 | 128 | 48% | 9% | 18% | 13% | 11% |
| End Y9 | 138 | 54% | 14% | 17% | 6% | 10% |

| Year 10 (03/11/2025) | | Count of current 143 Y10 students with results at each category | | | | |
|----------------------|----------------|---|-----------|------------|------------|--------------|
| 143 Y10 students | No. of results | Chron Age or above | -1 to -12 | -13 to -24 | -25 to -36 | -37 or lower |
| Start Y10 | 128 | 62 | 12 | 23 | 17 | 14 |
| End Y9 | 138 | 74 | 19 | 23 | 8 | 14 |

Year 9 (03/11/2025)

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

| Year 9 (03/11/2025) | | Percentage of current 135 Y9 students with results at each category | | | | |
|---------------------|----------------|---|-----------|------------|------------|--------------|
| 135 Y9 students | No. of results | Chron Age or above | -1 to -12 | -13 to -24 | -25 to -36 | -37 or lower |
| Start Y9 | 132 | 52% | 17% | 8% | 8% | 14% |
| End Y8 | 131 | 26% | 30% | 18% | 5% | 21% |

| Year 9 (03/11/2025) | | Count of current 135 Y9 students with results at each category | | | | |
|---------------------|----------------|--|-----------|------------|------------|--------------|
| 135 Y9 students | No. of results | Chron Age or above | -1 to -12 | -13 to -24 | -25 to -36 | -37 or lower |
| Start Y9 | 132 | 69 | 22 | 11 | 11 | 19 |
| End Y8 | 131 | 34 | 39 | 24 | 7 | 27 |

Year 8 (03/11/2025)

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

| Year 8 (03/11/2025) | | Percentage of current 127 Y8 students with results at each category | | | | |
|---------------------|----------------|---|-----------|------------|------------|--------------|
| 127 Y8 students | No. of results | Chron Age or above | -1 to -12 | -13 to -24 | -25 to -36 | -37 or lower |
| Start Y8 | 120 | 53% | 13% | 11% | 9% | 14% |
| End Y7 | 125 | 38% | 16% | 7% | 14% | 24% |

| Year 8 (03/11/2025) | | Count of current 127 Y8 students with results at each category | | | | |
|---------------------|----------------|--|-----------|------------|------------|--------------|
| 127 Y8 students | No. of results | Chron Age or above | -1 to -12 | -13 to -24 | -25 to -36 | -37 or lower |
| Start Y8 | 120 | 63 | 16 | 13 | 11 | 17 |
| End Y7 | 125 | 48 | 20 | 9 | 18 | 30 |

Year 7 (03/11/2025)

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

| Year 7 (03/11/2025) | | Percentage of current 124 Y8 students with results at each category | | | | |
|---------------------|----------------|---|-----------|------------|------------|--------------|
| 124 Y8 students | No. of results | Chron Age or above | -1 to -12 | -13 to -24 | -25 to -36 | -37 or lower |
| Start Y7 | 121 | 36% | 18% | 15% | 18% | 12% |

| Year 7 (03/11/2025) | | Count of current 124 Y8 students with results at each category | | | | |
|---------------------|----------------|--|-----------|------------|------------|--------------|
| 124 Y8 students | No. of results | Chron Age or above | -1 to -12 | -13 to -24 | -25 to -36 | -37 or lower |
| Start Y7 | 121 | 44 | 22 | 18 | 22 | 15 |

Commentary:

As the data shows, we have a significant number of students across all year groups who are reading significantly below their chronological reading ages; this in terms has a negative impact on general literacy and the accuracy of their written expression.

All students complete the NGRT Reading test twice per year. We used to do this three times but have reduced it on the advice of Ellen Walton (SIP).

Most GCSEs exam papers have a reading age of 15 years and 6 months, so it is imperative that students are close to that point if they are going to access exam papers fully. As such, in September, we initially identified a group of students for targeted intervention. This group is made up of students who have a target of Grade 4 or above in English, and who have reading ages between 13-24 months below their chronological ages. We chose this group because we believe that targeted intervention gives them the best opportunity to make gains in their reading ages in order to access GCSE papers effectively; students who are between 1 and 12 months behind their chronological age should be able to access exam papers, while it is unlikely that students who have a reading age that is more than 24 months behind their chronological will achieve a reading age of 15 years and 6 months by May 2026.

In terms of addressing reading across the school, reading lessons were relaunched in English in September and reading has been more closely monitored. There is now a focus on students completing a written task in response to what they have read, and all students are encouraged to

read aloud. This was noted as a positive in the report from Ellen Walton (SIP) during lesson observations.

Additionally, whole-school reading takes place for 20 minutes each Friday during tutor and at the beginning of PSHE lessons. Year 7 read three times a week during tutor time: two short sessions between Monday and Thursday and a 20-minute session on Friday. All year groups have age-specific texts with themes that link closely to some of the content students cover during PSHE.

Because of the number of students who have reading ages below their chronological age, planning an effective and practical intervention strategy is challenging. To this end we have tried more than one online resource. Since September we have trialled 'Readingwise', but student voice described it as being too basic. We have also looked at Sparx, but found that this would require a greater level of independence from students, potentially accessing the program at home, which is not reliable. Finally, we trialled Lexia, initially with Year 7, a program that we have used historically.

Following a successful trial, we have now adopted Lexia as our main intervention and all of Years 7 and 8, sets 4 and 5 from Year 9, and also a targeted group of KS4 students will access the program. Lexia supports reading and also literacy to a point. Students complete a baseline assessment that establishes a bespoke starting point, and all subsequent sessions continue to be targeted at the level students are at. Progress is saved and students must be successful before they can move on. The program supports misunderstanding in several ways and even generates support material when necessary. I am certain that this program offers us the greatest potential to make significant gains in reading ages with a large number of students.

For students who have very low reading ages, we still offer 'Read Write inc.' This is a very targeted intervention, but the first twelve sessions need to be delivered on a 1-2-1 basis so, whilst effective, this intervention is labour intensive and can only support a small number of students at one time. This intervention is delivered by staff in the IC who have been trained to do so.

TAs deliver guided reading sessions during morning tutor time to small groups of KS3 students.

Subject specific key vocabulary has been shared with all staff across school, and this can be used, for example, to support DNA activities. Reading age data has been shared with all faculty and subject leads and key vocabulary is expected in schemes of learning across all subject areas. Training on reading and teaching subject specific vocabulary is planned for next year.

Strategic Goal 3 - Learning and Attendance

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.

RAG rating:

Monitoring data and performance against KPIs:

- **Attendance** has improved by 0.5% compared to this point last year. The national average is currently 92.8%; we are currently at 87.7%.
- The national average for PA (persistent absence) is not published this year so far. We are currently at 32.82% - a 5.3% improvement compared to this time last year.

- Behaviour data has shown improvements in all aspects when compared to autumn 2024 showing impact from established system and updated Behaviour policy, which is having a positive effect on climate for learning around school.
- Destinations data NEET (Not in Education, Employment or Training) figures are low – 4 students last year but to be confirmed in January.
- 43% of students from Year 11 in 2025 went on to do A- Levels/Level 3 courses against a target of 60%.

Intended September Guarantee

| | <u>22/23</u> | <u>23/24</u> | <u>24/25</u> |
|------------------------|--------------|--------------|--------------|
| Number in Year group | 138 | 129 | 136 |
| A-Level / Level 3 | 58 - 42% | 81 – 63% | 58 – 43% |
| Level 2 | 50 – 36% | 23 – 18% | 41 – 30% |
| Level 1 | 18 – 13% | 22 – 17% | 25 – 18% |
| Apprenticeships / work | 7 – 5% | 2 – 2% | 5 – 3.6% |
| Forces | 1 – 1% | | 2 – 1% |
| Other | 4 – 3% | 1 – 1% | 5 – 4% |

Commentary:

- More students applied for Trades in the year 24/25 and this is a Level 1 or 2 course (due to the practical nature of the subject) so has affected the L3 applicants.
- 5 students were NEET in October, which would give Blacon a NEET figure of 3.75% based on 133 in the year group. Based on our projections of NEET figures which will be confirmed in January 2026. This means that Blacon will be **below national** and CWAC averages for NEET.
- CWAC NEET for 24/25 is 4.4% and national is at 3.9%.
- To note - True NEET (Not in employment, education or training) data will not be available until January of the following year – so, for 24/25, we receive NEET data in January 2026.

Attendance

- The national average is currently 92.8%; we are currently at 87.7%, but this is 0.5% higher than this point last year. PP is up by 1.5% from last year.
- The national average for PA is not published this year, last year it was 21.9%. We are currently at 32.82% which is a 5.3% improvement on this time last year. It is 10.92% away from the national average but targeted mentoring involving staff across school has shown impact this term and so is moving in the right direction.

- Attendance is on an upward trend from 24/25 when looking at current figures for overall attendance and then for sub groups - pupil premium, EHCPs, FSM and EAL. We are moving closer to national figures but remain 5.3% below overall and the school has not yet returned to pre-covid levels of attendance which were at 93.1% overall and 91.3% for pupil premium in 2020 before the pandemic hit.

Attendance 3 Year Trend

| | 22/23 | National Average | 23/24 | National Average | 24/25 | National Average | 25/26 | National Average |
|---------------------------|-------|------------------|-------|------------------|-------|------------------|-------|------------------|
| Overall Attendance | 85.2 | 91.0 | 84.9 | 91.1 | 85.4 | 91.9 | 87.4 | 92.7 |
| Pupil Premium | 78.5 | - | 77.6 | - | 78.3 | - | 83.1 | - |
| SEN | 77.2 | 89.8* | 80.4 | 90.0 | 80.0 | 90.4* | 84.3 | - |
| EHCP | 75.8 | 87.7* | 71.4 | 87.5 | 71.3 | 87.3* | 77.0 | - |
| FSM | 78.0 | 88.9* | 77.2 | 89.0** | 78.3 | 89.7* | 83.1 | - |
| CLA | 86.0 | - | 89.6 | - | 91.8 | - | 87.7 | - |
| EAL | 90.1 | - | 90.3 | - | 87.2 | - | 92.4 | - |
| Persistent Absence | 72.35 | 26.5 | 44.55 | 25.6 | 43.25 | 21.9* | 31.98 | - |
| Severely Absent | 6.15 | N/A | 8.28 | 2.3* | 8.32 | 3.6 | 6.54 | - |

*Across all schools; primary, secondary and special

**Autumn and spring term combined, not full year.

Strategic Goal 4 – Staff Well Being and Professional Development

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.

RAG rating:

Monitoring data and performance against KPIs:

- Investors in people award
- 90% or above satisfaction rates in staff surveys and high satisfaction rates of staff benchmarking against other schools
- Staff absence data

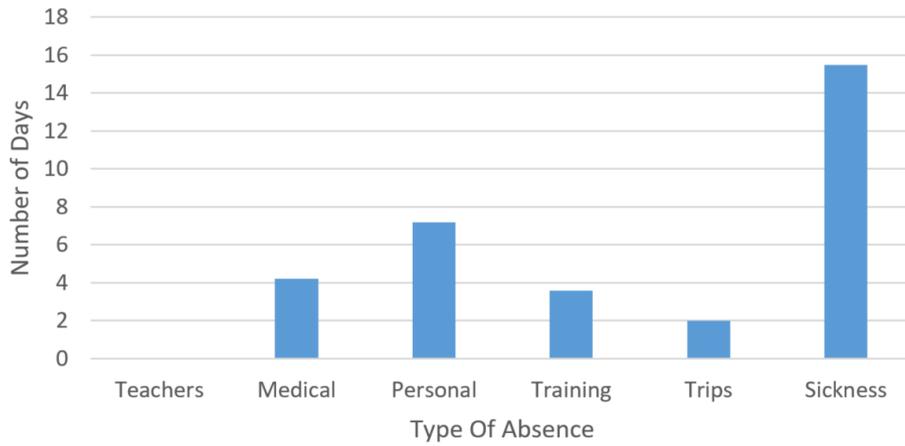
Commentary:

- Investors in People assessment is now overdue; however it has been paused due to pressures on the budget. This will cost £6000 and does provide a summary report and feedback linked to a well-established framework.
- We have signed up for Well Bee, a well-being company working with 700 schools to track and support our well-being strategy in school. Karen Appleby is leading on this, and a survey will be out to staff using the new system before the end of term. The package will also allow students and parents to complete surveys, tracked against other schools.
- **Staff absence - Teachers** - In Autumn Term 1 - reduction in teacher absence by 3 days compared to last year. 15 days sickness and 7 days (22) personal absence for teachers compared to 25 days in autumn 2024.
- Autumn 2 - 19 days sickness for teachers. Main subjects affected by longer term absence - Science and Computer Science
- **Staff Absence – Support Staff** - Autumn 1 - 9 days sickness for support staff and 10 days personal compared to 50 days last term showing a reduction.
- Autumn 2 - 9 days sickness and 10 days personal compared to 40 days in 2024. Main teams - absence is in the TA team and attendance.

Staff Absence Autumn 2025

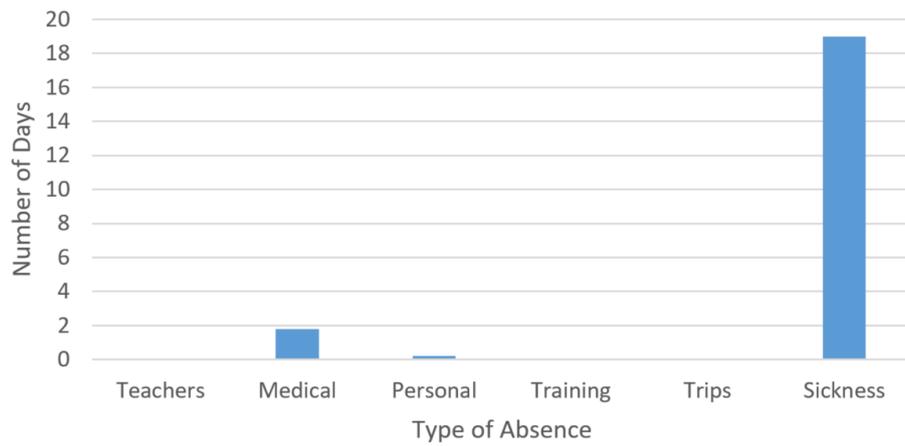
Teaching Staff Absence – Half Term 1

Teaching Staff Absence - Half Term 1



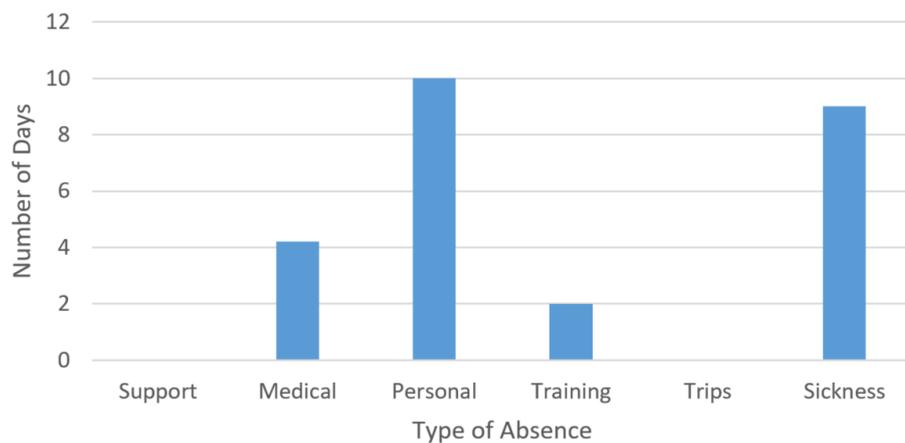
Teaching Staff Absence – Half Term 2

Teaching Staff Absence - Half Term 2

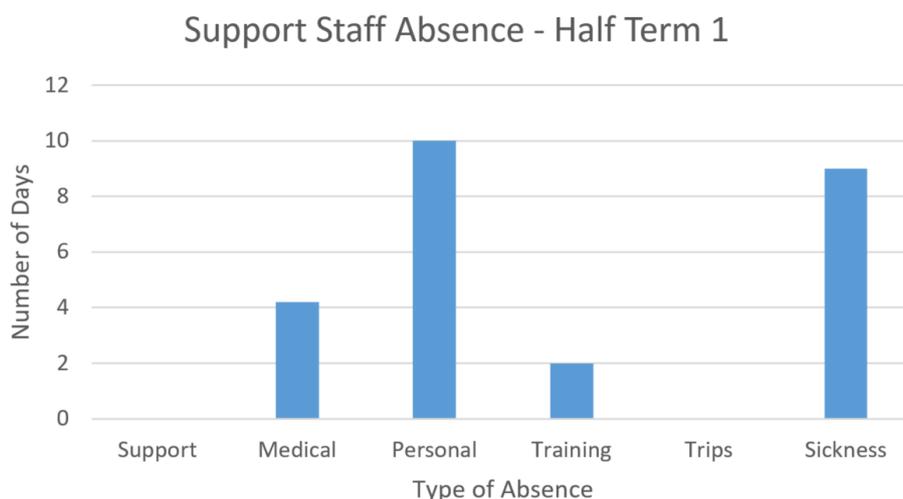


Support Staff Absence – Half Term 1

Support Staff Absence - Half Term 1



Support Staff Absence – Half Term 2



Strategic Goal 5 – Students – Pastoral Care, Leadership, Mental Health and Personal Development

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

RAG rating:

Monitoring data and performance against KPIs:

- 80 – 100% Student leadership awards in Years 9 and 11
- High satisfaction rates on access to Well-being support
- High quality personal development with practice shared beyond the school
- High rates of attendance/parental engagement at Parents' Evening and events – 80 – 100%

Commentary:

- Student leadership is built into tutor time with students working towards LORIC awards each year.
- Feedback from students and parents on pastoral support and well-being for all students and for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care will be reviewed and analysed using the Well Bee package.
- Comprehensive PSHE/RSE programme to support personal growth with training in place for all staff on RSE delivery.
- Information evenings were held at the start of the academic year for all year groups to share key messages and information for the year ahead. They were attended by members of SLT, progress leaders and year group tutors who were on hand to provide information and answer questions. Attendance across the year groups continues to be low. The information from the evenings was made available to all parents/carers via the school website. Year 7 had the highest

attendance at 33% and Year 11 increased from 24% last year to 31% this year, however, Years 8 and 10 decreased. To improve the attendance at Year 11 Progress evening in December, the school are offering food before the evening, to encourage more parents to come in to speak to staff.

LORIC Trend Data – 2022 - 2025

2024/25

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 Blacon Character Award | 21 |
| KS4 Leadership Award | 51 |
| KS4 Organisation Award | 34 |
| KS4 Resilience Award | 57 |
| KS4 Independence Award | 42 |
| KS4 Creativity Award | 21 |

2023/24

During Year 11 ROA Evening, **40** KS4 Blacon Character Award were handed out for achieving all 25 LORIC statements in two years.

| | |
|------------------------------------|----|
| Key Stage 3 Blacon Character Award | 26 |
| Key Stage 3 Leadership Award | 41 |
| Key Stage 3 Organisation Award | 50 |
| Key Stage 3 Resilience Award | 39 |
| Key Stage 3 Independence Award | 32 |
| Key Stage 3 Creativity Award | 27 |
| Key Stage 4 Blacon Character Award | 40 |
| Key Stage 4 Leadership Award | 74 |
| Key Stage 4 Organisation Award | 61 |
| Key Stage 4 Resilience Award | 63 |
| Key Stage 4 Independence Award | 93 |
| Key Stage 4 Creativity Award | 48 |

2022/23

During Year 11 ROA Evening, over 50 students were recognised for their achievements in key areas of the award, a testament to the emphasis placed on the development of character by the school.

Also awarded for the first time to **3** students was the KS3 Blacon Character Award (below), recognising the students who had achieved all 25 LORIC statements in two years.

| | |
|----------------------------|---|
| KS3 Blacon Character Award | 3 |
|----------------------------|---|

Progress Evening 3 Year Trend Data 2022 - 2025

| 2022-23 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|------------|----------|----------|----------|-----------|----------|
| Date | 09/02/23 | 01/12/22 | 09/03/23 | 11/05/23 | 16/01/25 |
| Format | Online | Online | Online | In person | Online |
| Attendance | 72% | 50% | 60% | 36% | 59% |

| 2023-24 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|------------|-----------|-----------|-----------|-----------|-----------|
| Date | 20/06/24 | 02/05/24 | 14/03/24 | 10/02/24 | 25/01/24 |
| Format | In person |
| Attendance | 61% | 69% | 53% | 59% | 62% |

| 2024-25 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|------------|-----------|-----------|-----------|-----------|-----------|
| Date | 06/03/25 | 15/05/25 | 27/03/25 | 06/02/25 | 16/01/25 |
| Format | In person |
| Attendance | 63% | 60% | 78% | 47% | 62% |

Dates for 25/26

| 2025-26 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|------------|-----------|-----------|-----------|-----------|----------------------|
| Date | 26/02/26 | 29/01/26 | 26/03/26 | 22/01/26 | 11/12/25 19/03/26 |
| Format | In person |
| Attendance | | | | | |

Online appointments were used during the COVID period. From the summer of 2023 the school returned to in person appointments in school.

The length of progress evenings has been extended in an attempt to accommodate all parents/carers and to encourage greater attendance.

The attendance to progress evenings of the current Year 11 cohort has been poor across their time at Blacon.

Information Evening 3 Year Trend Data 2022 - 2025

| 2023-24 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|------------|----------|----------|----------|----------|----------|
| Date | 21/09/23 | 23/11/23 | 07/03/24 | 16/05/24 | 28/09/23 |
| Attendance | 39% | 16% | 77% | 24% | 25% |

| 2024-25 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|------------|----------|----------|----------|----------|----------|
| Date | 26/09/24 | 23/05/24 | 27/03/25 | 28/11/24 | 03/10/24 |
| Attendance | 23% | Not held | 78% | 24% | 37% |

| 2025-26 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|------------|----------|----------|----------|----------|----------|
| Date | 15/09/25 | 16/09/25 | 17/09/25 | 18/09/25 | 11/09/25 |
| Attendance | 33% | 14% | 26% | 25% | 31% |

In 2023-24 and 2024-25 the Yr9 information evening formed part of the Yr9 option process.

In 2025-26 a change was made to front load the information evenings at the start of the academic year to enable key messages to be shared with parents from the outset.

Strategic Goal 6 – Inclusion, Partnership and Community

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

RAG rating

Monitoring data and performance against KPIs:

- Inclusion Quality Mark HEK
- Community award SAB
- First choice school with 90% of families from within the BEV applying for BHS SAB
- Formal partnership and collaboration HUR
- Continued bursaries and successful destinations through Hope Opportunity Trust STO

Commentary:

- The Inclusion Quality Mark audit has been completed using the framework to develop good practice across school, using the recommendations from the SEND Review. There is a cost to completing the IQM so currently, we are using the framework as a tool before committing to the award.
- Continued success in securing bursaries through the Hope Opportunity Trust with 4 students expected to be on the bursary scheme next year. See letter from Sue Yates at HOT for Governors.
- Applications have reduced for September 26 which will have an impact on the budget. Significant work is being planned for staff to develop curriculum projects and regular visits for all of the Primary Schools to ensure that students and families continue to attend Blacon High School. Numbers are falling in the area over the next 5 years and so this will need to be monitored closely.
- 2026 – 109 applications out of a potential 152 from across the 5 Primary Schools within the BEV = 72%. The number of applications has reduced from last year and we will have to look closely to see how many are offered on the 1st March. This year, there are reduced numbers within Blacon with a slight rise next year.
- September 2025 we admitted 122 out of 171 (total number of students within the BEV), which was 71%. It should be noted that Dee Point Primary School have a Resource base which has doubled in size this year, so there is a higher proportion of students transferring to Specialist provision or Resource Based Provision.

Applications and Numbers in Primary Schools Reception - Year 6 September 2025

| Admissions Preference | 2026 | 2025 | 2024 | 2023 | 2022 | 2021 | 2020 | 2019 | 2018 | 2017 | 2016 |
|------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| First Preference | 79 | 123 | 116 | 157 | 161 | 137 | 151 | 148 | 134 | 114 | 103 |
| Second Preference | 13 | 13 | 17 | 22 | 15 | 13 | 12 | 16 | 12 | 10 | 9 |
| Third Preference | 12 | 14 | 13 | 6 | 10 | 15 | 15 | 18 | 12 | 7 | 6 |
| Late First Preference | 4 | 1 | 20 | 5 | | 3 | 6 | 15 | 13 | 6 | 15 |
| Late Second Preference | 0 | 0 | 2 | 2 | | 0 | 0 | 2 | 3 | 0 | 1 |
| Late Third Preference | 1 | 0 | 1 | 0 | | 0 | 0 | 0 | 2 | 0 | 1 |

| | | | | | | | | | | | |
|---------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Placed By LA | n/a | 0 | 2 | 0 | | 0 | 0 | 1 | 1 | 1 | 6 |
| Total Applications | 109 | 151 | 171 | 192 | 186 | 168 | 184 | 200 | 177 | 138 | 141 |

| School | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------|------------|------------|------------|------------|------------|------------|------------|
| The Arches | 17 | 24 | 28 | 31 | 27 | 28 | 23 |
| Dee Point | 45 | 60 | 57 | 56 | 63 | 62 | 54 |
| JH Godwin | 19 | 22 | 28 | 19 | 24 | 26 | 27 |
| Highfield | 20 | 30 | 30 | 26 | 31 | 27 | 30 |
| St Theresa's | 27 | 20 | 20 | 23 | 21 | 28 | 18 |
| Total | 128 | 156 | 163 | 155 | 166 | 171 | 152 |
| Saughall | 36 | 37 | 32 | 41 | 44 | 45 | 35 |
| Chester Blue Coat | 37 | 55 | 50 | 32 | 55 | 55 | 56 |

Strategic Goal 7 – Building and Learning Environment

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

RAG rating:

Monitoring data and performance against KPIs:

- Expected Standard from Ofsted
- External funding in place for community projects
- Indoor sports facility for school and community, youth on MUGA
- Conversion to academy and part of a MAT

Commentary:

- Evaluation against new Ofsted framework – see Self Evaluation form RAG rated for each section with key actions identified for each area. The new framework has recalibrated and the range of judgements has now increased, therefore school is at risk in relation to achievement, curriculum and attendance.
- Governor working party to explore MATs to reconvene in 2026 following start of work with RISE – Consideration of Great Schools Trust, Sandstone Trust, The Learning Trust.
- Currently about to start working with the Wade Deacon Trust as part of RISE team for 2 years.

Strategic Goal 8 – Financial strength

To ensure the school remains financially viable, meeting demand within the community.

RAG rating:

Monitoring data and performance against KPIs:

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

Commentary:

- Ongoing deficit reduction: Continued work to reduce the in-year deficit, with a long-term aim of achieving a balanced budget by March 2028, in line with our recovery plan.
- Compliance with Notice of Concern: All financial decisions and monitoring continue to align with the conditions set out in the Notice of Concern. Governors should note significant budget pressures in the areas of supply costs, Alternative Provision placements, and catering services, which are impacting progress.
- SEND-related income pressures: Funding linked to SEND remains uncertain; income for both the current year and future years may be lower than anticipated, particularly due to:
 - The proportion of SEND students in Year 11 is high which will have an impact on future funding reductions.
 - Reduced overall pupil numbers affecting notional and top-up funding.
- Surplus aspiration: The long-term goal remains to reach a 2-3% surplus, though this is unlikely within the next three financial years due to current cost pressures and funding constraints.
- Income generation through lettings and bids: Work to increase and maintain income streams continues; however, staff absence has required prioritisation of operational tasks, reducing capacity to complete external funding bids during this period.
- Benchmarking against similar schools was undertaken in the spring term and provided a clear picture of Blacon High School's financial position, staffing structure and operational costs compared with comparator schools.
- Blacon High School Benchmarking - the findings directly influenced the full school restructure, highlighting higher-than-average teacher: pupil ratios, and historically high level of leadership FTE, and lower TA ratios when compared with

schools serving similar levels of SEN need. These variances indicated that staffing was not aligned as efficiently as possible to pupil need and curriculum delivery. This was addressed through the restructure with Blacon now being much more aligned with benchmarking data from similar schools.

- A full benchmarking report was shared with Governors and reviewed as part of the SFVS exercise, ensuring the analysis informed both strategic planning and financial decision-making.

Updates on Key Areas

Safeguarding

- There has been an increase from 759 safeguarding incidents reported on CPOMS from Autumn 2024 to 1017 in Autumn 2025 – an increase of 258 incidents.
- The types of concern remain the same for both terms in 24 and 25, covering Child Sex Exploitation Toolkits, domestic violence, home issues, MARAC (Multiagency Risk Assessment Conference), MARF (Multiagency Referral Form), Senso which is the ICT safeguarding system within school which operates on every device, sexualised behaviour, vulnerabilities, home visits and welfare checks linked to safeguarding.
- In relation to students at Child in Need (CIN) the numbers have increased significantly from last year and cases are far more complex. To illustrate this, the number of safeguarding incidents recorded for this category increased from 28 last year to 78.
- The safeguarding team has been reduced in capacity since September. Mr Webster has been on a secondment and will be returning in January as Mrs Holton will be leaving to go on maternity leave.

| | This term | Change vs. previous term |
|--|---|---|
| Number of safeguarding incidents | 1017 | 393 for Summer Term (759 – Sept' 2024 – Dec' 2024 – for context) |
| Types of concern: (sexual harassment, racism, Prevent, staff conduct etc.) | Behaviour (bullying/racial); CSE Toolkit; DV; DSL/TAF Supervision; Home Issues; MARAC; MARF School; Safeguarding Plans; Senso; Sexualised; Vulnerable; Welfare Check/Home Visit | Behaviour (bullying/racial); CSE Toolkit; DV; DSL/TAF Supervision; Home Issues; MARAC; MARF School; Safeguarding Plans; Senso; Sexualised; Vulnerable; Welfare Check/Home Visit |

| | | |
|---|--|---|
| Number of children receiving support: (early help, child protection referrals, child protection plans, child in need plan, police referrals, looked after children, young carers) | 86 (based on reports via CPOMS) YC data – still under review following assembly | 92 (CYC list confirmed 38 YCs registered with them) |
|---|--|---|

Overview of Safeguarding Data

| Early Help – no TAF | | | | |
|---------------------|---------------|------------|-----------|---------------|
| Year Group | November 2024 | March 2025 | June 2025 | December 2025 |
| Year 7 | 0 | 1 | 1 | 0 |
| Year 8 | 0 | 1 | 0 | 0 |
| Year 9 | 0 | 0 | 0 | 0 |
| Year 10 | 0 | 0 | 4 | 2 |
| Year 11 | 0 | 3 | 0 | 1 |
| Total | 0 | 5 | 5 | 3 |

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

| TAF | | | | |
|--------------|---------------|------------|-----------|---------------|
| Year Group | November 2024 | March 2025 | June 2025 | December 2025 |
| Year 7 | 3 | 4 | 5 | 1 |
| Year 8 | 4 | 2 | 3 | 6 |
| Year 9 | 6 | 3 | 2 | 3 |
| Year 10 | 4 | 3 | 6 | 1 |
| Year 11 | 11 | 2 | 2 | 7 |
| Total | 28 | 13 | 18 | 18 |

| CIN – Child in Need | | | | |
|---------------------|---------------|------------|-----------|---------------|
| Year Group | November 2024 | March 2025 | June 2025 | December 2025 |
| Year 7 | 1 | 0 | 4 | 0 |
| Year 8 | 5 | 5 | 3 | 5 |
| Year 9 | 2 | 2 | 3 | 3 |
| Year 10 | 1 | 3 | 4 | 1 |
| Year 11 | 3 | 7 | 4 | 3 |
| Total | 12 | 17 | 18 | 12 |

| CP – Child Protection | | | | |
|-----------------------|---------------|----------|----------|---------------|
| Year Group | November 2024 | Mar 2025 | Jun 2025 | December 2025 |
| Year 7 | 0 | 0 | 0 | 2 |
| Year 8 | 1 | 1 | 1 | 1 |
| Year 9 | 1 | 0 | 0 | 0 |
| Year 10 | 3 | 0 | 0 | 1 |
| Year 11 | 2 | 1 | 1 | 1 |
| Total | 7 | 2 | 2 | 5 |

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

Admissions

- 16 students have left this term and 9 have joined the school. Out of the 16 that have left, 2 students didn't start the year at Blacon, however permanent exclusion meetings took place this year. 4 students left after successful managed moves and 1 student returned to their home school after failing a managed move. 2 students also moved out of area and into Wales. 1 student started and then left to return to private education within the space of a week. 5 students left as they wanted to go to other local schools despite work from pastoral staff to get them to reconsider.

| | |
|------------------------|-----|
| Pupils on roll: | 662 |
| Pupils joining: | 9 |
| Pupils leaving: | 16 |

| Year | Males | Females | Total |
|--------------|------------|------------|------------|
| Year 7 | 64 | 61 | 125 |
| Year 8 | 59 | 68 | 127 |
| Year 9 | 86 | 50 | 136 |
| Year 10 | 75 | 68 | 143 |
| Year 11 | 70 | 61 | 131 |
| Total | 354 | 308 | 662 |

Attendance

Interventions

Staged Intervention

- Currently 162 students on staged intervention (24.6% of the school)
- 31 panel meetings with parents
- Out of all students who have had legal intervention 71.6% have improved
- Out of all students 55.6% have improved their attendance from end of last year

Letters

- 335 letters have been sent this year regarding attendance
- Push notifications have been sent via Edulink about attending school each week
- 299 Letters have been sent via Edulink regarding attendance
- Total letters this year so far = 634 vs 455 at this point last year

Mentoring

- 103 students

ABIE (Attendance Baseline Improvement Expectation)

- The DfE have now set targets for improvement for all schools through an online data system which allows schools to compare attendance with other similar schools. We are not including the data in this report because it is currently inaccurate and the DfE are working on this.
- The minimum expected increase from the DfE for attendance is to improve by 0.6% in this academic year. Attendance has improved by 0.5% so far this year, compared to last academic year.
- 5 A's Attendance Strategy has been launched in September 2025. The strategy aim is to; outline the schools commitment to ensuring all students attend regularly and achieve their full potential. Guided by the principles of; Aspire, Analyse, Acknowledge, Assist, and Act, we aim to foster a culture of ambition, respect, and resilience. In line with the School Improvement Plan, our focus is to increase attendance levels, reduce persistent absenteeism, improve attendance in Key Stage 4, and reinforce that attendance is a shared responsibility across the school community.
- Tailored and bespoke interventions have been designed to support all students within different attendance bands, which include; key principles/initiatives include;
- Student Attendance cards
- Rewards and sanctions
- Poster campaign
- Tangible data %/days/lessons
- Communication with parents
- Whole school attendance mentoring
- Weekly intervention
- [Attendance for Learning Policy](#)

Aspire - Analyse - Acknowledge - Assist - Act

Warm Welcome

- Morning! It's good to see you — how are you feeling?

Settling In

- How's your first lesson/day/week going so far?
- Is there anything that's felt different or a bit challenging?

Talking About Attendance and Success

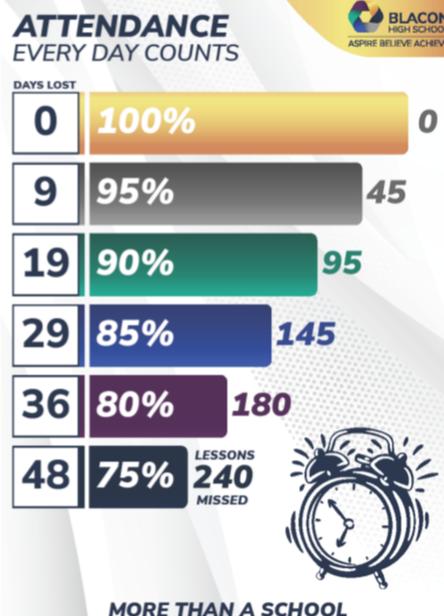
- Attendance is important — did you know that missing just **17 days in a school year can lower GCSE results by one whole grade on average?**
- Students with attendance below **90% (19 days)** often go on to earn around **£25,000 less each year** than those who attend more regularly.
- What's your attendance percentage this year
- That's **x** days and **x** lessons missed across the year without improvement.
- What might help you improve your attendance?
- Is there anything making it harder for you to get in every day that I can help with?

Looking Ahead

- Set a target to improve your attendance? (prioritise school/morning routine/communicate with teachers/health/catch up at home)
- How can I support you with that?

Encouraging Closure

- It's great to see you in school today.
- Being in school every day gives you the best chance to be successful in school and when you leave.
- I want to see you again tomorrow!



More than a school

| | This term | Change / Compared to last year |
|---------------------------------|-----------|--------------------------------|
| Overall attendance rate: | 87.7% | Improvement of 0.5% |
| Persistent Absence | 32.8% | Improvement of 5.3% |
| Free School Meals | 83.5% | Improvement of 1.5% |
| Pupil premium | 83.6% | Improvement of 1.5% |
| SEND | 84.5% | Improvement of 0.9% |
| EHCP | 77.3% | Improvement of 2.8% |
| Children in Care | 88.6% | Decrease of 10.2% |
| EAL | 92.2% | Improvement of 1.7% |

Behaviour and Exclusion

- Progress made towards improving behaviour, including any significant changes to routines or the support in place for pupils.
- Circumstances surrounding suspensions, exclusions and incidents.
- Improvements from autumn 24 to autumn 25

Behaviour data below, end of Autumn 1 2024 compared to end of Autumn 2 2025. Data is presented as a total for Autumn 1 and a weekly average:

| Year | | SSA4/5 | SSA\$ | Expectation | SLT | FTE | PEX |
|-------|-------|--------|-------|-------------|-----|-----|-----|
| 24-25 | Total | 693 | 156 | 0 | 279 | 68 | 3 |

| | | | | | | | |
|-------|---------|--------|--------|---------|--------|------|-------|
| 25-26 | Average | 86.625 | 19.5 | 0 | 34.875 | 8.5 | 0.375 |
| | Total | 411 | 119 | 1057 | 242 | 14 | 1 |
| | Average | 51.375 | 14.875 | 132.125 | 30.25 | 1.75 | 0.125 |

Summary

- Low level disruption in lessons has decreased by 41%.
- Students removed from lesson has decreased by 24%.
- Students isolated has decreased by 13%.
- FTE have decreased by 79%.
- PEX has decreased by 67%.

Headline Figures - Data at: 3/12/25

Exclusions/ Suspensions vs National

| Exclusions | 2021/22 | | 2022/23 | | 2023/24 | | 2024/25 | |
|-----------------------------------|--------------|-------|-------------|-------|---------------|-------|--------------|-----|
| | BHS | Nav | BHS | Nav | BHS | Nav | BHS | Nav |
| P' exclusions as % of pupil group | 0.29 =2 | 0.16 | 0.56 =4 | 0.22 | 0.55 =4 | 0.25 | 0.69 =5 | |
| % pupils with susp' | 12.32 =85 | 13.96 | 8.24 =59 | 18.90 | 17.01 =123 | 22.61 | 24.5 =174 | |
| % pupils with 1 or more susp' | 6.89 =49 | 6.02 | 3.91 =28 | 7.12 | 6.50 =47 | 7.83 | 9.88 =70 | |
| % pupils with 2 or more susp' | 3.08 =21 | 2.62 | 1.54 =11 | 3.40 | 3.46 =25 | 3.90 | 5.08 =36 | |

Suspensions/ Exclusions

| 22/2 3 Aut | 22/2 3 Spr | 22/2 3 Sum | 23/2 4 Aut | 23/2 4 Spr | 23/2 4 Sum | 24/2 5 Aut | 24/2 5 Spr | 24/2 5 Sum | 25/26 Aut | 25/26 Spr | 25/26 Sum |
|---------------|---------------|------------------|------------------|------------------|------------------|---------------|---------------|------------------|--------------|--------------|--------------|
| 15 | 27/ 3 | 17/ 1 | 36/ 3 | 37/ 1 | 43 | 103/ 3 | 38/ 2 | 38/ 1 | 30 | n/a | n/a |

Step Out/ In

| 22/2 3 Aut | 22/2 3 Spr | 22/2 3 Sum | 23/2 4 Aut | 23/2 4 Spr | 23/2 4 Sum | 24/2 5 Aut | 24/2 5 Spr | 24/2 5 Sum | 25/25 Aut | 25/26 Spr | 25/26 Sum |
|---------------|---------------|------------------|------------------|------------------|------------------|---------------|---------------|------------------|--------------|--------------|--------------|
| 2 | 5 | 9 | 16 16 | 10 21 | 21 30 | 10 10 | 15 14 | 23 11 | 16 9 | n/a | n/a |

SLT Isolation

| 22/2 3 Aut | 22/2 3 Spr | 22/2 3 Sum | 23/2 4 Aut | 23/2 4 Spr | 23/2 4 Sum | 24/2 5 Aut | 24/2 5 Spr | 24/2 5 Sum | 25/26 Aut | 25/26 Spr | 25/26 Sum |
|---------------|---------------|------------------|------------------|------------------|------------------|---------------|---------------|------------------|--------------|--------------|--------------|
| 126 | 76 | 110 | 177 | 139 | 142 | 428 | 332 | 241 | 388 | n/a | n/a |

SSA Data (+/-)

| | | | | | | | | | | | |
|---------------|---------------|------------------|---------------|---------------|------------------|---------------|---------------|------------------|------------------|------------------|------------------|
| 22/2 3 Aut | 22/2 3 Spr | 22/2 3 Sum | 23/2 4 Aut | 23/2 4 Spr | 23/2 4 Sum | 24/2 5 Aut | 24/2 5 Spr | 24/2 5 Sum | 25/2 6 Aut | 25/2 6 Spr | 25/2 6 Sum |
| 96.7 % | 95.6 % | 95.5 % | 97.1 % | 95.7 % | 96.7 % | 96.5 % | 94.8 % | 95.1 % | | n/a | n/a |
| 0.85 % | 0.89 % | 0.89 % | 0.75 % | 0.87 % | 0.82 % | 1% | 0.91 % | 0.97 % | | n/a | n/a |

Remove Room

| | | | | | | | | | | | |
|---------------|---------------|------------------|------------------|------------------|------------------|---------------|---------------|------------------|--------------|--------------|--------------|
| 22/2 3 Aut | 22/2 3 Spr | 22/2 3 Sum | 23/2 4 Aut | 23/2 4 Spr | 23/2 4 Sum | 24/2 5 Aut | 24/2 5 Spr | 24/2 5 Sum | 25/26 Aut | 25/26 Spr | 25/25 Sum |
| 359 | 141 | 206 | 197 | 193 | 210 | 453 | 211 | 144 | 224 | n/a | n/a |

Exclusions/ Suspensions vs National

Most recent national data released in July 25 analyses national figures for academic year 2023/24. Despite a significantly higher level of suspensions than in previous years, data at Blacon High School continues to remain below National Averages. Students with SEN receiving suspensions continue to have a significantly larger proportion than those without SEN, however this reflects National data. At Blacon there is a far more equal split between male and female suspensions where nationally, boys receive far more than females.

Suspensions/ Exclusions

Suspension and exclusion data is significantly down compared to this time last year, however is in line with Spring and Summer term. This data is positive comparing with other schools locally.

Step Out/ In

Step Outs are continuing to be used with a positive impact on learners and as a step before suspension on many occasions. These remain broadly in line with data from last academic year.

SLT Isolation

SLT isolation is continuing to be used with positive impact across the school and is working well to minimise suspensions. High numbers reflect our firm stance on lates to lessons and uniform, alongside our behaviour policy (including use of mobile phones)

Remove Room

There has been a significant reduction in removals from lesson, meaning that lessons and learning are being disrupted less frequently. The use of Pastoral Mentors in the Remove Room has reduced capacity to support students in school, but is having a positive impact on students when they are in the Remove Room.

[Behaviour and Consequence Document](#)

| | This term | Comparison to last term / benchmark against national |
|---|--|--|
| Number of suspensions: | 30 | 103 |
| Number of permanent exclusions: | 0 | 5 |
| Number of these suspensions who are PP | 22 | 66 |
| Number of these suspensions who are SEND | 11 | 48 |
| Number of repeat suspensions overall | 6 | 22 |
| Number of repeat suspensions PP | 5 | 15 |
| Number of repeat suspensions overall SEND | 2 | 12 |
| Behaviour incidents and type: (incidents of searching, screening and confiscation; use of pupil support units, off-site directions and managed moves) | Persistent disruptive behaviour = 19 Verbal abuse or threatening behaviour = 5 Physical abuse = 4 Damage to school property = 2 | Persistent disruptive behaviour = 63 Verbal abuse or threatening behaviour = 27 Physical abuse = 10 Damage to school property = 2 |

Pupils with Special Education Needs (SEND) and Children in Care

- We have a range of interventions in school which can support pupils both academically and pastorally. We now have two additional staff who are training to become ELSA (Emotional Literacy Support Assistant) members of staff, where they can support pupils throughout a range of needs from self-esteem to emotional regulation strategies, and many other aspects of emotional wellbeing. This will mean we have four trained staff in school.
- Other interventions in school include reading interventions, literacy and numeracy interventions, social skills support, speech and language support, as well as a pilot project we are continuing with the Autism team at Cheshire West and Cheshire. We are one of four schools in Cheshire West that are involved, and we have found this to be a very well received intervention in school for the small number of pupils who have been selected.
- We have recruited three teaching assistants in September to replace ones who left throughout 2024-2025, and 3 teaching assistants have reduced their full-time hours, to part time starting in September 2025.
- 25% of students are neurodivergent (November 2025). This figure only reflects 5 areas of neurodiversity which are most common in our school, which are Autistic spectrum condition, Attention Deficit Hyperactivity disorder, dyslexia, cerebral palsy, and developmental co-ordination disorder. Neurodiversity refers to individuals where their brain experiences differences in the way it

works, learns, or processes information (compared to a person who may be neurotypical).

- 6.5% pupils in Blacon High School have an Education Health and Care Plan EHCP (national data is 5.3% of young people with SEND have an EHCP)

| | This term | Comparison to last year |
|--|-----------|-------------------------|
| Number of pupils on the SEND register | 204 | 199 |
| % of students with SEND | 31% | 28.7% |
| Number of EHCPs | 41 | 44 |
| Number of Top Up Funded students | 4 | 3 |
| Number of Children in Care | 9 | 8 |

| Year Group | SEND register | Top Up Funding | EHCP |
|--|---------------|----------------|--------------------|
| 7 | 47 | 4 | 3 |
| Funding Applications Submitted for Yr7: | | | |
| <ul style="list-style-type: none"> • One EHCP application being finalised as the pupil has had a parental EHCP application declined in summer 2025, but we have implemented a lot of support, and the pupil is now attending part time (ongoing attendance difficulties related to SEND needs) • One student with an EHCP was on roll here at Blacon High, but had already been granted a specialist school placement in August 2025, but was awaiting due process to take place. This student did not attend school but had a bespoke package whilst awaiting their school placement. They are now off roll. | | | |
| 8 | 48 | 0 | 9 |
| Funding Applications Submitted for Yr8: | | | |
| <ul style="list-style-type: none"> • One pupil has been granted a place at a specialist provision but is still on roll here at Blacon for the rest of this term at least. • Two changes of placement requests were declined in summer 2025, both families chose not to appeal the decision. One of the students is currently not attending school, so SENDCo working with local authority currently. Parent is wishing to electively home educate. • One new EHCP funding application ready to submit, and has been signed off from parent • Currently working on another EHCP application and parent is fully on board with the application | | | |
| 9 | 39 | 0 | 7 |
| Funding Applications Submitted for Y9: | | | |
| <ul style="list-style-type: none"> • One EHCP needs assessment currently ongoing (awaiting Educational psychologist assessments) | | | |
| | 29 | 0 | 7 |
| 11 | 41 | 0 | 14 (soon to be 15) |

Funding Applications Submitted for Yr11:

- One EHCP applied for in Summer 2025 has now been granted, and we are awaiting the final copy of the EHCP
- One pupil who does not currently attend school due to ongoing needs - we have submitted a new EHCP needs assessment as their needs were not being met by the current plan. This referral was accepted, and a new needs assessment took place, and a new plan issued with increased funding.

| | | | |
|-------|--|---|--------------------------------|
| Total | 204 (including EHCP and top up funded pupil) | 4 | 40 (soon to be 41 in Dec 2025) |
|-------|--|---|--------------------------------|

Alternative Provision

| | |
|--|------------------------------------|
| Total of pupils on Alternative Provision: | 12 Inspiring Futures 30 Tuition |
|--|------------------------------------|

Alternative Provision by Year

| | | | | |
|------------------|------------------|------------------|--------------------|--------------------|
| Year 7: 0 | Year 8: 0 | Year 9: 0 | Year 10: 12 | Year 11: 30 |
|------------------|------------------|------------------|--------------------|--------------------|

- In Autumn Term 1, 12 KS4 students accessed AP.
- Of the 12; 9 male/3 female, 3 SEN, 0 EHCP, 12 PP.

Attendance Intervention

- Of the 12; 10 students were identified to engage with Fight to Thrive to support and improve attendance.
- Of the 10; 9 male/1 female, 3 SEN, 0 EHCP, 10 PP.
- Of the 10 identified students, 8 improved attendance at the end of Autumn 1 compared to end of Summer 2.

Mental Health Intervention

- Of the 12; 2 students engaged with Fight to Thrive to support mental health.
- Of the 2; 0 male/2 female, 0 SEN, 0 EHCP, 2 PP.

Pupil progress and attainment

- Subject-specific [attainment and progress data](#) that covers specific groups and cohorts (including pupils with SEND and [disadvantaged pupils](#))

Key measures are outlined below.

Headlines

There has been a drop in Attainment 8 against both forecasts and 2024 results.

Basics at both 9-5 and 9-4 are down against both forecasts and 2024 results.

English results are down against 2024 results and show a significant gap against forecasts.

Maths results are down against 2024 results. Forecasting is accurate.

Key groups

Non-FSM students outperform FSM students across all measures

Males outperform females in Maths (9-5)

Females outperform males in English

Non-SEN students outperform SEN students across all measures

Subjects

Results at 9-7 and 9-5 show improvements against forecasts across most subject areas (Art, Biology, Geography, History, Maths, Product Design, RE, Health & Social, Sport, Music, Child Development)

Results at 9-4 are down against forecasts for a number of subject areas (English, Maths, Science, Geography, Graphics, History, Spanish, Media Studies, Imedia, Marketing, Performing Arts)

Results in vocational subjects continue to outperform those in GCSE subjects (Child Development, ICT, Music, Performing Arts, Sport)

A number of subject areas have shown improvements on the 2024 results (Art, Geography, Graphics, History, Media Studies, Polish, Performing Arts, Sport)

High performing subjects: Art, Graphics, Product Design, RE, Child Development, Music, Performing Arts, Sport

Areas of concern: English, Maths, Science, Marketing, IMedia

Risk management

Pupil numbers and falling rolls: Current and projected pupil numbers continue to present a significant risk. Lower intake trends directly impact future funding and the three-year budget forecast, with reductions in per-pupil income creating further pressure on the school's ability to maintain provision at current levels.

- Budgetary pressures linked to funding volatility: The school continues to face substantial financial risk, particularly in relation to:
- SEND funding, including the loss of top-up income when high-needs pupils leave at the end of Year 11.
- Internal resourcing of Teaching Assistants to support funded students, alongside increased expectations to provide tuition for non-attenders, currently unfunded.
- Supply costs, which remain significantly overspent due to ongoing absence levels and the need for specialist teaching cover.
- Educational outcomes in core subjects: Performance in English and Mathematics continues to be an area of risk, with outcomes influencing Ofsted judgements, parental choice, and future pupil recruitment — further linking back to the risk around falling rolls.
- ICT infrastructure: Much of the school's ICT equipment is dated and requires substantial investment to meet curriculum and operational needs. Without capital

funding, the risk of equipment failure and system unreliability increases, with potential operational disruption across teaching, safeguarding, and administrative functions.

- PFI contract constraints: The PFI arrangement continues to present a structural financial risk, particularly around cost escalation, limited flexibility, and the challenge of securing timely and high-quality site support within the contract framework.
- Cumulative impact on financial sustainability: All of the above factors collectively increase the risk to the school's in-year financial position and the three-year forecast, potentially impacting the school's ability to meet deficit-reduction milestones.
- Cleaning provision: Ongoing difficulties in cleaning recruitment, absence management, and maintaining appropriate standards have led to a review of the current in-house model. The school is now exploring outsourcing to a managed service provider to reduce operational risk and improve reliability and quality assurance.
- Site team capacity: A member of the site team is currently on long-term absence, creating operational risk around statutory compliance checks, reactive maintenance, and oversight of PFI-related works. Mitigation measures are in place, but capacity remains stretched.
- ICT and operational resilience reviews: As part of the wider Critical Incident and Disaster Recovery Plan work, the school is strengthening controls around data integrity, backup processes, and cyber-security posture. This includes identifying necessary future investment in both equipment and systems.
- The Risk Register was reviewed in detail by the Finance Committee at its October 2025 meeting, with updates agreed to reflect emerging financial and operational pressures.
- Ongoing monitoring continues in line with the school's Risk Management Guidance, ensuring that risks are evaluated regularly, mitigation actions are updated, and governors are kept informed of any changes in risk severity.
- See our [risk management guidance](#) for more on monitoring and evaluating risks.

Staffing

- Staffing structure to be reviewed in spring based on pupil numbers, SEND income and projections.
- Capacity currently affected by reduced number of teachers and increase in part time teachers, workload and pace is significant currently and impacting on [wellbeing](#).

- Staff initiatives have brought teams together such as prize draw for staff making 6 positive phone calls home, sharing data with staff on number of calls made home for attendance mentoring strategy, sharing weekly data on achievement points in our drive on creating a positive culture.
- Appraisal has taken place for all staff with objectives set for 25/26 and reviews completed for last year. All appraisal objectives are linked to whole school priorities in the school improvement plan and linked to the strategic goals, using Blue Sky, an online system. Pay Committee to meet 10th December and Head's appraisal taking place on the 11th December.

NPQs

- The school continues to take full advantage of funded places for Middle and Senior Leaders to complete NPQs with our preferred training providers, the Best Practice Network.
- So far, 26 members of middle and senior leadership have taken the opportunity to access professional development using this route by completing one of the NPQ leadership qualifications. These qualifications are nationally recognised and carry valuable professional capital.
- Staff currently engaged in qualifications are:
- Laura Sandland Jones – NPQLTD – commenced October 2023 (now returned from adoption leave).
- April Roberts – NPQLBC
- Alex Downie – NPQLBC – completed October 2025
- Feona Prime – NPQLTD – deferred until October 2025 (now on maternity leave)
- Sarah Liddell – NPQSL – completed October 2025
- Josh Slade – NPQSL – completed October 2025
- 23/9/25 - Safeguarding and Prevent Training (All Staff)
- 11/11/25 - Training on the new system of symbols and the whole-school approach to Live Feedback and Live Marking.
- This included an introduction to, and explanation of, the Teaching, Learning and Assessment Handbook. The session began with an initial launch in the Hall, followed by Faculty Team time to discuss and agree subject-specific approaches within departments.
- Support staff access a structured programme of safeguarding, systems and operational training, with ongoing review throughout the year. Twilight and full-day sessions develop communication, consistency and professionalism, alongside targeted external courses for specific staff where needed.
- Teaching assistant team (and teachers) have had whole school training on the Education Endowment Foundation teaching assistant deployment recommendations. This is a cultural shift in school, and one we are continuing to work on. Staff voice from teaching assistants was granted leading up to this training.
- Teaching assistants have also had training by the SENDCo on understanding the difference between adaptive strategies/teaching and reasonable adjustments, and helping them link this to statutory documentation (The Equality act 2012), and how their role fits in with this.

- Training has also been delivered by an online provider on neurodiversity, and ways to support in the classroom, along with in-person training around epilepsy, and strategies to support from a specialist nurse.

Training is still required in many areas, not only to provide teaching assistants with the knowledge to support pupils, but to also hopefully give confidence to support pupils and have more of a key presence around school. The SEN teaching assistants have now been allocated to the SENDCo and deputy SENDCo to manage, and we are working together to ensure that teaching assistants have key training and development across the next academic year, and will be linking this in with their target 3. The other teaching assistants assigned in subject areas in school have now been granted joint management input between Head of Faculty and SENDCo to ensure SEND needs are supported across school. This is in its infancy, but we are working hard to streamline and support consistency. Currently there are 3 ECTs, 2 in English and 1 in History.

- The school has supported six ITT placements across several subject areas this term in English, Maths, PE, Drama, Music and Art. We continue to offer high quality support from an experienced team of mentors. Trainees on Placement 1 came from the University of Chester; Manchester Metropolitan University, Liverpool Hope University and Edge hill University. We will be accepting trainees on Placement 2 from February. Placement 3 ITTs are usually the same trainees who completed Placement 1 with us, and this is usually between April and July.
- Trainees benefit from additional training sessions from members of the SLT each Monday after school, and also in key areas such as safeguarding and SEN; these sessions are delivered by specialist staff.

Health and safety and Estates

- Staffing capacity issues within the site team due to ongoing absence have placed pressure on statutory checks and reactive maintenance; duties have been prioritised and external support sourced where required.
- Cleaning concerns linked to recruitment challenges, absence levels and inconsistent standards have continued; the school is actively exploring outsourcing to a managed cleaning service to ensure reliability and compliance.
- PFI provider staffing instability has resulted in a high turnover of personnel, leading to inexperienced staff working on site. This has caused delays and inconsistency in how quickly and effectively maintenance tasks are completed.
- 3G pitch lighting has been identified as needing replacement, with reliability concerns and inefficiencies in the current system. The school is investigating LED lighting options, including installation costs and projected annual savings.
- Maintenance and compliance tasks continue to be monitored closely, with urgent issues escalated through the PFI helpdesk, although response times have been affected by the staffing challenges noted above.

- Health and safety monitoring remains ongoing through regular site checks, accident logs and compliance reviews, with no major incidents reported; minor issues have been promptly resolved.
- A full Health and Safety review is scheduled for 29th January, which will provide an external assessment of current systems and inform further improvement actions.
- The school has recently conducted a practice lockdown drill to ensure that students and staff are familiar with procedures and able to respond swiftly and safely in the event of an emergency. The drill was completed successfully, and learning points have been reviewed to strengthen future practice and update operational guidance where required.
- The May 2025 Fire Risk Assessment identified a strong fire safety culture but highlighted several medium- and high-priority actions, including improvements to fire detection coverage, fire door maintenance, housekeeping in plant/server rooms, and the need for consistent fire safety signage.
- A number of actions require PFI intervention, and while some recommendations have already been completed, several remain outstanding; progress is being monitored by the School Business Manager, with issues escalated through the PFI helpdesk and contract review process.

Stakeholders

- School has signed up for WellBee, a tool which enables school to complete student, staff and parent surveys which are benchmarked against other schools - data will be shared in the spring term.
- 3 Complaints received linked to uniform, behaviour sanction and a vocational subject.

| | This term | Comparison |
|------------------------------|-----------|------------|
| Number of complaints: | 3 | 4 |

Other information

Information which the board needs to be aware of as part of their broader strategic responsibilities, if not covered in previous sections.

- Partnership working - Wade Deacon Trust through RISE, School Improvement Partner Ellen Walton, Head at Sandbach High School, School to School Support through CWASH.
- Governance capacity - Currently have a parent Governor Vacancy with elections underway. Plans in place for Vice Chair to step up to be Chair in February. New Governor to be appointed in December meeting and one other expression of interest.

Update of Key Priorities – 2025 – 2026 School Improvement Plan

Summary of key actions and progress towards 6 key priorities in improvement plan.

Key Priority 1 – To raise performance in English and Maths at grades 4 and 5. SCN

RAG rating:

- Current Year 11 data for English and Maths shows that students are below their targets in basics for grades 4 and 5 in the core subjects.
- Year 11 have completed mocks in November in Maths, English, Science, History and Geography.
- 30 students have been selected to undertake external tuition to enable them to achieve a 4 in Maths and English.
- Based on the assumption that the 30 students doing Capital Tuition secure a grade 4 in both English and Maths this is the impact it would have on the data:
 - 30/30 = additional 23% on 9-4 basics
 - 25/30 = additional 19% on 9-4 basics
 - 20/30 = additional 15% on 9-4 basics
 - 15/30 = additional 11% on 9-4 basics
 - 10/30 = additional 9% on 9-4 basics
- Other interventions include reorganisation of tutor time to allow for additional targeted interventions to be delivered by Maths and English staff.
- Year 11 now have period 6 added to their timetables and these will be issued to students and parents at the Year 11 Progress Evening at the end of term with an expectation that they all attend Maths and English from January so that nothing is left to chance.

Key Priority 2 – Delivery of the Curriculum for SEND, adaptive teaching, stretch and challenge. LAJ/HEK

RAG rating:

- There have been two rounds of Quality Assurance (QA) undertaken in the autumn term. A round of QA includes Learning Walks, Book/Work Audit and Student Voice.
- The first round of QA focused on Year 11 and the second round focused on Year 7 towards the end of their first half-term at Blacon High School.

- Detailed analysis of findings shared with Heads of Faculty who meet with Assistant Head leading on teaching and learning every Friday to feedback and inform next foci.

Key Priority 3 – Teaching, checking misconceptions, responding to feedback before moving on to new learning. LAJ

RAG rating:

- Books have been reviewed this term by middle and senior leaders as part of the QA process to evaluate the impact of the school's marking and feedback policy. Live marking using green pen with students responding in purple, allows misconceptions to be addressed during the lesson and also supports teacher workload.
- Feedback from CPD twilight delivered on feedback and marking this term has been evaluated and shared with staff outlining responses and actions to inform next steps.
- All books have a sticker on the front with symbols for marking and feedback and poster displayed in every classroom from marking and feedback policy.
- Student Voice and the Book/Work Audit before Christmas will provide an initial analysis of the degree of implementation of Live Feedback and the Feedback – Feedforward – Dedicated Improvement and Reflection time (DIRT).

Key Priority 4 – Attendance and Inclusive Climate for Learning. HAI

RAG rating:

- Attendance has improved by 0.5% from last year so far.
- Persistent absence has reduced by 5.3%
- The national average is currently 92.8%; we are currently at 87.7%.
- DfE benchmarking data will allow us to compare Blacon to similar schools, however the data is not currently accurate so this will be reported next term.
- Targeted intervention of students with 80 – 90% has been implemented with number of staff involved, students being tracked
- [BHS Attendance Strategy](#) – One page strategy shared with all staff.

Key Priority 5 – Reading and Key Vocabulary STO

RAG rating:

- NGRT Reading tests completed for all students in English.
- Reading data shows the following % of students at their chronological reading age and any gains made from last year;
- Year 7 - 36%
- Year 8 - Increase from 38% to 53% from last year
- Year 9 - Increase from 26% to 52% from last year
- Year 10 - Decrease from 54% to 48% from last year
- Year 11 - Increase from 13% to 46% from last year
- Targeted reading interventions are in place for target groups using specialist English TA, SEND teacher, SENDco, Deputy SENDco, and Read Write Ink.
- LEXIA reading programme to be implemented to improve reading across Years 7, 8 and key groups in Year 9 to be built into RISE plan and funding.

Key Priority 6 – Evaluating strategies for Impact to inform next steps.

RAG rating:

- Far more frequent analysis of data being used to inform next actions such as behaviour data, QA data on learning and teaching, attendance data, reading data, Year 11 English and Maths.
- Data being shared and made very visible in order to raise profile of key strategies and to ensure that all staff understand that attendance, reading, inclusion and SEND are everyone's responsibility as it is with safeguarding.
- Further work to be developed on RAG rating for all students following data catches to support students keeping up rather than catching up.
- External reviews from SIP, DfE, Consultants and RISE to validate judgements.

Rachel Hudson

Headteacher