

Headteacher's report to Trustees

Autumn Term 2021 – Spring 2022

CONTENTS

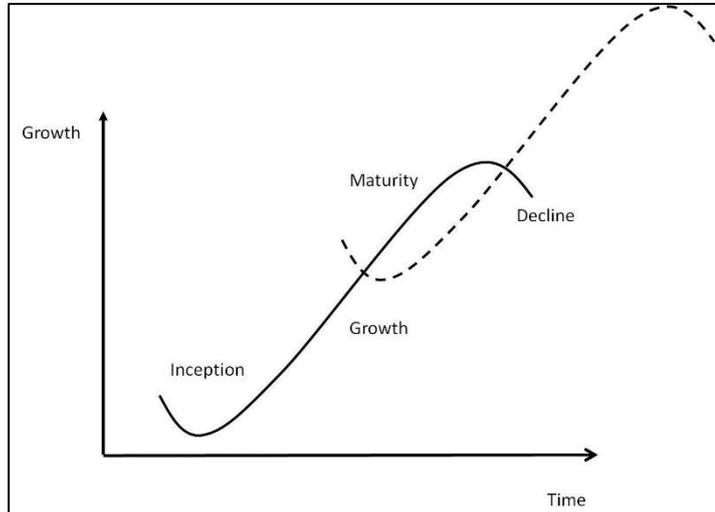
	Page number
Headlines	1
Students on roll / Admissions update	2
Attendance	3
Safeguarding	4
Special Educational Needs (SEN) and Looked After Children (LAC)	6
Behavioural Reports	7
Alternative Provision	7
Pupil Premium Grant (PPG)	8
Staff Absence	8
Appendices	9

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
TE	Teacher Estimates
WRAP	Wirral Respite Alternative Provision

HEADLINES

Charles Handy – guru of management thinking for the last 40 years shows how the Sigmoid Curve provides a useful metaphor for thinking about initiating change, at a point when everything appears to be going well (i.e. on the up curve). This principle is key to how we are at Neston High School. It is clear we need to take responsibility for ourselves and our destinies and adapt and evolve to become more complete human beings at a time of such complex uncertainty. This means developing and harnessing all our psychological capabilities/capacities. Handy suggests that our educational system needs to develop people who can be creative/innovative problem solvers, able to respond to new horizons and take effective, reflective action. Colleagues, not just Senior Leaders, need to stay on top of the curve and prepare themselves for the next one.



As we develop evolutionary change through our new vision for 'Shaping Extraordinary Lives' the strategic challenge for all system leaders is about the 2nd curve thinking. It is clear from surveys, research and other outstanding learning/business organisations that we now need to invest time into colleagues to embed/develop best practice if we are to raise standards even higher.

Within the Trustee papers for this meeting and previously we are clearly considering next steps and 2nd Curve Thinking, in the context of world, national and regional events.

"You cannot solve a problem with the same thinking that created the problem" – Albert Einstein

The following information provides overview of key information and enclosed papers provides considered strategic thinking.

Keith Simpson
Headteacher
March 2022

Number of pupils currently on roll:

There are 1769 pupils in total including 2 dual registered students.

Year Group	Total
Year 7	299
Year 8	301
Year 9	301
Year 10	299
Year 11	296
Year 12	124
Year 13 / 14	149
Totals	1769

17 students have joined Neston High School since September 2021

Y7 x 4 (3 x places as part of the waitlist backfilling after changes through the Summer, 1 x place offered from waitlist)

Y8 x 3 (Gained places through Fair Access - FAP)

Y9 x 5 (1 x EHCP, 1 x LAC, 1 x FAP, 2 x offered from waitlist)

Y10 x 4 (1 x gained a place after appeal, 3 x FAP)

Y11 x 1 (1 x place offered from waitlist)

15 students have left Neston High School since September 2021

Y7 x 2 (1 x Elected Home Education, 1 x school transfer)

Y8 x 4 (2 x moved school and 1 x Elected Home Educated 1 x moved country)

Y9 x 4 (1 x moved country, 1 x Home Education, 1 x move school and 1 x moved area)

Y10 x 4 (2 x moved schools 2 x moved to specialist provision schools)

Y11 x 1 (Gained place through FAP)

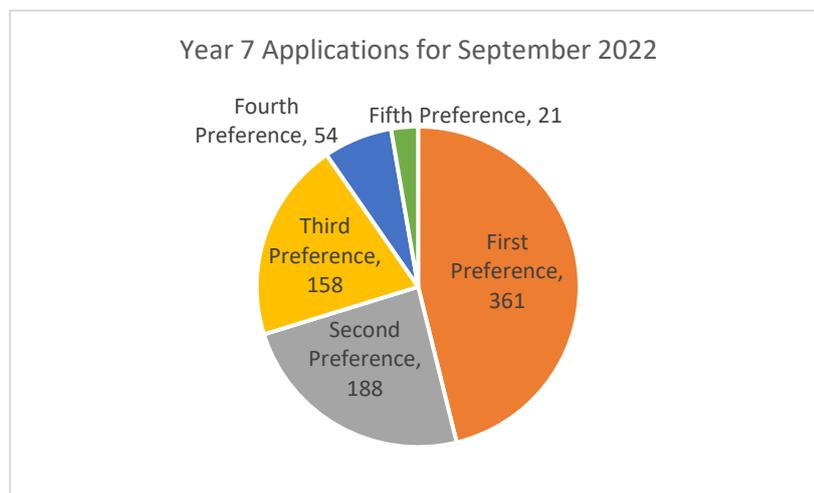
Dual Registered students

We have 2 x students that are registered at Neston High School and attending other schools (1 x attending Wirral Hospital School and 1 x attending Whitby High School after a managed move)

Year 7 applications to join Neston High School 2021

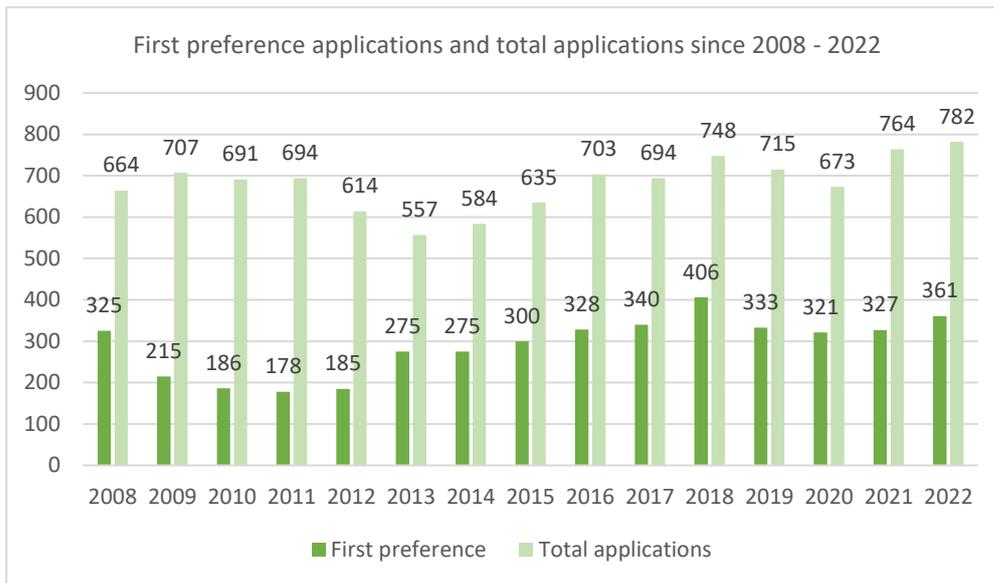
Applications remain consistently high to join year 7 year on year with parents/carers who chose Neston High School as first choice being recorded over PAN since 2013 (when PAN was 270).

There have been 782 applications to join Year 7 at Neston High School in September 2022. 361 of these named Neston as first choice which is an increase on last year (327). Wirral residents were again offered the opportunity to choose 5 schools which is why we see 4th and 5th preference this year (normally parents can select 3).



Overview of application numbers per year

We have seen an increase in applications, both overall and as a first choice over the past 3 years.



Offered places for Year 7 September 2022

Admission number for a year group is 300 PAN. Places were allocated on 1st March ready for the September 2022 intake. The transition process has already commenced and will continue throughout the summer term and summer holidays.

Further analysis will be available once all places have been confirmed, however students from 32 different primary schools have been offered places this year.

ATTENDANCE

Autumn Term Attendance

Year	Year %	PP %	Non PP %	Gap %	X Code No. of students	X Code % of students
7	93.8	90.9	94.4	3.5	125	41.5
8	92.5	87.5	93.8	6.3	115	37.7
9	92.1	89	92.7	3.7	91	29.5
10	91.3	86.9	92.5	5.6	94	31
11	90.2	85.4	91.2	5.8	91	30.5
12	92.9	90.6	93.4	2.8	44	34.3
13	80.4	74.5	80.8	6.3	47	31.3

ATTENDANCE

Year 7 – 11	92	88	93	5	516	34
Year 7 - 13	90.4	86.4	91.2	4.8	607	38.3

For note: X code students include all Covid-19 related absence including isolation awaiting PCR results.

As we enter the Spring Term, legal requirements for isolation has been removed, however The UK Health Security Agency guidance is clear that, anyone with the main symptoms of Covid-19 or a positive test result, the public health advice is to stay at home and avoid contact with other people.

Children and young people with Covid-19 should not attend their education setting while they are infectious. Guidance advises they should take an LFD test from five days after their symptoms started (or the day their test was taken if they did not have symptoms) followed by another one 24 hours later. If both these tests results are negative, students can return to school, as long as they feel well enough to do so and do not have a temperature. The first test must be taken no earlier than day 5 of the self-isolation period and tests must be taken 24 hours apart. Students who live with someone who has Covid-19 or if they have been a close contact can continue to attend school.

SAFEGUARDING

Number of students at Child in Need	6
Number of students with a Child Protection plan in place	2
Number of open TAFs	14

- Our work on Sexual Violence and Sexual Harassment (SVSH) continues to maintain a very high profile across the school:
- Assistant Headteacher, Stuart Nuttall attended a "Train the Trainer" course with the Local Authority SCIE Team on 12 November 2021. This enabled him to deliver whole-school SVSH training during a twilight on 25 January 2022. The key themes of this training were tackling a sexist and homophobic language in school as part of fostering a school culture in which SVSH has no place.
- Following this training, Stuart Nuttall sent out the government's "10-point-plan" for tackling SVSH in schools to all staff, along with an update on Neston's progress against each of these 10 points (see Appendix 1)
- Stuart Nuttall has now led an assembly to every year group in the school on the theme of SVSH - the key messages reinforced to students in this assembly were as follows: forms of SVSH, the impact on the victims, how to report, what staff WILL and WILL NEVER do when an incident of SVSH is reported to them.
- All KS4 and KS5 students have now had the opportunity to complete the anonymous, non-compulsory survey on SVSH - focusing on frequency of incidents in school, locations and student confidence in reporting. KS3 students will be invited to take the survey in the next few weeks, and we will then be able to begin the absolutely crucial process of results analysis and action planning based on the outcomes.
- In October 2021, Safeguarding at Neston High went through two forms of rigorous external scrutiny: the SIP review by Kath Harris and the "health-check" audit of safeguarding by the SCIE team from the Local Authority. Both reviews were extremely positive and celebrated the very good practice in

place within safeguarding at Neston. Both also gave us a clear set of action points for focus in the coming months. These have been presented to the full Board of Trustees by Stuart Nuttall.

- Our use of Arbor to enhance safeguarding procedures in school is becoming a key area of focus. Tom Cairney is leading on a range of initiatives to sharpen our use of tracking and monitoring vulnerable students via Arbor. These include:
 - setting up custom groups of key vulnerable students, e.g. those with an individual risk assessment due to self-harm / suicidal intentions so that we can monitor lateness to lessons or non-attendance to lessons more robustly.
 - ensuring that all mentoring by PLMs with vulnerable students is logged more formally as an official intervention on Arbor. This will allow more analytical reporting of the impact of mentoring on student attendance and behaviour.
 - assigning every student in the school a "pastoral concern level" from 1-5 with clear definitions for each grading. This will enable greater accountability for staff working with students at each level, enable teachers to see at a glance which students in their classes may have increased vulnerability, and also allow for more detailed reporting and tracking for students at the highest level of pastoral / safeguarding concern.
- Cheshire Young Carers have now started working with a cohort of Key Stage 3 students whose mental health and emotional wellbeing are a cause for concern. This is a 5-week intervention delivered by CYC in school with the aim of reducing anxiety and facilitating reintegration into more lessons for students who are presenting in school with anxiety around attending lessons.
- The Virtual School in Cheshire West has offered training for Designated Teachers for Children in Care on ensuring that our Personal Education Plans (PEPs) are using trauma-informed language and are written directly "to" the young person rather than "about" them. Stuart Nuttall attended this training and has disseminated the key outcomes to the Raising Standards Leaders who oversee the PEP process for Children in Care in their year groups. We have already had positive feedback from the Virtual School on the trauma-informed approach we have taken in this area.
- Safeguarding induction sessions continue to be arranged for any staff joining the school mid-year, and a "mop-up" session for any staff who have missed sessions is being held on 11 February.

SPECIAL EDUCATIONAL NEEDS (SEN) AND LOOKED AFTER CHILDREN (LAC)

Number of pupils on the SEN register:

Status	Year 7	Year 8	Year 9	Year 10	Year 11	Totals
<i>Education, Health and Care Plan (funded)</i>	9	10	8	8	9	44
<i>SEN SUPPORT RED (funded) Top up</i>	4	5	0	2	2	13
<i>SEN SUPPORT ORANGE</i>	28	26	33	29	29	145
<i>Total amount of students with a diagnosed SEND % of students (K code)</i>	41 13.7%	41 13.6%	41 13.5%	39 13%	40 10.52%	202 13.4%
<i>Green - Cause for concern Students who are vulnerable or on the pathway to diagnosis</i>	21	35	38	63	27	184
<i>Total amount of students with a diagnosed SEND or recognised traits % of students</i>	62 20.7%	75 24.9%	79 24.9%	102 34%	67 22%	386 25.7%

Students flagged with **Green Support** have been triggered by primary transfer information or after testing in Year 7 highlighted a SEND need. There is no diagnosis or diagnosis supported through low level interventions. This support is school funded.

Students flagged with **Orange Support** receive internal interventions and sometimes have a SEND diagnosis or are working towards one. This is also involvement with outside agencies.

Students who receive **Red Support** sometimes have a SEND diagnosis or are working towards one. Internal intervention is received from school and there is involvement with outside agencies. Top up funding is received for these students.

We are mindful of the current crisis in both CWAC and on the Wirral around capacity in special schools and as previously discussed with BOT the impact it is having on the placement of SEND students in mainstream settings. Myself and other Headteachers are trying to influence both local authorities to devise a clear sustainability plan that allows for the present and future cohort of SEND student to be offered appropriately funded pathways.

BEHAVIOURAL REPORTS

Fixed Term Exclusions

Number of exclusion sessions

	Totals 2018-2019	Totals 2019-2020*	Totals 2020 - 2021 ♦	Autumn 2021	Spring 2021	Totals 2021 - 2022
Year 7	7	1	20	1	0	1
Year 8	3	9	8	4	8	12
Year 9	18	11	17	9	6	15
Year 10	13	22	27	9	5	14
Year 11	19	16	39	5	0	5
Year 12	0	0	0	1	0	1
Year 13	0	0	0	0	1	1
Totals	60	59	111	29	20	49
Total Number of Days	73	152	206	59	47.5	106.5
Total Number of students	46	43	66	23	17	40

*Includes school closure from 20.03.20

♦ Includes the period of school closure from January – March 2021

Number of permanent exclusions

0 permanent exclusion 2021/22 academic year

ALTERNATIVE PROVISION

Off-Site Provision

Year 7	0
Year 8	0
Year 9	0
Year 10	11
Year 11	7
Totals	18

We currently have 10 students from Year 10 accessing off-site alternative provision. 10 students are attending Reaseheath College of which 2 are studying Motor Vehicles, 4 are studying Animal Care, 3 are studying Construction and 1 is partaking land based studies. In addition to this we have 1 student at West Cheshire College studying Hair and Beauty.

In Year 11, 6 students are attending Reaseheath. 2 students are studying Food, 2 are doing Animal Care and 2 are studying Construction. In addition to this 1 student is partaking in work experience.

We also have 4 students studying at West Cheshire College, 2 on the Health & Beauty course, 2 studying engineering

PUPIL PREMIUM GRANT (PPG)

Number of children currently entitled to receive PPG

Year 7	64 (21%)
Year 8	51 (17%)
Year 9	71 (23%)
Year 10	53 (17%)
Year 11	63 (21%)
Total	302 (20%)

Amount of PPG allocation Sept 2021– August 2022

£289,525

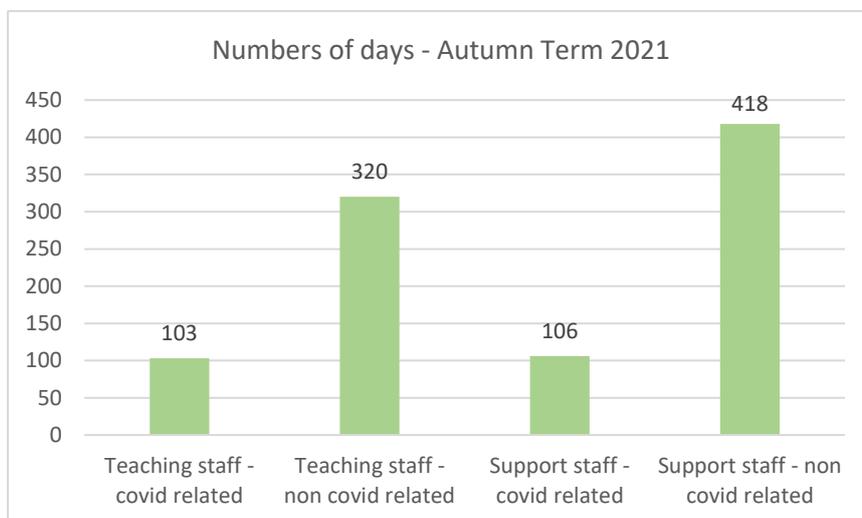
Breakdown of PPG usage

Provision of:

- Small class provision in English/Maths/Science
- Specialist support in English and Maths
- Individual academic support for identified disengaged Y11 students.
- Dedicated Attendance Officer
- Pastoral Learning Mentors
- CAMHS support
- Enrichment Activities – Educational Visits and Music Lesson subsidies
- Alternative vocational provision and specialist equipment

STAFF ABSENCE

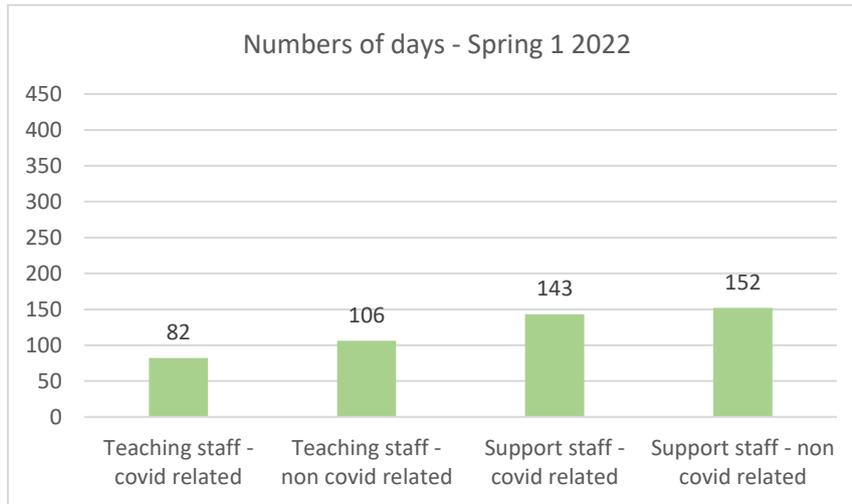
Covid-19 continues to impact on staff absence in school with a total of 209 absence days being recorded during the Autumn Term of 2021, this is in addition to normal absence reported. During the Autumn Term there were 4 x members of staff on long term absence (1 x teaching and 3 x support staff with one of these being covid-19 related).



This increased in the Spring 1 term as more people were affected, particularly after the Christmas period. From 28th February 2022 the legal requirement to isolate was removed, however in line with guidance for

STAFF ABSENCE

students, staff are still required to follow guidance and stay at home if they are symptomatic or test positive for Covid-19.



There are currently 2 x members of support staff on long term absence who are in regular contact with school and have had access to Occupational Health.

APPENDICIES

Appendix 1	Sexual Violence and Sexual Harassment – Government 10-point plan information for Trustees
------------	---

Keith Simpson
March 2022