



NESTON
HIGH SCHOOL

✦ *Shaping Extraordinary Lives* ✦

Headteacher's report to Trustees

Autumn Term 2023

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ADMISSIONS

Number of pupils currently on roll:

Year	Total
Year 7	300
Year 8	300
Year 9	301
Year 10	301
Year 11	302
Year 12	105
Year 13	127
Totals	1736

In Year admission/leavers since September 2023

There were a number of leavers at the end of the school year (July 2023) therefore spaces became available in September 2023.

18 New starters

Y7 x 6 - Gained place through waiting list

Y8 x 4 - 1 x FAP Retro, 3 gained places from live applications

Y9 x 4 - 3 gained places through live applications, 1 gained places though successful move from another school

Y10 x 4 - gained places through a combination of live application and Expression of Interest list.

5 Leavers

Y7 x 1 - moved schools

Y8 x 2 - moved schools

Y9 x 1 - moved schools

Y11 x 1 moved permanently to Ancora House after being dual main @ Neston High School.

Dual Registration

We have 6 students that are dual registration at Neston High School and attend other school settings:

3 x Wirral Hospital School

1 x Edu8 - Liverpool

1 x Progress School - Hamilton Square

1 x Ancora House

ATTENDANCE

Autumn Term 2023 - until 30.11.23

Year	Year %	PP %	Non PP %	Gap %	FSM %	Covid Positive Students
7	96.06	93.29	96.06	2.77	92.6	6
8	93.77	88.38	95.02	6.64	87.65	8
9	92.73	88.3	93.81	5.51	87.48	15
10	91.35	85.48	92.94	7.46	83.15	16
11	91.17	85.74	92.1	6.36	82.98	6
12	93.79	90.14	94.36	4.22	94.46	5
13	91.64	n/a	91.64	n/a	88.72	6

Year 7 – 11	93.01	88.23	93.98	5.74	86.77	51
Year 7 - 13	92.93	88.55	93.69	5.49	88.14	62

Stuart Nuttall (Assistant Headteacher) has taken on strategic leadership and oversight of whole-school attendance. As of 30/11/23, whole-school attendance stands at 93.01% for Y7-11 (the figure used for national data comparisons). As per the DfE's attendance data tracking and comparison tool, this puts Neston High 5th out of 17 schools in the Local Authority. Fisher Family Trust data shows Neston's attendance as above FFT national averages in all year groups and for all sub-groups with the exception of Pupil Premium students where we are below FFT national, with particular concern in the Year 10 and Year 11 Pupil Premium cohorts. The attendance of students on our SEND register is significantly higher than FFT national averages.

SAFEGUARDING

Number of students at Child in Need	6
Number of students with a Child Protection Plan in place	2
Number of open TAFs	6
Students on individual risk assessment	13

- Update presented to Trustees at the November meeting

DISADVANTAGED PROGRAMME

This term the focus has been responding to the change in guidance from the EEF; the Pupil Premium funding the school received must be spent following this guidance. One of the core ideas in the guidance is to use a wide range of evidence to diagnose student needs on an individual level. This has led to the formation of a PP student tracking spreadsheet which is an accumulation of several different sources of information from attendance and behaviour to progress evening attendance. Form tutors are using the document to run mentoring sessions with PP students three times a year, setting SMART targets for each term and supporting the students to reflect upon their progress that term. The data is also used to construct small groups of students into waves of intervention. The students are grouped based on needs and specific interventions take place, some are listed below:

- Targeted funding for trips
- Provision of laptops
- Additional intervention sessions with curriculum areas
- Additional revision materials
- Home visits
- Additional parental contact
- Made and elevate revision sessions
- Targeted invites to progress evenings
- SLT mentoring
- Tutor mentoring

The second key area is targeted academic intervention and the rollout of Go 4 Schools is continuing to enable staff to identify underachieving students earlier and implement interventions low down the school. The training has begun. Pupil Premium champion representatives from each curriculum area have met this term to discuss targeted academic intervention and how to identify students and intervene with them as early as possible.

CURRICULUM DEVELOPMENT AND REVIEWS

Work continues on the curriculum and improving provision further. Documentation is now updated to ensure our school website is both up to date and compliant with all curriculum expectations. Curriculum leaders understand the importance of ensuring the high-quality assessment work is reflected in curriculum maps. Curriculum leaders used the Ofsted Research Reports to ensure best practice is identified and embedded in Curriculum teams. Leaders were asked to consider and document how these best practice recommendations are being implemented into their departmental practice.

Quality assurance of departments is embedded across the year. Curriculum leaders were trained and played a role in the development of the proformas being used to QA their teams. Students' work and is regularly being reviewed to identify areas of strength and development for individual staff, as well as departmental best practice and training opportunities. All Curriculum leaders met with Mr Smith on a one-to-one basis and together, they highlighted priorities and began to plan for the upcoming second review window in February.

Curriculum reviews began with focus on the underperforming departments this term. These are undertaken alongside our SIP- Kath Harris and act as an invaluable opportunity for leaders to discuss and gain guidance on curriculum sequencing, implementation of curriculum plans and assessment. Further reviews are planned for the new year including visits to school priority areas such as Sixth Form curriculum areas.

STUDENT LEADERSHIP

Following a successful application process, which included a letter of application and formal interview, the KS4 student leadership teams are now fully established. We have two Junior Head Students, ten House Captains and two Senior Prefects in Y11, and we have a team of fourteen Prefects in Y10.

Jamie Kong, student leadership coordinator has attended the SSAT training on how to train student leaders and make student leadership effective in school. He has developed a leadership curriculum that will be delivered to the KS4 team during tutor time. He is currently working on the student leadership information that will appear on the website. These students will form the School Council which will begin after Christmas.

In the new year, the SSAT Student Leadership accreditation will be launched with the Y11 team. This is evidenced through event organisation, leadership lessons and other opportunities that the school will create for them, resulting in students gaining a bronze, silver or gold certification from SSAT.

CULTURE AND STANDARDS

Supporting Staff

This term has seen school leaders continuing to provide dynamic and targeted support for staff. A range of approaches first introduced last year have continued to be used extensively:

Dynamic Behaviour Policy: We continue to embed our revised behaviour policy, building consistency of practice across the school with a view to ensuring students routinely encounter a calm and predictable environment. This is underpinned by the 'Behaviour Handbook' which was developed by a team of staff last summer and provides a clear structure for staff to follow in promoting positive behaviour and challenging students who don't get it right.

Coaching: We continue to support Early Careers Teachers, staff new to Neston High School and others with formal workshops, informal coaching and lesson drop-ins.

Anti-Bullying

This year we are seeking to strengthen our programme in response to instances of bullying. Whilst the recorded instances of bullying are extremely low, misuse of social media and out of school influences are such that constant vigilance and a pro-active approach are necessary. The corner-stone of this term's work has been our first Anti-Bullying Conference. Over 70 students gathered in Bushell Hall for a day of discussion, reflection and creative thinking to help the school shape its policy and practice. The day was powerful and has led to a significantly improved understanding of students' experiences in navigating high-school, and a long list of ideas and potential changes which are currently under consideration. Before term ends, these will be shared with students and staff as we prepare to evolve our strategies in the Spring Term. This work has been informed by research, partnerships with the Anti-Bullying Alliance, the Anthony Walker Foundation and the Diana-Award Anti Bullying Charity. We have also applied to become a host school for the North-West for future regional anti bullying events organised by the Diana Award.

Monitoring and Intervention

Work is ongoing to improve our use of data to monitor behaviour (of all types) and respond effectively and efficiently. This term, for the first time, Google Forms have been used to provide dynamic, accurate 'live' data to teachers and tutors. This has included data on attendance, punctuality and behaviour. Curriculum Leaders have received guidance on the use of this information and now have a better understanding of the way members of their teams are using behaviour points in Arbor.

Rewards

This term we have re-instated a full programme of rewards to acknowledge students' achievements. Throughout the term, Headteacher's awards have been issued, Arbor Points issued with detailed reports provided to curriculum leaders (to identify any gaps in the use of this measure) and we are in the process of planning a full programme of end of term awards ceremonies.

ASSESSMENT AND TRACKING

All Curriculum Leaders have had a quality assurance meeting reviewing their assessments and department data entry into Go4Schools for Years 7-13. They are now all fully trained in the new KS3 tracking system. Students in all year groups are being targeted for intervention in subject areas and across the year groups. A particular focus has been placed on Disadvantaged, SEND and our Higher Prior Attainment students. We have identified the highest performing students years 7-13. These students are attending the Christmas Awards event with parents invited. Year 11 Mocks went very well, smooth and successful. The invigilation team have worked wonderfully with our students, putting them at ease in the halls, whilst maintaining the highest of standards. Results will be analysed, data review meetings will take place with all curriculum areas and action plans created for each department.

Students in Year 9 experienced an 'Options Fair' for the first time, gaining access to student voice and furthering their knowledge of the courses on offer. Year 7 and Year 13 Parents Evenings have been a huge success, now back face to face at school. Teachers and parents reporting how personal and enjoyable the evenings have been. Our 'More Able' Development plan has been launched for Years 7-13. Identified students are accessing enrichment and further opportunities to challenge and inspire ambition.

BEHAVIOURAL REPORTS

Suspensions

Number of suspension occasions

	Totals 2018- 2019	Totals 2019- 2020*	Totals 2020 - 2021 ♦	Totals 2021 - 2022	Totals 2022 – 2023	Autumn 2023
Year 7	7	1	20	3	11	0
Year 8	3	9	8	28	12	6
Year 9	18	11	17	31	64	16
Year 10	13	22	27	37	31	17
Year 11	19	16	39	7	19	14
Year 12	0	0	0	4	1	2
Year 13	0	0	0	1	1	0
Totals	60	59	111	111	139	55
Total Number of Days	73	152	206	310.5	239	81
Total Number of students	46	43	66	96	71	33

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

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

Note – figures Autumn 2023 are until 30.11.23

Number of Permanent Exclusions

1 permanent exclusion in October 2019
 1 permanent exclusion in May 2021
 2 permanent exclusions in May 2022
 1 permanent exclusion in January 2023
 1 permanent exclusion in October 2023

STAFF ABSENCE

Autumn Term 2023

There are 3 members of support staff on long term absence this term, 2 due to surgery.

Period – 1/9/2023 – 30/11/2023

Job Role	Days lost due to sickness
Admin	104
Cleaner	22
Kitchen	20
Librarian	53
LSA	73
PLM	12
Site	1
Teacher	224
Technician	47
Total days lost due to sickness	556

HR Training

The school have engaged with new HR and Legal representatives, Hill Dickinson. As part of the HR package, in January all managers will be trained on Absence Management and Conflict Resolution as line managers.

STAFFING CHANGES SUMMARY (AUTUMN 2023)

NAME	ROLE IN SCHOOL	DETAIL
New starters		
Gregory Williams	History Curriculum Leader	Replacement for internal promotion
Patrick Hiscott	Teacher of Maths	Replacement for leaving colleague
Connor Moss	Teacher of Humanities	Replacement for leaving colleague
Hannah Proctor	Teacher of English	Maternity Cover
Zara Fenney	Learning Support Assistant	Replacement for leaving colleague
Anya Jones	Learning Support Assistant	Replacement for leaving colleague
Shaun McDonnell	Catering Manager	Replacement for retiring colleague
Jemma Anyon	First Aid Room Co-ordinator	Cover for absent colleague

STAFFING CHANGES SUMMARY (AUTUMN 2023)		
NAME	ROLE IN SCHOOL	DETAIL
Caroline Hickey	Head of Performing Arts	Starting January 2024
Niamh McAleer	Music Curriculum Leader	Starting January 2024
Angela Mellor	Cleaner	Replacement for leaving colleague
Patricia Mazzucheli	Foreign Language Assistant	Seasonal contract
Katerin Wire	Teacher of Science	Maternity cover
Onli Cheung	Teacher of DT	Temporary contract until vacancy filled
Leavers		
Cerian Jones	Teacher of Maths	Moved to a school local to home
Mark Dolan	Art and Design Curriculum Leader	Retired
James Phillips	Teacher of English	Moved to teach abroad
Bev Robinson	Psychology Curriculum Leader	Retired
Tracy Birkett	Teacher of IT	New teaching role
Laura Depledge	Teacher of English	New teaching role
Louise Baille	Drama Curriculum Leader	New Curriculum Leader role
Fionnula McGrannaghan	Teacher of Music	Left for promotion
Tina Flemming	Learning Support Assistant	Retired
Mary Ann Fewtrell	Learning Support Assistant	Moved areas
Jennie Gorman	Learning Support Assistant	To begin teacher training
Sophie Marsden Haynes	Teacher of Geography	End of Fixed Term Contract
Sarah Gray	Teacher of English	End of Fixed Term Contract
Sean Broadbere	Teacher of Humanities	End of Fixed Term Contract
Amelia Deponeo	Teacher of Science	End of Fixed Term Contract
Alison Millington	Catering Manager	Retired
Harry Green	Teacher	New teaching role
Mairead O'Hagan	Teacher	Left teaching (family commitments)
Elsbeth Jones	Cleaner	Other commitments

STAFF TRAINING

SSAT Embedding Formative Assessment CPD Programme

Formative Assessment is a key priority for teaching and learning in order to raise attainment. The SSAT Embedding Formative Assessment (EFA) programme was extremely successful in Year 1. Our key priority now is to maintain momentum with the programme and to ensure strategies are embedded into our practice. To ensure Year two got off to a positive start, we began with a relaunch to all staff in September and have made sure there is a focus on sharing good practice with teachers working in cross curricular groups (Teaching and Learning Communities) every four weeks. This term we are focusing on 'Learning Intentions' and 'Success Criteria'. Our priorities are to embed strategies and also use student voice to inform our practice. To facilitate this, we are inviting students to the Teaching and Learning Communities on Wednesday 6 December, to explain to teachers how success criteria help them learn better and to give examples of lessons when this is done well. They will also have opportunities for teachers to ask students what teachers could do to help them learn more. This is a great opportunity for the school and for teachers and students to work together.

Kirsty Cunningham
November 2023