

Head teacher's Report for Governors – December 2022

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.



Post Ofsted Work

Following Ofsted, we identified 9 key priorities for 2021 – 24, linked to the 4 areas of the Ofsted inspection framework. These show progress and impact to date on the key priorities from 2021 – 22 with the first 4 in red, linking to the 4 areas for development from our Ofsted report in October 21.

<https://files.ofsted.gov.uk/v1/file/50173453>

2021 – 22 Key Priorities	Update on progress so far and impact
Quality of Education	
Key Priority 1 (INTENT) Plan and implement a 3 year KS3 curriculum to ensure it is suitably broad and ambitious for all students.	Full 3 year Key Stage 3 curriculum implemented and in place from September 2022 to meet National Curriculum including Religious Studies and Computer Science. The curriculum delivered in Curriculum Plus and the Sanctuary is aligned with that delivered to all students to ensure that the level of ambition is evident for all students.
Key Priority 2 (INTENT) Identify clearly the key knowledge for each subject in curriculum maps, schemes of work, learning journeys and lesson plans so that students are clear on the precise knowledge they need to know and remember.	Curriculum maps in a consistent format in place for KS3 with clear focus on key knowledge and sequencing, externally verified by School Improvement Partner. Teachers have carefully considered the sequencing of the substantive and disciplinary knowledge in their curriculum maps. Staff are reviewing them each term and updating in light of an evaluation of the delivery.
Key Priority 3 (IMPLEMENTATION) Review assessment ensuring that there is a clear understanding of how to best use assessment to check how well students have learned the intended content and to understand gaps as a result of the pandemic.	Throughout this half-term John Lacey and Laura Cockburn have completed an online assessment course on through Evidence Based Education; three other teachers Zara Mcfetridge, Emma Owens and Ian Roberts have also now started the course. The first part of the work on assessment starts in Spring Term 1, when the focus will be on analysing the current summative assessments used by departments and realigning them with the sequenced substantive and disciplinary knowledge on the new curriculum maps. The assessment group will work with teachers to ensure that assessments are reliable, valid, purposeful and add value to teaching and learning. The focus will then move to the use of formative (reflective) assessment within lessons to improve teaching and learning.
Key Priority 4 (IMPLEMENTATION) Fully embed the whole school reading strategy, building in catch up and targeted support to improve reading ages across the school.	The reading strategy led by Karen Appleby has shown increases in reading ages and a higher proportion of students meeting their chronological reading age. Training on guided reading with all staff is starting to be evident in book samples and learning walks and this is also being supported through reading in tutor time 3 times a week from January 2023 along with targeted interventions within the Inclusion team.

Behaviour and Attitudes	
Key Priority 5 (IMPLEMENTATION) Develop learning and teaching with a CPD focus on subject pedagogy and pedagogical content knowledge, informed by research on knowledge recall, retrieval and autonomy. (Composite and component knowledge to design a knowledge rich curriculum)	Pedagogical model on teaching and learning using Daniel Willingham research in place at Blacon to underpin planning, delivery and implementation. Some training has taken place with all staff and middle leaders on effective curriculum planning and design with a focus on making connections, metacognition, building on prior learning and developing the 4 phases of learning in the model; Connect, Activate/Explore, Explain and Practice.
Key Priority 6 Reduce persistent absentees, increase attendance rates for SEND and disadvantaged students and improve punctuality to lessons and to school.	Absence has increased and persistent absence has doubled since last year, below national. A range of strategies are being implemented by the attendance and pastoral teams, with increased higher level prosecutions, FPNs, attendance panel meetings and early intervention.
Key Priority 7 Reduce fixed term exclusions through changes in practice, policy and procedure as we move to being a trauma responsive school when managing behaviour.	Reduction in fixed term exclusions for this academic year and further training planned for staff as we embed our trauma informed practice to impact on practice and policy across all aspects of school life.
Personal Development	
Key Priority 8 Further develop and regain cultural capital in order to widen students' experiences, making learning purposeful and relevant to everyday lives and to implement meaningful work experience to achieve Gatsby benchmark 5.	Gatsby Benchmark 5 – 50% compared to national of 53%. Year 10 all had access to work experience in summer 2022 and subjects across school are providing opportunities for meaningful encounters with employers in school. Increased Lotc/cultural capital participation post -Covid.
Leadership and Management	
Key Priority 9 Further develop the skills, knowledge and understanding of SLT, Middle Leaders and Governance to drive consistency in high quality outcomes across all areas of the curriculum with a clear and ambitious vision, strong, shared values, policies and practice.	Clear, shared and strong vision, values, aims and mission, developed by the staff, SLT and Head, displayed in every classroom in school, on new website with updated branding. Subject visions in place and being refined before they are finalised. QA process in place for subject reviews to validate clear vision in practice.

Part 1 - Update on progress towards 2023 Strategic Plan

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

Performance Indicators from Strategic Plan	Results 2019	CAGs 2020	CAGs 2021	Year 11 Targets	Year 11 data Dec 21	Year 11 Exam Results August 22	Year 11 Current latest data Y11 Sept 22
	69 students	88 students	113 students	118 students	118 students	118 students	126 students
KPI – Progress 8 score 0.1	-0.67	-0.09	NA	NA	NA	-0.82	-0.49
KPI - English and Maths 9 - 4 - 60%	62%	69%	66%	81%	49%	39%	57%
KPI - English and Maths 9 - 5 - 40%	23%	49%	43%	34%	25%	15%	34%
KPI - English 9-4 - 70% and 9 - 5 - 60%	72% / 48%	81% / 60%	80%/53%	90%/62%	90%/52%	58%/38%	78%/48%
KPI - Maths 9-4 - 70% and 9 - 5 - 60%	67% / 28%	75% / 53%	71%/53%	81%/34%	51%/31%	49%/19%	59%/37%
KPI - Progress 8 for English	-0.73	-0.01	NA	NA	NA	-0.77	-0.54
KPI - Progress 8 for Maths	-0.66	-0.23	NA	NA	NA	-0.91	-0.33
KPI – Student Pupil Premium 0 Progress 8	-0.83	-0.18	NA	NA	NA	-1.00	-0.60
KPI Open Bucket Progress 8 score 0.2	-0.39	0.22	NA	NA	NA	-0.59	-0.28
High Ability Progress 8	-1.02 (26 students)	-0.16 (33 students)*	NA	NA	NA	-0.61** (7 students)	-1.15 (14 students)
Middle Ability Progress 8	-0.51 (38 students)	-0.11 (43 students)*	NA	NA	NA	-1.11** (68 students)	-0.40 (69 students)
Lower Ability Progress 8	0.06 (4 students)	0.29 (8 students)*	NA	NA	NA	-0.38** (42 students)	-0.43 (37 students)
KPI - PP Progress 8 matching non disadvantaged nationally for English English Student Premium	-0.90	-0.06	NA	NA	NA	-0.97	-0.55
KPI - PP Progress 8 matching non disadvantaged nationally for Maths Maths Student Premium	-0.79	-0.43	NA	NA	NA	-1.01	-0.41

**** DfE announced new KS2 Low Middle High definition November 2021**

The data catch for autumn term and collation of the mock exam results from November is underway this week so further updates on the latest picture will be available to review in January 2023.

<https://explore-education-statistics.service.gov.uk/methodology/key-stage-4-performance-methodology>

Profile of Year 11 for Current Cohort compared to last year

	Year 11 2022		Current Year 11 2022/23	
	No. of students	% of students	No. of students	% of students
Total	118		126	
Males	64	54	79	63
Females	54	46	47	37
Pupil Premium	61	52	59	47
English as an Additional Language	1	1	7	6
SEND Special Educational Needs and Disabilities	20	17	37	29
Number of In Year Transfers to Year 11	22	19	9	7
Number affected by safeguarding currently	10	8	12	10
High Ability	7	6	14	11
Middle Ability	68	58	69	55
Lower Ability	42	36	39	31
No prior data	1	1	4	3

**** New DfE KS2 Scaled Scores prior attainers definition published Nov 2021**

<https://explore-education-statistics.service.gov.uk/methodology/key-stage-4-performance-methodology>

The profile of Year 11 is important to understand the context. Pupil premium has remained very similar, less in year transfers into Year 11, double the number of high ability students from 6 to 11% but most notably, a much higher number of boys from 54 to 63%.

All of the latest research is showing that the gap between disadvantaged and non-disadvantaged has widened further post Covid and these students comprise almost half of our cohort. Covid has impacted significantly on this year group's learning with most disruption when they were in Years 8 – 10.

Subject Development Work

Kath Harris, our School Improvement Partner has continued to work with all middle leaders to externally review and validate the curriculum work undertaken this year. These reports have been a valuable part of our self-evaluation process with recommendations for development being

responded to as we adapt our systems and processes linked to the curriculum along with areas for development being built in to our improvement plans for next academic year.

Curriculum+

In September 2022 we successfully launched our new Curriculum+ model, designed to support our students most at risk of permanent exclusion and have offer a tailored curriculum, to provide a pathway for some of our most complex students to be successful. Analysis of data has shown this to be having a positive impact on attendance, progress, engagement and attitude to learning.

Contextual Data – whole school

		Total number of students	FSM	Pupil Premium
2019/20	No. of students	618	258	321
	% of students		42%	52%
December 2020	No. of students	672	279	354
	% of students		42%	53%
March 2021	No. of students	669	286	360
	% of students		43%	54%
June 2021	No. of students	664	287	358
	% of students		43%	54%
December 2021	No. of students	683	308	375
	% of students		45%	55%
March 2022	No. of students	682	307	373
	% of students		45%	55%
July 2022	No. of students	568 (Year 11 left)	265	299
	% of students		47%	53%
November 2022	No. of students	719	336	378
	% of students		47%	53%

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

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

The 2022 ISDR (Inspection Data Summary Report)

The school location deprivation indicator shows Blacon to be in quintile 5 (the most deprived) of all schools. The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation. For FSM Free School Meals, we are in the highest quintile (top 20%) of all schools. The 2022 IDSR references Blacon as 'well above average' for Free School Meals, SEND support and students with an EHCP.

Safeguarding Overview

TAFs - Team around the Family								
Year	Dec 20	March 21	June 21	Oct 21	Nov 21	March 22	May 22	Nov 22
Year 7	2	2	3	1	1	5	5	3
Year 8	7	3	5	2	1	4	5	6
Year 9	7	4	3	7	7	9	8	6
Year 10	3	6	4	3	2	3	3	5
Year 11	5	0	1	4	3	3	2	4
Total	24	15	16	17	14	24	23	24

CIN Child In Need								
Year	Dec 20	March 21	June 21	Oct 21	Nov 21	March 22	May 22	Nov 22
Year 7	3	4	3	1	1	2	1	3
Year 8	3	6	4	3	4	1	2	4
Year 9	2	3	2	5	3	2	4	2
Year 10	1	1	0	2	2	2	1	0
Year 11	1	2	3	1	4	2	2	2
Total	10	16	12	12	14	9	10	11

CP – Child Protection								
Year	Dec 20	March 21	June 21	Oct 21	Nov 21	March 22	May 22	Nov 22
Year 7	1	1	2	1	1	5	3	4
Year 8	2	2	2	2	1	1	1	3
Year 9	0	0	0	2	2	3	3	1
Year 10	0	1	2	0	0	1	0	2
Year 11	3	2	2	2	2	5	5	1
Total	6	6	8	7	6	15	12	11

CIC/LAC Children in Care / Looked after Children								
Year Group	Dec 20	March 21	June 21	Oct 21	Nov 21	March 22	May 22	Nov 22
Year 7	2	2	3	5	6	5	5	2
Year 8	4	5	5	3	4	4	4	5
Year 9	5	5	5	5	5	5	5	3
Year 10	1	1	1	5	5	5	5	6
Year 11	1	3	3	1	1	1	1	5
Total	13	16	17	19	21	20	20	21

- Parenting support course – In total the course either in full or part has been delivered to 13 families. There have been 2 courses - the initial pilot last academic year, and we've just finished one for this year. The feedback from this is very positive about the course content and impact. However, the issue for us is the attrition rate as only 3 families completed the full course
- Over 200 Christmas food hampers have been sourced and will be supplied to support vulnerable families over Christmas. These are being provided by the Audacious church, Jimmy Butler and the Local Authority.
- We are about to have a period of transition as Charlotte Johnson (family support worker) has made the decision to take an opportunity for career development.
- In January, Mr Carr will be changing his area of leadership and moving into leading Teaching and Learning and Mrs Karen Appleby will be taking responsibility for SEND/ Safeguarding.

SEND Overview

Total number of SEND students stands at 194 which is 28.7% of the school compared to the national average of SEN students of 15.9%

Overview of SEND numbers and applications for funding

Year Group	Social & Emotional	Cognition & learning	Physical &/or sensory	SLCN	Top Up Funding	EHCP	Funding application submitted
Year 7	18	15	1	2	3	5	Potential 1 EHCP transfer from special school
Year 8	21	19	4	5	2	9	1 Top up agreed 3 EHCP being assessed Top up application written waiting for parent to sign.
Year 9	15	19	3	5	2	6	1 student has been agreed a change of placement. We are waiting to hear where. EHCP application written waiting for parent to sign. 1 Top up agreed 1 EHCP being assessed
Year 10	12	13	1	4	0	10	1 EHCP being assessed
Year 11	15	12	2	8	0	4	1 EHCP being assessed
Totals	81	78	11	24	7	34	194

Whole School training

The key point to note is that we continue to have broadly speaking double the national average of students with SEND as such SEND training is a whole school focus with a regular Wednesday morning briefing. This is used to support teachers to best meet the needs of SEND learners and keep them fully up to date with any changes and the latest research to inform teaching and learning strategies.

Mental Health support

Platform for Life counselling continues to be the main source of the mental health support we offer in school. We did have a total of 15 sessions per week with 6 sessions paid for by the school, 3 sessions being gifted by Platform for Life, and the remaining 6 sessions were funded by outside sources which Platform for Life then allocated to us.

Unfortunately, the funding issued for two of the sessions has now finished which specifically looked at supporting pupils at risk of exclusion, or who were struggling hugely with attendance. This funding was supposed to finish a year ago, but Platform for Life were able to source it for a further year. Moving into January 2023, the 4 funded sessions that were issued for pupils who wished to self-refer to the service will also come to an end (this was largely aimed at Year 11 pupils). We are not in control of the funding coming into Platform for Life, but we know that Ceri (the CEO), is working at sourcing other funding avenues and we are looking to fund half of this to ensure they continue.

The other avenue of support for students continues to be the Education mental health team which are an NHS service for mental health support. This is for pupils who have low levels of difficulties such as low level anxiety, worries, and the start of attendance difficulties caused by anxiety. We currently have three different mental health practitioners who come into school to work with different pupils for a short term intervention (usually up to 6 weeks). Although there is a place for this service, there are specific criteria for acceptance into this programme, so we find that the Platform for Life counselling route is often the most suitable for the majority of pupils.

We continue to refer to the Child and Adolescent Mental Health service (CAMHS), Reflect counselling (linked with the Hospice), and we also have ELSA (Emotional literacy) trained staff in school who will meet students weekly.

Access Arrangements

This year the access arrangements have already been completed for Year 11, to accommodate students who may be sitting exams in January. A record number of referrals were made for various reasons, all were assessed and processed. Catrin Kenyon Owen is now able to apply directly to JCQ and the exam boards for access arrangements, making the process more streamlined and efficient. With arrangements in place for the November mocks, it is hoped that more students with SEN or other difficulties will feel supported in their exams.

Multiple Vulnerabilities

This academic year so far, 37% of student have 3 or more vulnerabilities, and 22% have 5 or more vulnerabilities. This means that more than a fifth of our school have experienced significant trauma as evidenced in five or more of the categories listed above and are effectively in crisis in terms of their ability to learn. This puts these young people at a significant disadvantage in being able to access their learning.

In 2019-2020, 26% of the whole school had 3 or more vulnerabilities; in 2020-2021 the percentage was 35%; in 2021-2022 was 39%. Last year 22% of the whole school had 5 or more vulnerabilities, compared with the year before figure of 19%, and 2019-20 of 14%.

Break down by year of students with 5 or more multiple vulnerabilities;

Year	Year 7	Year 8	Year 9	Year 10	Year 11
2019-2020	11%	16%	11%	15%	15%
2020-2021	15%	22%	18%	12%	25%
2021-2022	21%	20%	29%	21%	18%
2022-2023	11%	27%	20%	29%	24%

In the table it is possible to see how the vulnerabilities of each year group have increased (highlighted colours show the continuation of each group of students from last academic year to this). The most striking increases is the yellow group, our current Year 10, students with 5+ vulnerabilities doubled between 2019-20 and 2020-21, and increased by a further 7% last year. Our current Year 8 has the next highest level of vulnerability, at 27% of 5 or more vulnerabilities. The number of vulnerabilities each student is experiencing has undoubtedly been exacerbated by Coronavirus. A notable increase in attendance issues can be observed, last year between 71% and 76% of pupils in every year group had less than 95% attendance, or have had attendance below 95% previously. We are yet to know our year 7s fully, accounting for their lower vulnerability figure. However, as time goes by we will become more aware of the difficulties they face. Currently approximately 46% of Year 7s have attendance issues, or have had previously. It is worth noting that the figures above only reflect the known vulnerabilities of the students, the real figures will be higher.

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

KPI Performance Indicator from Strategic Plan	Current Performance up to December 2022
KPI Open Bucket Progress 8 score 0.2	-0.28
KPI Attendance up to national average - 95%	87.98% overall 83.87% Pupil Premium
KPI 80% sport participation, 100% Learning outside the classroom	80% Lotc

Attendance

Whole School Attendance

	01.09.22-18.10.22
Whole School	87.98

Persistent absence 01.09.22-18.10.22

	% 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	35.55	257	179	69.65	94	36.58	3	1.17	723

Overall Absence

	01.09.22-18.10.22
Whole School Authorised	5.48
Whole School Unauthorised	6.55

Year Group

	01.09.22-18.10.22
Year 7	93.07
Year 8	88.66
Year 9	87.03
Year 10	84.98
Year 11	84.85

Girls

	01.09.22-18.10.22
Whole School	88.14

Boys

	01.09.22-18.10.22
Whole School	87.85

Pupil premium attendance

	01.09.22-18.10.22
Whole School PP	83.87
Whole School Non PP	92.48

SEND

	01.09.22-18.10.22
Whole School	81.56

EHCP

	01.09.22-18.10.22
Whole School	77.55

CLA

	01.09.22-18.10.22
Whole School	94.85

FSM

	01.09.22-18.10.22
Whole School FSM	83.28
Whole School Non FSM	92.04

EAL

	01.09.22-18.10.22
Whole School	93.60

Interventions

	01.09.22-18.10.22
Total amount of legal letters sent to parents	391
Number of Panel Meetings	25
Number of Planning meetings	1
FPN requested Fixed Penalty Notice	5
Home visits completed	25
Inclusion meetings	4 completed
CME Children Missing in Education	1

National Data for attendance

Due to the majority of schools being closed for half term in the week commencing 24 October 2022, the latest data relates to the week commencing 17 October 2022. Attendance decreased slightly across all phases in the week before half term, in line with patterns in [historical data](#).

The attendance rate was 92.6% across all schools in the week commencing 17 October 2022. The absence rate was, therefore, 7.4% across all schools.

At Blacon, our attendance was 87.98% compared to 92.6% nationally with an absence rate of 12.2%.

By school type, the absence rates across the week were:

6.3% in state-funded primary schools (4.5% authorised and 1.8% unauthorised)

8.7% in state-funded secondary schools (5.3% authorised and 3.4% unauthorised)

At Blacon, we had 5.48% authorised and 6.55% unauthorised. Unauthorised has increased because we are closing the registers at 9.15 which means students who arrive late after this time, are coded as unauthorised, which is in line with the attendance policy for the local authority and statutory guidance.

12.7% in state-funded special schools (9.6% authorised and 3.1% unauthorised)

The data shows that the attendance rate across the academic year to date was 93.6%. The absence rate was, therefore, 6.4% across all schools.

By school type, the absence rates across the year to date were:

5.1% in state-funded primary schools (3.7% authorised and 1.4% unauthorised)

7.8% in state-funded secondary schools (5.0% authorised and 2.8% unauthorised)

11.9% in state-funded special schools (9.1% authorised and 2.7% unauthorised)

Behaviour Overview

Behaviour Data

Exclusions ASP	2019/20		2020/21		2021/22	
	BHS	N av	BHS	Nav	BHS	Nav
P' exclusions as % of pupil group	0.16 =1	0.13	0.44 =3	0.10	0.29=2	
% pupils with susp'	5.27 =32	7.43	5.21 =35	8.48	11.1 =76	
% pupils with 1 or more susp'	3.29 =20	3.69	3.42 =23	4.38	7.17 =49	
% pupils with 2 or more FTE	1.15 =7		0.74 =5		2.9 =20	

Suspensions/ Permanent Exclusion Data

19/20 Au	19/20 Sp	19/20 Su	20/21 Au	20/21 Sp	20/21 Su	21/22 Au	21/22 Sp	21/22 Su	22/23 Au
16	15 +(1pex)		19 +(2pex)	3	13 +(1pex)	18	40	14 +1(pex)	10

Step Out Data

19/20 Au	19/20 Sp	19/20 Su	20/21 Au	20/21 Sp	20/21 Su	21/22 Au	21/22 Sp	21/22 Su	22/23 Au
5	1		1	0	0	1	0	3	1

Internal Exclusion Data

19/20 Au	19/20 Sp1	19/20 Su	20/21 Au	20/21 Sp	20/21 Su	21/22 Au	21/22 Sp	21/22 Su	22/23 Au
35	22		27	7	14	48	58	36	66

SSA Data

19/20 Au	19/20 Sp1	19/20 Su	20/21 Au	20/21 Sp	20/21 Su	21/22 Au	21/22 Sp	21/22 Su	22/23 Au
96.9%	96.1%		97.5%	97.3%	96.7%	96.9%	96.3%	95.1%	96.7%
0.82%	1.1%		0.8%	0.9%	0.75%	0.8%	0.9%	0.95%	0.85%

SIG Group Data

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

On Call Data

19/20 Au	19/20 Sp1	19/20 Su	20/21 Au	20/21 Sp	20/21 Su	21/22 Au	21/22 Sp	21/22 Su	22/23 Au
286	305		257	41	124	297	252	125	285

Remove Room Data

19/20 Au	19/20 Sp	19/20 Su	20/21 Au	20/21 Sp	20/21 Su	21/22 Au	21/22 Sp	21/22 Su	22/23 Au
218	193		182	34	98	241	243	127	253

SSA Cumulative Data Analysis

Year 7 Summary

	Number of Grades	% of all grades
SSA 1	24216	72.81
SSA 2	8883	26.71
SSA 3	120	0.36
SSA 4	29	0.09
SSA 5	7	0.02
SSA \$	3	0.01
TOTAL	33258	100.00

	%
Positive	99.52
Passive	0.36
Negative	0.12

Year 8 Summary

	Number of Grades	% of all grades
SSA 1	14321	48.10
SSA 2	14164	47.57
SSA 3	862	2.90
SSA 4	261	0.88
SSA 5	86	0.29
SSA \$	79	0.27
TOTAL	29773	100.00

	%
Positive	95.67
Passive	2.90
Negative	1.43

Year 9 Summary

	Number of Grades	% of all grades
SSA 1	15506	54.35
SSA 2	12286	43.06
SSA 3	503	1.76
SSA 4	153	0.54
SSA 5	43	0.15
SSA \$	41	0.14
TOTAL	28532	100.00

	%
Positive	97.41
Passive	1.76
Negative	0.83

Year 10 Summary

	Number of Grades	% of all grades
SSA 1	14292	57.70
SSA 2	9712	39.21
SSA 3	645	2.60
SSA 4	84	0.34
SSA 5	38	0.15
SSA \$	61	0.25
TOTAL	24771	100.00

	%
Positive	96.90
Passive	2.60
Negative	0.49

Year 11 Summary

	Number of Grades	% of all grades
SSA 1	13106	57.03
SSA 2	8650	37.64
SSA 3	995	4.33
SSA 4	92	0.40
SSA 5	50	0.22
SSA \$	89	0.39
TOTAL	22982	100.00

	%
Positive	94.67
Passive	4.33
Negative	1.01

Whole School Summary

	Number of Grades	% of all grades
SSA 1	81441	58.5
SSA 2	53695	38.5
SSA 3	3125	2.2
SSA 4	619	0.4
SSA 5	224	0.2
SSA \$	273	0.2
TOTAL	139316	100.0

	%
Positive	97.0
Passive	2.2
Negative	0.8

Suspensions/ Exclusions

There has been a reduction in suspensions compared to this time last year. All 10 suspensions have come from students in Curriculum+ and 7/10 are attributed to 2 single students. 1 of these students is on an even more bespoke package (recently reviewed by the Governors Exclusions Panel) and the other student needs a similar model of delivery.

Step out

We have only had 1 step out which was for a Year 11 student.

Internal Exclusion

Internal exclusions have risen significantly. This is mainly because of the fact we now have a SLT supervision every day of the week. The use of internal isolation has helped to keep suspensions down and supported a more creative and trauma informed approach to behaviour management.

SSA grades

SSA grades have improved from the end of last academic year. This is largely because of the students in curriculum+ who are far more engaged in their learning and causing less disruption across school. Year 8 students are leading the negative behaviour across school and this is largely due to a specific group of girls.

SIG data

SIG has had a positive impact in Years 7, 10 and 11 where there have been Progress Leaders in place to manage the process. In Years 8 and 9, there has been no Progress Leader to oversee this. SLT have been working with some students in Year 9, but this has been inconsistent in impact and application. This has been due to a long term absence and a move to cover Acting Head of Maths. We have recently been able to appoint a former Progress Leader, April Roberts to oversee Year 9 during the maternity cover and one of our Learning Mentors, Daniel Hughes has been overseeing Year 8. An additional student support co-ordinator has been appointed to the team for 3 days a week and we are recruiting for two further mentors to support the pastoral team. From January, an Assistant Head has been allocated to link with each Progress Leader to boost the capacity within the team.

On Call and Remove Data

There has been an all-time high of On Calls, which is a pattern being seen across many schools. This does highlight the need for further work on learning and teaching, adapting the delivery to meet the full range of needs and this work is continuing with our external consultant, Mark Cotton. Teachers use the on call system as a preventative measure, before the situation arises for the need for remove.

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

LORIC

The Blacon Character Award



Students in KS3 and KS4 continue to engage with the Blacon Character Award, completing statements every 2 weeks on a week 2 in tutor time using resources on Google Classroom. Autumn Term 1 focus was Leadership and this half term focus is Organisation with year group assemblies delivered by Mr Cairns.

The Blacon Character Awards and LORIC certificates will be awarded to KS3 and KS4 students in the summer term assemblies and at every Record of Achievement event.

CCF Combined Cadet Force

Since the beginning of the new School year, we have gained a number of new recruits from Year 8. The weekly turn out has risen from 12 Cadets to over 20 attending on a regular basis. The new Cadets have been introduced to the Scorpion air rifle and have participated in an actual shoot. We are hoping to get one of the containers converted into a permanent air rifle range, so we can enjoy more regular shoots.

Over the remembrance weekend, the Cadets volunteered selling poppies in Chester city centre for the British Legion. They were also part of the remembrance service, marching through the streets of Chester and into the Cathedral.

The Cadets have also enjoyed a recent visit to Fox Barracks after an invite by the Queens own Yeomanry, so they could have a look at some of the vehicles and weaponry they use.

There are 2 weekends planned for Cadets to stay over at Fox barracks in February, where Junior Cadets will be introduced to the L98A2 rifle and the Senior Cadets will complete a live firing exercise. Josh Jones has just completed his short range course and he is now able to run his own 25m live firing ranges.





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

Finance

At the last meeting we reported a deficit of -£198,727. Within this was pay increases of £155,000, which have now been agreed. The pay committee have also met this half term and approved a number of staff increments, which have been included in the current budget. A major issue for school at the moment is the number of supply teachers used on a daily basis to cover staff absence, which can be up to 5 per day at a cost of £220 each. As discussed previously there are a number of factors which are having a significant impact on the current budget, families are struggling and as a result an increased number of requests have been made for support in terms of food, energy and uniform. We have contacted a number of external agencies to help with this, however due to both local, county and national demand, the help is often delayed or not available and so school has helped support. We are also receiving letters on a daily basis from our suppliers detailing that process are increasing, the majority of these are showing an increase of around 14%.

In terms of income, we are currently working to expand our lettings, and are in contact with a number of external agencies such as Tumble Tots to see if there is any interest to use our space. This term we have seen the return of the baby market, which has been a great success, and have also welcomed a local dance troop. There is still further work around lettings and community use to be undertaken in order to maximize the resources, support the local community and to increase lettings income to the school, with this in mind we are hosting and running some cooking workshops for 10 local families with the emphasis of cooking well balanced, budget friendly meals.

With regards to grant bids, we have been in touch with the Chester Bluecoat foundation, who have suggested that they can help fund our work within the community, such as running community groups and cooking classes. The next step is to talk to Blacon Beacon to see how we can fit in with those activities within the local community. We have also been successful in obtaining funding from a local councillor for musical instruments, and a PE grant to support a new initiative.

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

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

The table below shows the breakdown of applications from the 5 BEV schools.

Admissions Preference	2022	2021	2020	2019	2018	2017	2016
First Preference	163	137	151	148	134	114	103
Second Preference	15	13	12	16	12	10	9
Third Preference	10	15	15	18	12	7	6
Late First Preference	5	3	6	15	13	6	15
Late Second Preference	1	0	0	2	3	0	1
Late Third Preference	1	0	0	0	0	0	0

2022 - Highest number of first preference ever recorded.

Final admissions

Primary School	2022	2021	2020	2019	2018
The Arches Community Primary School	37	40	28	30	22
St Theresa's Catholic Primary School	13	13	21	17	19
Dee Point Primary School	57	55	47	49	41
Highfield Community Primary School	17	13	23	15	20
J H Godwin Primary School	19	20	21	14	23
Other	20	7	5	17	17
Total	163	148	149	142	142

Student Numbers- December 2022

Year	Males	Females	Total
Year 7	80	79	133
Year 8	75	78	126
Year 9	90	58	159
Year 10	70	63	153
Year 11	79	47	148
Totals	394	325	719

In Year Transfers and Leavers

In Year leavers – as of 21.11.2022

Year Group	Total Number of student leavers for this academic year to 21.11.2022
Year 7	0
Year 8	1
Year 9	3
Year 10	0
Year 11	0
Total	4

In Year Starters- as of 21.11.2022

Year Group	Total in year starters for this academic year to 21.11.2022
Year 7	0
Year 8	3
Year 9	2
Year 10	0
Year 11	0
Total	5

Careers / CEIAG Events

Our Careers programme is measured against the Gatsby Benchmarks. The benchmarks are non-statutory but support schools and colleges by providing a framework around which they can develop their careers programme in line with their legal requirements to provide independent careers guidance to pupils throughout their secondary education.

A diagnostic tool called Compass is completed every term to measure our progress against the benchmarks. The outcomes from September 21 and Sep 22 are below and also the progress made during the academic year 21-22. National figures are also included.

Gatsby Benchmarks	Position September 2021	National 2022	Position September 2022	National 2023
1. A stable Careers Programme	70%	27%	100%	43%
2. Learning from career and labour market information. (LMI)	20%	52%	100%	66%
3. Addressing the needs of each pupil	72%	25%	72%	38%
4. Linking curriculum learning to careers	81%	45%	75%	60%
5. Encounters with employers and employees	25%	58%	50%	56%
6. Experiences of workplaces	25%	52%	100%	36%
7. Encounters with further and higher education	60%	30%	80%	33%
8. Personal Guidance	100%	61%	100%	65%

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

CPD

National Professional Qualifications for school Leadership.

In terms of increasing leadership capacity and supporting staff with appropriate career stage CPD, the following members of staff have recently completed, or are completing NPQs as follows:

- Lee Cairns – NPQSL – completed Autumn 2021
- Karen Appleby – NPQSL – completed Autumn 2021
- Julie Salisbury – NPQSL – completed Spring 2022
- Lauryn Gibson – NPQ Leading Teacher Development – completed November 2022
- Peter Evans – NPQ Leading Teacher Development – completed November 2022

- Zara McFetridge – NPQ Leading Teaching – completed November 2022
- Laura Cockburn – NPQSL – due to complete March 2023
- Ilya Haycock – NPQSL – due to complete March 2023
- Joanna Carr – NPQSL – due to complete March 2023

Additionally, several staff have enrolled on NPQs commencing in October 2022:

- Karen Appleby – NPQH
- Adrian Carr - NPQH
- Fiona Austin - NPQSL
- Lauryn Gibson – NPQSL
- Sean Lloyd – NPQLT
- Catrin Kenyon-Owen - NPQSL
- Josh Slade – NPQLT
- Dave Forbes - NPQLT
- Michelle Garner – NPQLT – deferred from 2021

In terms of developing potential and underpinning effective succession planning, these qualifications support leadership at all levels across school with a total of 18 staff, 33% of all teachers, engaging in externally accredited professional development through the National College. School have been able to benefit from fully funded courses over the last 18 months which has allowed us to support a greater number of staff with training. Emma Owens is also being supported to complete a Masters through the Apprenticeship route and 3 staff have signed up for an Apprenticeship in well-being to enable us to have fully trained well-being ambassadors in school.

Research/Pedagogy

Following key learning walks with Mark Cotton, the English Department have tirelessly looked at current research to enhance thinking skills in English as we continue to move towards a thinking curriculum. These have included looking at 'Critical Thinking Skills in English' along with David Didau's research regarding reading and delivering Key Stage 3 texts.

Karen Appleby, along with other Middle Leaders including Laura Cockburn (Science) and Emma Owens (Humanities) have continued to discuss how thinking skills are developing across their departments. Key strategies introduced and enhanced are: providing more time for class discussions, low-stake quizzing and 'Do Now Activities' (DNA to students) and formative assessment throughout lessons. The next steps are for staff to now bring together these strategies to a 'marketplace' type whole school meeting so that best practice can be shared.

More recently, Karen Appleby attended an Ofsted Webinar about supporting struggling readers in secondary schools. This will support with developing reading across the curriculum. These key ideas will be shared next term and a relaunch of focusing on reading will be introduced to support those who are currently not where they need to be.


Learning and Teaching

Mark Cotton has supported with some key strategies as we develop on the journey to become a 'Thinking School.' English, Science and History have worked with Mark, planning using the

Willingham teaching model, reviewing a lesson, team-teaching with Mark, observed by the Head and Deputy and then a reflection period to evaluate the process. All involved have agreed that this has been a welcome support to new methodology and feel more teachers should benefit from this supportive approach. Staff across English, Science and Humanities are working with Mark Cotton this week to plan and deliver lessons with Mark present. The focus is on avoiding cognitive overload, stripping back lessons to the core/key knowledge that students need to focus on, along with an in depth focus on thinking, making connections, asking questions, providing students with scenarios to allow them to explore and build the key knowledge together. This could be summarised by saying less is more..... Teachers are thinking much more deeply about how the pedagogical model is supporting them in planning individual lessons and sequencing the learning effectively in order to provide strong foundations and building blocks of knowledge.

Stars in our Schools


We held a superb event in November to celebrate all support staff in school. Every member of staff was issued with a letter from the Headteacher with comments and nominations from colleagues to say thank you for the contribution they each make to enable us to be more than a school. We were also able to share some comments from Governors and Debbie Murphy, shared below. A number of staff expressed just how much this meant to them and how it came at just the right time to give them a boost in their work. An event for teachers is being held on the 8th December where every teacher will also receive a letter with comments from colleagues and again, this is one of our strategies to support both personal and professional well-being in the workplace.




Stars in Our Schools
UNISON CELEBRATING ALL SCHOOL SUPPORT STAFF

**'To all support staff. Without you the school would not function.
Every one I have met works with enthusiasm and care for all
our young people.
Thank you.'**

Nigel Pell Ilderton - Governor



BLACON
HIGH SCHOOL
ASPIRE BELIEVE ACHIEVE
More than a school




Stars in Our Schools
UNISON CELEBRATING ALL SCHOOL SUPPORT STAFF


Support staff are the backbone of any school and are vital members of the school team in order that all children receive the best start in life, learn to interact with the world and those around them in mutually beneficial ways. Often the contribution of all support staff is not recognised by formal procedures such as Ofsted. Parents, carers, teachers and Head teachers value and recognise schools could not operate with the amazing contributions of all support staff.

Cheshire West and Chester are proud of the achievements both academically and socially of our schools which would not be realised without the teams of brilliant support staff in our schools, and particularly more so in Blacon High School where everyday brings new and often unique challenges. It is testament to the support staff that they are able to meet, greet and support many children to engage positively with their learning, and have key people and places where they feel safe and respected. Thank you to all for your continued commitment to children in your community, it does make a difference to young people's lives.

Debbie Murphy
Head of Education and Inclusion
Cheshire West and Chester Council




BLACON
HIGH SCHOOL
ASPIRE BELIEVE ACHIEVE
More than a school



Stars in Our Schools
UNISON CELEBRATING ALL SCHOOL SUPPORT STAFF

Thank you for all that you do, each and every day to make us **more than a school**.
 For taking time to notice the little things, which so often turn into something much bigger.
 For caring.
 For smiling.
 For believing that we can do it.
 For believing in the students.
 For looking after them.
 For not giving up.
 For being resilient.
 For having high aspirations for all.
 For making a difference.
 For being the best team.
 We couldn't do it without you.

Rachel


 ASPIRE BELIEVE ACHIEVE
More than a school

Invitation to All Staff Staff Wellbeing Breakfast



All staff are warmly invited to enjoy a breakfast with colleagues on the Tuesday of each half term.

This is a chance to take some time out of the busy life of school and to create moments to talk and support colleagues.

Staff Well-Being Breakfast

8 – 8.30 in the Bistro



Tuesday 13th December – Christmas theme

Tuesday 14th February – Valentines theme

Tuesday 28th March – Easter theme

Tuesday 23rd May – spring theme

Tuesday 11th July – summer theme

(second to last week due to enrichment week)

Wellbeing is all about our holistic health, including the physical and emotional. When we have good levels of wellbeing we feel that life is in balance and that we can generally cope well. We feel motivated and engaged, we're resilient and able to deal effectively with daily troubles, as well as 'bounce back' from life's challenges. As education staff juggle a multitude of different tasks and demands, it is important that everyone is given the right emotional and practical support so that they can, in turn, support our students.

In addition to having a positive impact on colleagues and students, staff wellbeing can improve performance, job satisfaction and promote staff engagement.



All staff are invited to well-being breakfasts taking place on the last Tuesday of each half term, to provide an informal opportunity for colleagues to take some time to talk and support one another.

Initial Teacher Training

New Starters Induction including ECT (Early career Teacher) Provision

In September 2022, we welcomed a number of new staff to the Blacon High School family into a variety of roles.

It is some years since we became conscious that, in most schools, induction is a cursory nod towards the printer, the toilets and the kettle, and took the decision to ensure that all new starters, regardless of their role, would benefit from an extended induction period. To this end, in addition to Inset days and any calendared whole-school CPD sessions, new starters meet every Monday for a half hour session where each member of the Senior Leadership Team talk about their areas of responsibility and share key information about the importance of understanding each role. As such there are sessions on: Safeguarding; Data; Careers; Behaviour for Learning; Learning and Teaching; Appraisal and Performance Management and Curriculum, to list some of them. We firmly believe that all new staff at Blacon High School are made fully aware of who to go to, where to find the answers and how to locate the relevant information they need, in order to enable them to fulfil their roles successfully and be supported to flourish.

In terms of ECT support, the school has statutory requirements to fulfil in order to support ECTs. This year we have six; three in their first year and three in their second. Since the inception of the programme, which initially was introduced to backfill gaps in training and classroom experience that new teachers missed during their PGCE year as a result of the Covid lockdowns, the school has developed a small team of dedicated Mentors, who access 60 hours online training over the two years. We are grateful for the support of those on the team who are already fulfilling the role and are looking to add more mentors from staff who are paid on the Upper Pay Scale as a part of their wider leadership contribution to school.

Staff absence

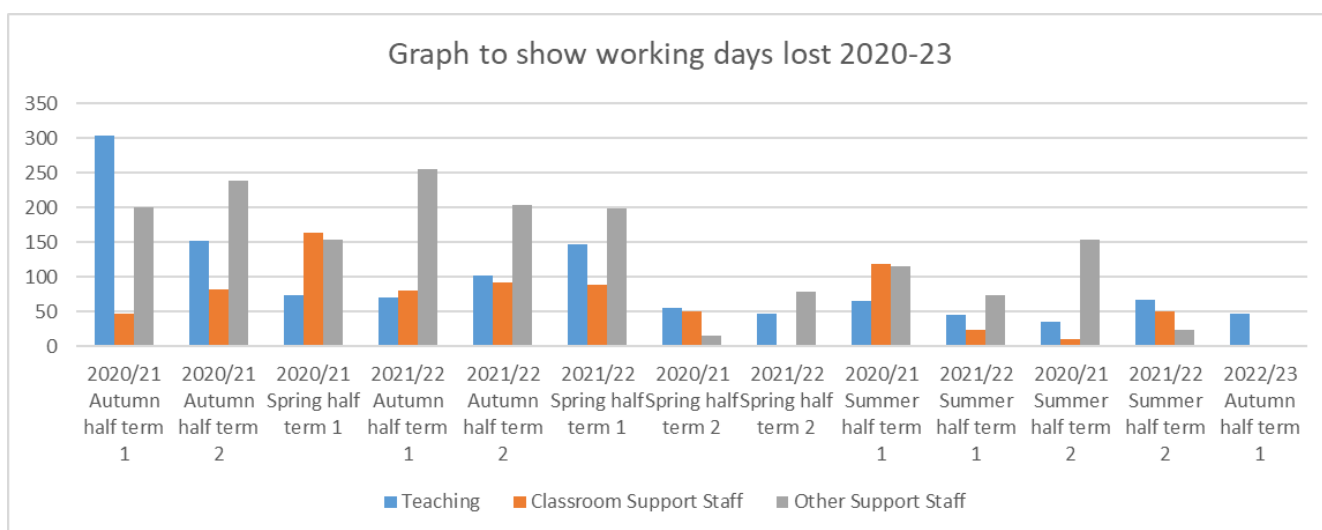
Tables to show the number of staff absences 2020-23

	2020/21 Autumn half term 1	2020/21 Autumn half term 2	2020/21 Spring half term 1	2021/22 Autumn half term 1	2021/22 Autumn half term 2	2021/22 Spring half term 1	2020/21 Spring half term 2	2021/22 Spring half term 2	2020/21 Summer half term 1	2021/22 Summer half term 1	2020/21 Summer half term 2	2021/22 Summer half term 2	2022/23 Autumn half term 1
Teaching	51	24	8	12	22	19	11	12	6	4	9	18	11
Classroom Support Staff	10	8	13	18	11	6	7	3	11	3	5	13	1
Other Support Staff	28	15	17	13	9	11	6	6	14	5	7	5	2
Total	89	47	38	43	42	36	24	21	31	12	21	36	14

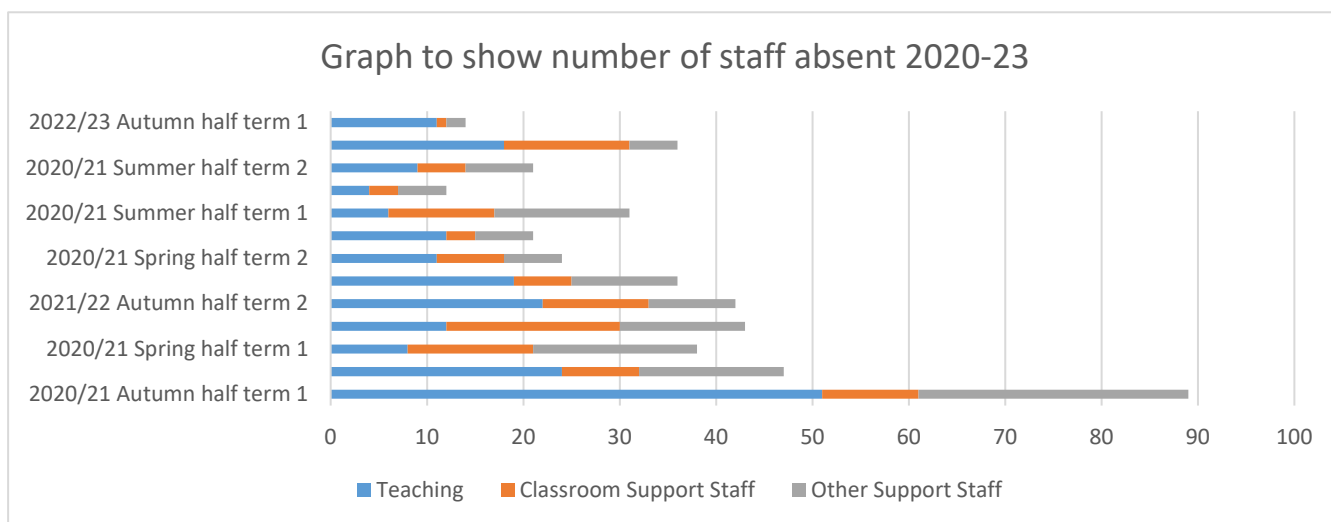
Table to show the number of working days lost to staff absence 2020-23

	2020/21 Autumn half term 1	2020/21 Autumn half term 2	2020/21 Spring half term 1	2021/22 Autumn half term 1	2021/22 Autumn half term 2	2021/22 Spring half term 1	2020/21 Spring half term 2	2021/22 Spring half term 2	2020/21 Summer half term 1	2021/22 Summer half term 1	2020/21 Summer half term 2	2021/22 Summer half term 2	2022/23 Autumn half term 1
Teaching	303	152	74	70	102	147	56	47	66	45	36	67	47
Classroom Support Staff	47	82	164	81	92	89	51	3	119	24	11	51	2
Other Support Staff	200	238	153	256	203	198	15	79	116	73	153	24	3
Total	550	472	391	407	397	434	122	129	301	142	200	142	52

Graph to show working days lost 2020-23



Graph to show number of staff absent 2020-23



There is never a quiet time in the world of education and the current climate is having an impact on the day to day running of school. Staff absence for autumn term 2 has been significantly high with high levels of sickness and 3 long term absences along with daily sickness for both teachers and

support staff, with more teachers being affected this term than ever before. We are supporting staff through occupational health, counselling and support in school through mentoring and coaching, alongside the mental health and well-being activities we are holding and signposts to external sources of support and rewards for discounts.

<https://workingrewards.vivup.co.uk/>

<https://www.educationsupport.org.uk/>

I am absolutely sure that the work we are doing in relation to the curriculum, teaching and learning and assessment along with the significant piece of work we have undertaken with staff and students on our vision, aims and values, will provide strong foundations to enable us to flourish and continue to fulfil our mission of being more than a school for our young people.

Rachel Hudson - Headteacher