Headteacher's report to Trustees

Autumn Term 1 2021

CONTENTS

KEY OF ACRONYMS

DIR	Department Improvement Review
EHCP	Education Health Care Plan
FAP	Fair Access Panel
FFT	Fisher Family Trust (Educational analysis tool)
IDSR	Inspection Data Summary Report
KS	Key Stage
LAC	Looked After Child
LOtC	Learning Outside the Classroom
PAN	Published Admission Number
PP	Pupil Premium
RSL	Raising Standards Lead
SEN	Special Education Need
SIMS	Schools Information Management System (electronic record keeping system)
SPI	School Performance Indicator
SVSH	Sexual Violence and Sexual Harrassement
TE	Teacher Estimates
WRAP	Wirral Respite Alternative Provision

Headteacher's report to Trustees Autumn Term 1 2021

HEADLINES

Summary of key points

Strengths	Weaknesses
• GCSE and A Level results • BTEC and Vocational results • Secure appeals process • Year 6/7 Summer School • 6th Form Recruitment and retention • Staffing • Curriculum and Timetable design • Culture and standards on return • Parent feedback	• Capital capacity • Ongoing building/site issues • Constant pressure on staff time (and therefore staff welfare) • Lack of national guidance re: covid recovery, assessment and future inspection framework
Opportunities	**Threats**
• New vision and values • Marketing and website • New strategic plan and KPIs • LOtC development • Trust Growth	• Board of Trustees membership • National financial insecurity • Ongoing COVID-19 implications and potential winter impact • Disruption to attendance to staff and students due to COVID-19

After having the privilege of celebrating exceptional results with the vast majority of our young people on results days it was clear that the culture of support, care and high expectations that the school had set allowed our young people and their families to enjoy well deserved outcomes, providing them with the opportunity to take the next step on their educational journey. The camaraderie between students, parents and colleagues was evident in the many joyful conversations and I am sure Trustees would wish to express their best wishes to all our young people as they move on to post-16 or post-18 pathways.

Over the summer holidays, school once again came to life as we ran our Year 7 transition programme and I am delighted to report that this investment in time has reaped excellent rewards as our new cohort has quickly settled into their new school.

With the roll out of the new Vision and a very positive start to the new term may I formally thank all my colleagues for their incredible strength of character, in ensuring that as always we all pull together to
shape extraordinary lives

In line with the lifting of restrictions, guidance for the re-opening of schools in September has been updated. Key changes included:

- It is no longer mandatory for students and staff to wear face coverings in school. Although it is no longer a legal requirement, wearing a face covering is still recommended for young people aged 11 and over on public transport including dedicated transport to school and many private companies have made it a condition of travel.
- Schools will no longer act as contact tracing for anyone who develops symptoms or tests positive – this role is now undertaken by Track and Trace.
- Any student under 18 (including anyone up to 18 and 4 months) who is a contact of a confirmed case are not be required to self-isolate.
- Any adult in school, providing they are double vaccinated, are no longer required to isolate if they are classed as a close contact

The risk assessment has been reviewed and updated. To support the prevention of spread the following adaptations have remained in place:

- One-way systems
- Split break/lunch times
- Year group entrances and exits
- Hand gel stations / Encouraging of handwashing
- Additional touch point cleaning

On the return to school in September, all students received 2 lateral flow tests in school. The Covid testing centre in Bushell Hall was re-installed with 10 testing booths and 20 staff members supporting throughout a 10-day period. Consent was given from 95% of parents and almost 3000 tests were undertaken. 8 positive cases were identified and isolated. Staff members returned to testing twice weekly at home.

Following 'in school' testing, students re-commenced testing at home twice weekly. All positive cases are monitored to identify potential outbreaks in school. The threshold, detailed below, is to be used by settings as an indication for when to seek public health advice.

- 5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period; or
- 10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period

The Department of Education identifies a group that mixes closely could include a tutor or class, friendship group at breaktime, a sports team or an after-school group activity.

Guidance is continually monitored for change and communicated with all stakeholders.

Covid-19 vaccine for 12 – 15 year olds

The Health and Social Care Secretary has announced that young people aged 12 to 15 in England will be offered one dose of the Pfizer/BioNTech COVID-19 vaccine. These vaccinations will take place in school and we are currently working with the CWAC covid vaccination team to support this. Vaccinations are scheduled to take place during October. The planned vaccinations have created a number of questions for schools. Ongoing correspondence has been received from a number of local and regional campaign groups. At the extreme other schools within the authority have had onsite visits from demonstrators and vociferous individuals wishing to express directly their views to the Headteacher, staff, students and parents. This has required the intervention of the police and guidance has now been received from local authority which is looking to provide site security for each school when the vaccines are happening! Further details to follow. Schools are also faced with the dichotomy that children between the age of 12 and 15 have the legal right to agree to the vaccination without parental consent. Following a meeting between Headteacher group and CWAC public health we will be indicating that a child who wishes to have the vaccination on school site will need permission of a parent and for those that do not have permission but wish to be vaccinated they will receive information about local centres that they can use.
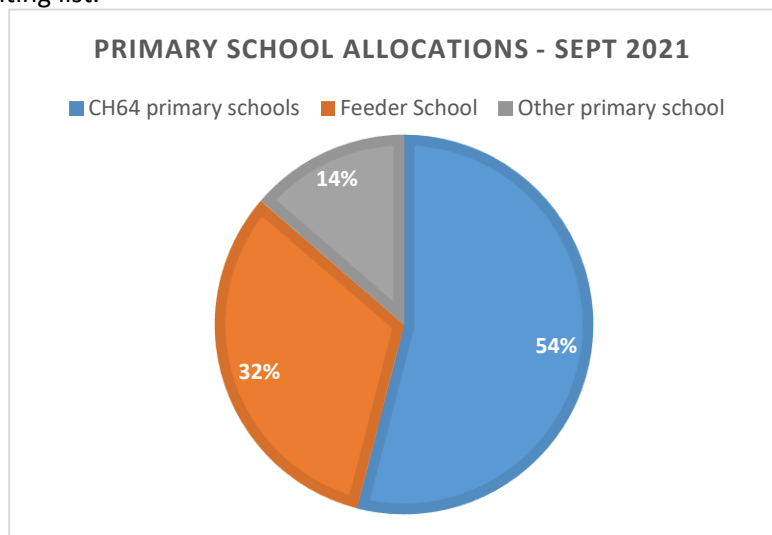
Number of pupils currently on roll:

Year	Males	Females	Total
Year 7	158	140	298*
Year 8	162	141	303
Year 9	151	150	301
Year 10	166	132	298
Year 11	169	128	297
Year 12	78	47	125
Year 13	81	69	150
Totals	**965**	**807**	**1772**

*There were two non-arrival students in Year 7 in September, these students have now been located and removed from roll (1 parent had decided to home school, 1 student accepted a place at an alternative school). These places will now be offered from the waiting list.

Year 7

Students have joined Neston High School from 31 primary school. CH64 Primary Schools remain the highest cohort of children with 167 students (54%). 82% of students from CH64 primary school have transitioned to Neston which has increased by 7% compared to 2020.

Parents are now able to apply for a place next year until 31.10.21 and offers will be confirmed in March 2022.

PRIMARY SCHOOL ALLOCATIONS - SEPT 2021

■ CH64 primary schools ■ Feeder School ■ Other primary school

14% — 54% — 32%

We are very excited to be able to hold our annual Open Evening in school this year on 23rd September as last year we were only able to do this virtually. There has been a large amount of interest generated from prospective students who have already registered to attend.

Summer School

This year due to additional funding from the Department of Education we were able to extend the Summer School and offer free to all students joining Year 7. There was a tremendous response to the week long school with 245 students attending. The students spent time with their tutor groups, enjoyed sample lessons and activities such as archery, climbing wall and quidditch. A large number of colleagues planned activities and spent the week supporting the new students.

Parent feedback on Facebook included:

"absolutely amazing, SO proud to say my children go to Neston High School, my son has had a fantastic week, making new friends, experiencing new things and challenging himself. Thank you for organising it."

"Thank you so much. Our son has absolutely loved this week and is really excited to start school in a few weeks! Thank you to everyone for making this transition so enjoyable for our son."

"What an amazing team. Our daughter has had the most amazing week. Fabulous experiences and making new friends. Thanks to you all."

"my son absolutely loved summer school, thanks".

"My son loved it! Thank you so much, makes it so much easier for them to settle in September."

"Thank you so much for making my daughter's transition into high school so much easier. She is the only girl moving from her primary school, not knowing Neston at all as no siblings there it's been a huge step for her. She has thoroughly loved this week, made several new friends, she knows where her form is and familiarised herself with the school. So, she is feeling confident for starting now, whereas before she was super nervous. Regardless of the last 17 months or so, this is an excellent way of getting the Year 7s familiar with the school and really eases transition, both my husband and I cannot thank you enough for this week."

6th Form

We are delighted to have welcomed 127 students into the Sixth Form, including 3 external students. All have settled in well. The external students have joined us from 3 other local schools. The sixth form team has worked closely with our new students and parents over the last week to ensure that students have settled well into the Sixth form and their studies, and we are looking forward to holding a Year 12 information evening in the coming weeks. Since starting the term we are also pleased to have welcomed back students who started their studies at other colleges, but who have decided that they are not receiving the same level of support as offered at Neston. We continue to receive queries about returning to Sixth Form and one parent commented in email that her son

' has been at (another Sixth Form College) for a couple of weeks now and is finding that there's not the same connection and sense of belonging to when he was at Neston High. He feels that he was more supported at Neston and that he would get a better education there.'

Level three courses are running with good numbers. Currently the largest class is Media with 23 students.

To reduce the numbers of students using the bistro area students continue to have a split lunchtime so that Year 13 attend registration and then have lunch whilst Year 12 have lunch first and then attend registration. At the start of the week parents were contacted and students who have an independent study period p4 and 5 are allowed to go home to study. This was well received by students and parents and has resulted in a slight easing of the number of students using the sixth form facilities.

To enhance and support outcomes for all of our 6th Form students we are delighted by the opening of the new 6th Form study area. The conversion of the library space has now been transformed into separate study booths, group working areas and individual IT pods. The expectation is that in preparation for post-18 education our students now have excellent facilities to support private independent study and has created an improved culture around having a bespoke 6th Form area. May I formally thank Tina Phillips, Rob Bryson, Amanda Lacey, James Caldwell and all the team who have worked with us over the summer to ensure that this conversion was ready for return in September. The new sixth form study room is exceptionally popular, and we have requested additional seating for students which is due to be delivered before half term.

Sixth Form students continue to have an additional PD session compared to the rest of the school. We have worked hard as a team with the PE department and tutors to plan PD. Week A PD is a focused UCAS/ futures session for Year 13 and Year 12 are currently working on study skills before moving onto issues such as healthy relationships and consent. In the week B session, all students have opted for a session of their choice which focuses on fitness and well-being and we are delighted to be able to offer a range of sports such as football, volleyball, badminton, and well-being activities such as yoga, art therapy and crochet. The first of these sessions ran last Monday and was very well received.

Year 13 students will be taking centre assessments on 6th-14th December, and we are planning on providing revision support with MADE education to support them in their preparation.

It is great to be able to start planning some extracurricular activities and we are excited to be participating in the Bar Mock trial and are currently setting up opportunities within departments such as student mentors and sixth form students running lunchtime clubs for KS3.

SAFEGUARDING

Number of students at Child in Need	5
Number of students with a Child Protection Plan in place	0
Number of open TAFs	5
Number of instances of peer-on-peer sexual abuse or harassment	6 September 2020 – August 2021 2 September 2021

- Our new Inclusion Team members have now started at Neston, enabling us to strengthen capacity in safeguarding. Tom Cairney has taken up the role of Inclusion Leader and Deputy DSL, and Victoria May has joined the Pastoral Learning Mentor Team. Both bring a wealth of experience in safeguarding. In addition to this, Nikki Lamprey remains on the team as a part-time (0.6) second Deputy Safeguarding Lead. After the exponential rise in safeguarding incidents since lockdown began, this has greatly increased our capacity to be able to manage caseload in this area.
- Sexual Violence and Sexual Harassment (SVSH) in Schools: as highlighted at a previous Trustee meeting last term, the Ofsted review of SVSH in schools has now been published with a wide range of recommendations for schools. The following is a progress update on our actions to date to address this very complex issue:
    o The SCIE (Safeguarding Children in Education) Team at CWAC have provided schools with an updated safeguarding policy which schools can adapt to their settings. This includes a much greater focus on SVSH.
    o The SCIE Team are also in the process of writing a staff training package on this issue. We will be delivering this training at our Safeguarding twilight on Tue 9 November and warmly welcome Trustees to join us at this event (3.15 – 5.15).
    o We are endeavouring to raise the visibility of the support available to students across school. NSPCC posters with the message that students do not have to tolerate SVSH in any form, and that it is never their fault, have been placed on the back of all student toilet doors. These posters also signpost students to the NSPCC helpline.
    o Laura Jolley (Head of Personal Development) has redesigned the PD Curriculum so that all year groups from Y7-Y13 will cover the issue of relationships, consent and SVSH in their first half-term. The resources used to deliver this will of course vary significantly between year groups so that they remain age-appropriate. The lessons will also include very clear signposting to the key staff in school who students can speak to if they wish to report being the victim of any such experience.
    o Following the delivery of these lessons, students will be invited to complete a (non-compulsory) anonymised survey so that we can listen to students' views on how confident they would be to report such incidents, any potential barriers to them doing so and whether

they feel they would be listened to and robust action taken as a result. The outcomes of this survey will help to shape our forward planning in this area.

- o We have changed our category headings on CPOMS to be more specific about types of SVSH – this will allow more in-depth analysis of trends, and will enable more robust communication with Ofsted about the frequency of these incidents.
- o We have written to all parents to update them on our actions so far and plans moving forward, and have been very transparent about the above information with our parent body.

- All staff have received a copy of Keeping Children Safe in Education 2021. Staff have been directed to complete a knowledge check to ensure that they have read Part 1 of the document. We are monitoring completion rates carefully and following up where this has not been completed. Trustees will be signposted to this document at the first meeting of the new term, and are asked to read the complete document rather than just Part 1.

- We have 7 students in school who are subject to a risk-assessment due to serious safeguarding concerns. We have updated our risk assessment format to make it more robust, and are in the process of migrating assessments for each of these seven students onto the new documentation. Parents have been involved at every step of this process. Tom Cairney is working with Arbor to explore whether we can flag the presence of a risk assessment (not the exact contextual details) on all seating plans for class teachers so that they are quickly and efficiently alerted to high-risk students.

- We have two upcoming dates on which reviews of our school safeguarding practice will take place. Kath Harris (School SIP) is conducting a safeguarding review on Friday 1 October, and the SCIE Team from CWAC are conducting a whole school safeguarding audit on Wednesday 20 October. These will be fantastic opportunities to get feedback on our procedures so that we can continue to refine and sharpen our practice even further in keeping our students and staff safe. We are also investigating self-review tools on the Contextual Safeguarding Network website which will enable us to assess our own practice and will be implementing these in the coming weeks.

BEHAVIOURAL REPORTS

Fixed Term Exclusions

Number of exclusion sessions

	Totals 2018-2019	Totals 2019-2020*	Autumn 2020	Spring 2021w	Summer 2021	Totals 2020 - 2021	Autumn 2021
Year 7	7	1	10	2	8	20	0
Year 8	3	9	4	0	4	8	0
Year 9	18	11	8	2	7	17	2
Year 10	13	22	10	5	12	27	0
Year 11	19	16	28	6	5	39	1
Totals	60	59	60	15	36	111	3
Total Number of Days	73	152	110	26.5	69.5	206	7
Total Number of students	46	43	43	14	31	66	3

*Includes the period of school closure from March – August 2020
wIncludes the period of school closure from January – March 2021

BEHAVIOURAL REPORTS

Number of permanent exclusions	1 permanent exclusion in October 2019 1 permanent exclusion in April 2021

SCHOOL PERFORMANCE HEADLINES

Attainment Headline Measures

Headline Measures	Attainment 2017	Attainment 2018	Attainment 2019	Attainment 2020	Attainment 2021
Overall	4.5	4.6	4.5	4.86	5.61
English	4.8	4.9	4.68	4.97	6.11
Maths	4.0	4.3	4.69	4.95	5.64
Ebacc	3.8	4.2	4.10	4.65	5.22
Slots filled	2.67	2.87	2.87	2.93	2.91
Open	5.23	5.0	4.65	4.93	5.64
Slots filled	2.93	2.90	2.91	2.89	2.92

Progress Headline Measures

Headline Measures	Progress 2017	Progress 2018	Progress 2019	Progress 2020	Progress 2021
Overall	-0.01	+0.02	-0.28	0.22	0.98
English	0.00	-0.07	-0.42	-0.05	1.12
Maths	-0.3	-0.11	+0.07	0.42	1.17
Ebacc	-0.2	-0.17	-0.46	0.20	0.82
Open	+0.36	+0.35	-0.25	0.27	0.92

"English" is best of Eng Lang & Eng Lit and then **doubled**

National average Progress 8 score is 0.

GCSE passes in English and maths combined (% of students achieving a 5 or above)

% of Pupils Achieving	2017	2018	2019	2020	2021
English 9-5	62	59	56	59.4	87
Maths 9-5	40	44	53	60.1	80
Eng & Mat 9-5	34	36	42	48.3	76

EBacc entry rate and achievement rate

English EBACC	Nat 2017	2017	2018	2019	2020	2021
No. of pupils at end of KS4		247	271	261	298	303
Average Ebacc APS score per pupil		3.46	3.8	3.73	4.25	4.95
Total Ebacc APS Score		855	1013	974	1267	1499
No. of slots filled		4.83	4.91	5.10	5.32	5.38
% of pupils entering the English Baccalaureate	38	27	26	79	41.3	47.9
% of pupils achieving a standard pass	24	15	14	35	29.5	40
% of pupils achieving a strong pass	21	11	9	17	14.4	31
English Ebacc subject area	96	98	98.5	99.6	98	99
Maths Ebacc subject area	97	99	100	100	99.7	99
Science Ebacc subject area	91	97	99	99.2	99.3	99
Humanities Ebacc subject area	77	46	51	57.1	93	91.4
Language Ebacc subject area	47	49	43	55.2	42.3	48.8

KS4 Attainment 8 performance – gender and attainment progress (National average Progress 8 score is 0)

	2018 Progress		2019 Progress			2020 Progress			2021 Progress		
	Girls	Boys	Girls	Boys	All	Girls	Boys	All	Girls	Boys	All
Attainment	4.8	4.7	4.68	4.35	4.49	4.94	4.87	4.9	6.01	5.32	5.61
Progress %	0.16	-0.06	-0.07	-0.45	-0.28	0.29	0.16	0.22	1.25	0.79	0.98
9-5 English	73.2	46.8	63.2	50.1	56	69	53	60	88	85	87
9-5 Maths	47.2	42.6	52.1	54.2	53	58	61	60	87	76	80

KS4 Progress 8 performance over 3 years

	2017 Progress		2018 Progress		2019 Progress			2020 Progress			2021 Progress		
	Girls	Boys	Girls	Boys	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys
English	0.5	-0.5	0.3	-0.4	-0.42	-0.02	-0.74	-0.07	0.34	-0.36	1.12	1.43	0.90
Maths	-0.4	-0.2	-0.2	-0.05	0.07	0.14	0.02	0.42	0.35	0.46	1.17	1.35	1.04
Ebacc	-0.1	-0.3	-0.1	-0.2	-0.46	-0.3	-0.6	0.20	0.11	0.27	0.82	1.09	0.64
Open	0.5	0.3	0.5	0.3	-0.3	-0.04	-0.4	0.14	0.28	0.04	0.92	1.24	0.69

KS4 Progress 8 Trends by disadvantaged students

	2018 Progress			2019 Progress				2020 Progress				2021 Progress			
	PP	Other	Gap	All	PP	Other	Gap	All	PP	Other	Gap	All	PP	Other	Gap
Overall	-0.38	0.15	0.5	-0.28	-0.45	-0.24	0.22	0.18	-0.51	0.31	0.82	0.98	0.21	1.16	0.95
English	-0.6	0.11	0.7	-0.43	-0.6	-0.4	0.2	-0.07	-0.85	0.09	0.94	1.12	0.53	1.26	0.73
Maths	-0.6	0.04	0.6	0.07	-0.06	0.1	0.16	0.42	-0.13	0.52	0.65	1.17	0.32	1.37	1.05
Ebacc	-0.7	-0.02	0.7	-0.45	-0.6	-0.4	0.2	0.20	-0.44	0.33	0.77	0.82	0.03	1.01	0.98
Open	0.2	0.4	0.2	-0.22	-0.45	-0.19	0.26	0.14	-0.61	0.29	0.90	0.92	0.11	1.10	0.92

Progress for PP is positive compared to 2020 but Other has become more +ve so the gap is bigger except in English.

KS4 Summary performance of SEND students

		No. of pupils	Overall Attainment 8	Overall Progress 8	% English and Maths 4-9
2021	SEN Support	41	4.2	0.26	61
	EHCP	13	3.7	0.03	62
	No SEN	262	5.8	1.09	93
2020	SEN Support	40	4.5	-0.04	64
	EHCP	1	4.5	1.61	100
	No SEN	257	5.2	0.25	81
2019	SEN Support	36	3.9	-0.44	42%
	EHCP	5	1.9	-0.96	0%
	No SEN	215	4.7	-0.19	74%

KS5

Grade	Pts
A*	60
A	50
B	40
C	30
D	20
E	10
U	0

Grade	Pts
Dist*	50
Dist	35
Merit	25
Pass	15

	2017	2018	2019	2020	2021
A Level	135	117	116	112	78
A Level APS per entry	27.68	30.23	28	35	42
A Level Avg grade	C-	C	C-	B-	B+
Value added	-0.09	-0.21	-0.35	0.21	0.86
Academic	136	125	117	112	78
Academic APS per entry	28	31	28	35.5	42
Academic Avg grade	C-	C	C-	B-	B+
Value Added		-0.21	-0.34	0.21	0.87
Tech Level	6	14	17	13	15
Tech Level APS per entry	34	27	30	31.9	33
Tech Level Avg grade	Dist	M+	M+	D-	D-
Applied General Level	70	16	32	35	22
Applied General APS per entry	36	27	27	35	37
Applied General Avg grade	Dist	M+	M+	D=	D+
Value added		-0.06	-0.21	0.63	0.83

A Level Cohort	2017		2018		2019		2020		2021	
	Total	%	Total	%	Total	%	Total	%	Total	%
APS Per Entry	28		29		28		35		42	
Avg Grade Per Entry	C-		C		C-		B-		B+	
3 or more passes	63	46	74	63	71	60	67	58	47	60
2 or more passes	85	61	101	86	100	84	100	86	70	89
1 or more passes	119	86	117	100	118	99	114	99	76	97

2021 Cohort Overview	All		Boys		Girls	
	Count	APS	Count	APS	Count	APS
Total Cohort	78		34		44	
A Level Cohort	78		34		44	
4 A Levels	1	60	1	60	0	
3 A Levels	46		14		32	
2 A Levels	27		17		10	
1 A Level	9		2		7	
EPQ	17	45.3	8	47.5	9	43.3
Academic Cohort	78	105.5	34	93	44	115
Applied General Cohort	22	41	13	35	9	50
Tech Level Cohort	15	33.2	13	35	2	15

The above data has been shared with Trustees throughout the Summer and Dr Mothersdale met with myself and senior staff to review the outcomes over time. Nationally the government is presently working with the DfE to provide guidance for schools for 2022 exam series. It is clearly a complex position and impossible for us to provide any national comparative data. It is though imperative that we recognise that this data showcases the outstanding work ethic and attitude of our young people and colleagues and I would like to formally thank all staff who went the extra mile to provide every opportunity for our cohort to reach and exceed their potential during a national crisis.

DATA PROTECTION UPDATE

CWAC DPO service have commissioned an audit for all schools to ensure schools are confident in the Data Protection processes and procedures.

CYBERCRIME

Assets
All IT equipment (servers, laptops, computers, monitors, printers etc) are assigned an asset tag and entered into a secure database –the Service Desk. Information such as make, model and serial number is recorded which gives us a high degree of asset traceability in case of theft. Loans of items, and disposal are processed

on the Service Desk which provides a robust audit trail. Physical security of IT assets is ensured by all IT suites and the main server room having door locks. The server room is kept locked during the working day unless a member of the department is working in there. It is School policy that ICT suites locked during break and lunch times, or when the rooms are not in use. Additionally, key external doors around the site are secured with electromagnetic door locks which can be unlocked using a swipecard or key fob, with all staff being in possession of a swipecard or key fob. External and internal areas of the school (the yard, key internal corridors, the foyer area) are secured with 24-hour CCTV. Access to which is strictly controlled in line with all relevant laws and guidance.

Latest software
We ensure that, where possible, we use industry standard operating systems and office suites. We subscribe to the Microsoft Education Package which allows us to use the very latest versions of their software. This ensures we are no using old, outdated products that may contain security flaws. All operating system and office suite software are automatically patched on a regular basis in accordance with the manufacturer's update cycles. Other key application and internet software is updated on a monthly or quarterly basis, again in line with the manufacturer's updates cycles.

Internet Connection Security
Our internet connection is secured with an advanced, 'Application level' web filtering and firewall system, PaloAlto. Updates to the web filter are automatically applied daily by the manufacturer, and we can also manually block sites if necessary.

Security Software (Anti-virus Anti-Malware, Anti-Cypto)
We subscribe to cutting edge AI driven endpoint protection software from Sophos. Intercept X Advanced. This helps protect our systems from Malware, Ransomware, Exploits, and Viruses. This software is an industry leading endpoint protection product. Itstops the latest cybersecurity threats with a combination of deep learning AI, anti-ransomware capabilities, exploit prevention and other techniques. Using a comprehensive, defence in depth approach to endpoint protection, rather than relying on one primary security technique. This is installed on all devices, Servers and Computers at the school, and is updated every 4 hours with the latest policy updates.

Backups
Data security is ensured by carrying out nightly backups of files that have changed during the working day. Full backups are performed on a weekly basis. These backups are taken off-site and rotated weekly.IT Systems are replicated to a secondary backup server for 'fail-over' recovery should the main server room go offline. This secondary server is located on the ground floor of the building on the opposite side to the first-floor server room. Data is additionally backed up to a separate off-site location to ensure a reasonable degree of continuity in the event of a fire in the main server room. Backup integrity is checked daily, with weekly 'dry run' data restore techniques performed to ensure backups are usable should they be required.
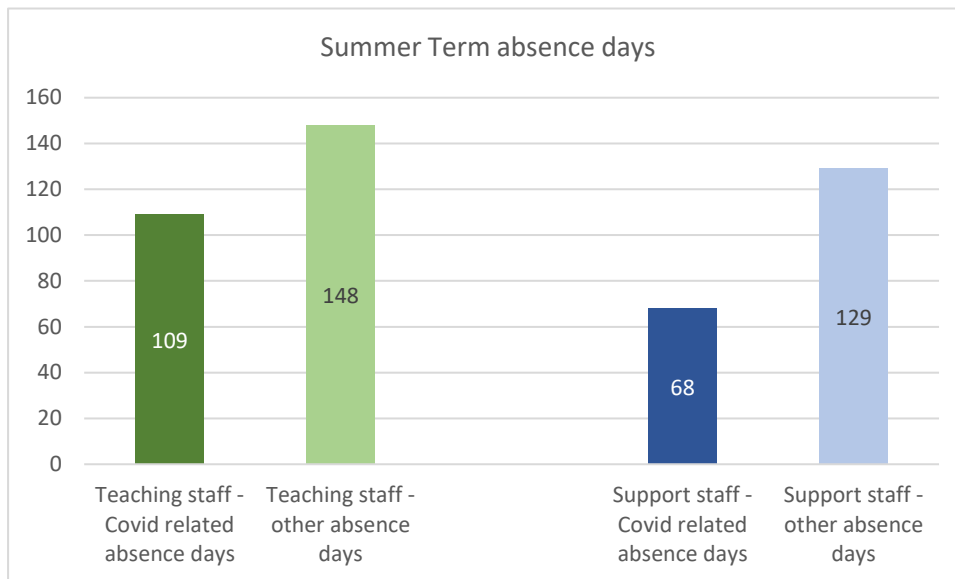
End User Actions
It is policy that users have different passwords for separate systems they have access to. There is an enforced policy that stipulates that users main network account passwords must be changed every 8 weeks and cannot be the same as their previous password.

Training
Cyber security, risks and how to mitigate are highlighted in staff bulletins.IT Teachers deliver lessons to all students on Cyber safety.

STAFF ABSENCE

During the Summer Term COVID-19 continued to play a role in the complexities of staff absence. 177 days were lost for covid reasons during the summer term through staff either contracting covid, isolating as a close contact or family member, awaiting results or requiring time off due to dependants being required to isolate as a close contact. This affected 15 support staff and 32 teaching staff. During the Summer Term 4 staff tested positive for COVID-19 (2 x teaching, 2 x support).

Summer Term absence days

Category	Days
Teaching staff - Covid related absence days	109
Teaching staff - other absence days	148
Support staff - Covid related absence days	68
Support staff - other absence days	129

Other absence days include some long-term absence for operations recuperation (41 days for Teaching staff and 32 days for Support Staff).

Since the return to school in September staff members are only required to isolate if they test positive or have symptoms, while they are awaiting the results of a PCR test providing they have been fully vaccinated. Currently during the Autumn Term 5 x staff have tested positive for Covid-19 (3 x support 2 x teaching)

STAFFING CHANGES (AUTUMN 2021)

NAME	ROLE IN SCHOOL	DETAIL
Amy Mitchell	English Curriculum Leader	New starter September 2021
Timothy Shelton	RE Curriculum Leader	New starter September 2021
Chloe Stratford	Teacher of History	New starter September 2021
Kelsey Salisbury	Teacher of History	New starter September 2021
Georgina Wilson	Teacher of Geography	New starter September 2021
Bethany Houghton	Teacher of English	Maternity cover from September 2021
Ruby Penaluna	Teacher of English	Maternity cover from September 2021
Joanne Jones	Teacher of DT (Food)	New starter September 2021
Stephanie Wright	Teacher of Drama	New starter September 2021

STAFFING CHANGES (AUTUMN 2021)		
NAME	**ROLE IN SCHOOL**	**DETAIL**
Dawn Skeoch-Londono	Teacher of Languages	New starter September 2021
Andrew Dyson	Teacher of PE (short term)	New starter September 2021
Claire Roberts	Library and Student Resources Mgr	New starter September 2021
Thomas Cairney	Inclusion Leader and DSGL	New starter September 2021
Victoria May	Pastoral Learning Mentor	New starter September 2021
Azaela O'Rourke	Learning Support Assistant	New starter September 2021
Matthew Sheen	Learning Support Assistant	New starter September 2021
Charlotte Clynch	Learning Support Assistant	New starter September 2021
Jac Richardson	Drama Curriculum Leader	Leaver August 2021 – retirement
Meg Jones	Geography Curriculum Leader	Leaver August 2021 – new position
Danielle McDonald	RE Curriculum Leader	Leaver August 2021 – new position
Eleri Powell	Teacher of History	Leaver August 2021 – moved area
Heather Marcano	Teacher of Languages	Leaver August 2021 – promotion position
Fiona Smith	Science Technician	Leaver August 2021 – retirement
Mary Ann Fewtrell	Learning Support Assistant	Leaver August 2021
Anna McKay	Learning Support Assistant	Leaver August 2021 – teacher training
Sarah Newman	Kitchen Assistant	Leaver August 2021 – new position

Keith Simpson
September 2021

APPENDICES	
Appendix 1	Timetable for external area reviews 2021 – Kath Harris
Appendix 2	Trustee Training Calendar 2021 – 2022