



NESTON
HIGH SCHOOL

Headteacher's report to Trustees

Autumn Term 2024

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ADMISSIONS

STUART NUTTALL

Number of pupils currently on roll:

Year	Total
Year 7	296
Year 8	299
Year 9	300
Year 10	300
Year 11	299
Year 12	136
Year 13	100
Totals	1730

In Year admission/leavers since September 2024

24 New starters

Y7 x 7 – gained places through live applications

Y8 x 6 – gained places through live applications

Y9 x 6 – 5x gained places through live applications, 1x gained a place via successful move from another school

Y10 x 3 – 2x gained places through live applications, 1x gained a place via successful move from another school

Y11 x 2 – 2x gained places through live applications

13 Leavers

Y7 x 2 – moved schools

Y8 x 6 – moved schools

Y9 x 3 – 2x moved schools, 1x elective home education

Y10 x 1 – elective home education

Y11 x 1 – moved schools

Dual Registration

We have 12 students that are registered at Neston High School and attend other school settings:

5 x Wirral Hospitals' School

4 x Ancora House

1 x Progress School

1 x Whitby High School

1 x SENDLO Wirral Home Education Service

Following the successful changes to last year's recruitment process, resulting in 136 students in this year's year 12, the Sixth Form team have been working hard to build on previous successes.

This year's recruitment process started in year 10 with Sixth Form introduction assemblies and has continued into year 11 with the Sixth Form Open Evening taking place in early November. This marked the start of our application process. Students have attended the Sixth Form showcase event to allow year 11 students the opportunity to gain an insight into A level courses from the Sixth Form students who are currently studying them.

As the academic year continues, students will receive a Sixth Form Questions and Answer session to inform students and to keep the Sixth Form application process high profile. The Sixth Form team are currently exploring the opportunity of running a Sixth Form taster day for students to further their understanding of the A level courses they may choose. Finally, students will be interviewed in the summer term to discuss course choices and suitability for the Sixth Form. All high ability students have had 1-1 meetings with the head of sixth form and all students in year 11 have had an SLT mentoring session with future destinations discussed and Sixth Form promoted for suitable students.

At the time of writing this, we have 170 applications to the Sixth Form with the majority of these coming from our current year 11 cohort. The deadline for applications is Friday 29th November and a final count of applications will be done on Monday 2nd December, giving students the option of an additional weekend to apply. With less than a week to go until the deadline this year, it's interesting to compare with a similar point during last year's application cycle. Last year, with 4 days remaining, we received 124 applications. This year we have 170.

Having looked at the previous year's application data there is often an influx of applications in the final week and the weekend after the deadline has officially passed (last year 28 students applied over the weekend following the official close). The rest of the academic year also tends to yield an additional 20+ applications, many of these coinciding with the timings of the Sixth Form interviews.

The initial data collected has highlighted the following subjects as popular amongst our Y11 cohort: P.E, Mathematics, Law, History and Criminology.

A full analysis of the ability range of the students will be completed when the last applications are in. At the time of writing 28 of our top 30 students, based on teacher's predicted grades, have applied to the Sixth Form.

Autumn Term 2024 - until 25/10/24

Year	Year %	PP %	Non PP %	Gap %	FSM %
7	96.69	95.00	96.69	1.69	94.59
8	94.34	91.28	95.01	3.73	89.64
9	92.33	85.95	93.78	7.83	85.56
10	92.75	89.90	93.52	3.62	88.50
11	91.43	85.90	93.06	7.16	82.92
12	95.74				
13	93.60				

Year 7 – 11	93.51	88.83	94.54	5.71	88.22
Year 7 - 13	93.69				

Lawrence Cray (Assistant Headteacher) has taken on strategic leadership and oversight of whole-school attendance. As of 30/05/24, whole-school attendance stands at 93.51% 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 8th out of 20 schools in the Local Authority. In addition to this, the school sit 4th for FSM and 1st for SEND student within the Local Authority. Nationally, the school is in the 65th percentile for attendance.

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 9 and Year 11 Pupil Premium cohorts. The attendance of students on our SEND register is significantly higher than FFT national averages.

SAFEGUARDING		TOM CAIRNEY
Number of students at Child in Need		8
Number of students with a Child Protection Plan in place		1
Number of open TAFs		5
Students on individual risk assessment		16

This Term:

- DSL attended launch of Cheshire Police consent campaign having supported the production of resources to be used across the borough and nationally. In attendance were Chief Constables from across the country and heads of service from national charities such as Barnardo's and NSPCC. The School's Head Boy engaged in a Q&A around his experience taking part. DSL presented a preview to parents/carers at year 7 information evening.
- The School's goodwill established with Cheshire Constabulary around safeguarding young people led to an invitation to take part in a BBC3 documentary focusing on harmful content, consent and the impact sharing indecent images of children can have.
- DSL has facilitated the Multimodal Approach to Preventing Suicide in Schools (MAPSS) programme with the School's year 10 cohort. This has included assemblies and baseline wellbeing surveys (x2) with same day reports highlighting students at medium and high risk i.e. students who indicated suicidal thoughts more than half of days over the previous 2 days. Five students came under this category. Four were highlighted as having a 'rough plan and some intent to act'. All students were effectively supported following their submissions. Feedback from LJMU has been positive and the students' engagement has been greater than their predictions based on work with other partner schools.
- Papyrus delivered their Suicide Prevention Overview Tutorial to around Twenty staff and spoke at the Year 10 Parents' Information Evening on their work; raising awareness suicide amongst young people and the importance of recognising signs.
- We hosted the Safeguarding Children in Education Service supervision event. Within which agreed memorandum of understanding between SCIEs and partner schools to challenge proposed changes to referrals into children's social care in CWAC.
- Miss Cooke appointed Student Manager/DDSL role and joined the core safeguarding team. This has effectively increased capacity for operational supervision of wider safeguarding/pastoral team. Following a bedding in period, core team will compile corporate standard training material on complex safeguarding matters for whole school staff community in addition to basic statutory and induction training.
- CPOMS audit complete with established workflow assignment of cases/incidents to wider safeguarding team to action. DSL, as SLT link to year 9, trialing Microsoft Planner/To-do to effectively manage workload of year teams and promote early help and intervention.
- Safeguarding team training included: Harmful Sexual Behaviour; Local Authority Designated Officer; Controlling & Coercing, Stalking and Harassment delivered by CWAC.

We are currently at the end of the three-year cycle for the school's Pupil Premium strategy statement. Work is being completed to triangulate data and identify the challenges our Pupil Premium (PP) students face. These challenges are outlined in the "Challenges" section of the document. The next steps involve using the Education Endowment Foundation's menu of approaches to inform the school on the strategies that will be employed. This document is reviewed annually to continually adapt to the needs of the students.

For the current Year 11 students, a targeted intervention group has been established based on recent Attitudes Towards Learning data. This group, which shows high effort but low progress, has been designated the "Aspire" group. The group has received: parental meetings, additional targeted summer work, regular mentoring sessions, additional exam revision materials, and extra exam revision sessions. Anecdotal evidence from student voice indicates that students feel more confident and better equipped to succeed in the upcoming centre assessed examinations. The true impact will be quantified after the centre assessed examinations.

Targeted academic intervention groups have also been established in English and Science, focusing on Pupil Premium students who are not making expected progress. The principles behind this intervention align with the Education Endowment Foundation's guidance: selecting pupils and scheduling sessions effectively, aligning tutoring with curriculum and assessment, and creating a sustainable tutoring model. These sessions have been running for six weeks, and their impact will be reviewed later in the term.

During the previous term, a former student, now a football coach, ran an intervention session with a group of disadvantaged Year 8 students. This session focused on building confidence and linking future careers to current schoolwork. The impact was measured through student voice, with students expressing very positive feedback about the experience.

This term a whole school system of Developmental Departmental Review weeks have been implemented. Reviews have taken place over a week and have included a large number of elements to give a holistic view of quality of education within departmental areas. Reviews include: meetings to establish priorities with Curriculum Leaders, Curriculum conversations, Lesson drop-ins, assessment reviews, staff and student voice, provision for focus groups and book looks. Once reviews have been completed Curriculum Leaders then receive a detailed report and meet with SLT to discuss areas of strength, areas of development and necessary actions.

Ten departments have been reviewed so far, with reviews concluding in February. Priority areas will then be established and revisited alongside school improvement partner in the summer term. Reviews have highlighted excellent practice in teaching and learning in regard to application of the formative assessment development work which has taken place through the application of our two year SSAT project. Resourcing has been shown to be of high quality across departmental areas as are staff-student relationships. There has also been some exemplary practice regarding questioning and retrieval practice shown across the school, although the consistency of these remains an area of development on a whole school level. Reviews are being shown to provide Curriculum and School leaders with a vast amount of evidence required to drive school standards in quality of education forward. Clear priorities have been established for all Curriculum Leaders following the completion of all reports with review points established for the Summer term.

Personal Development

This year has seen the introduction of a renewed focus on developing our Personal Development programme. There is now a designated Assistant Headteacher for Personal Development, John Millington, who has led on developing a vision and strategy for this area. He has also created a coherent Personal Development team where each member has a clearly defined role. As a result, we have enjoyed a term of colleagues leading effectively in each of the following areas:

Personal Development Experiences – Mr Sidwell

The team have undertaken a substantial overhaul of the way we think about, structure, track and celebrate students' Personal Development Experiences. The team have developed an innovative model whereby students will be able to achieve points based on the nature of their involvement in any particular Personal Development Experience – or PDEx – and track these points over time. This in turn will lead to recognition, awards and celebrations. Staff are beginning to see how we can greatly increase the breadth and depth of the Personal Development curriculum by enhancing and 're-purposing' the existing curriculum. For example, the Geography team challenged students undertaking their Anfield field work to show enhanced leadership skills, organisational skills, positive participation and resilience. Some students acted as trip leaders, meeting and greeting Anfield staff; others helped organise resources and manage activities. Going forward, these Personal Development skills will be recognised, recorded in Arbor (so we can look closely at the impact of the curriculum on groups of students) and celebrated.

In addition to re-purposing existing activities, the team is also developing new Personal Development opportunities: trialling a new approach to House Competitions, working with the Rotary Club and building a partnership with the Neston Community Youth Centre.

PSHE – Ms Jolley

Developing the curriculum and ensuring effective quality assurance are key themes in developing further our PSHE curriculum. Ms Jolley has organised a whole school Wellbeing survey, the outcomes of which will be used to ensure the PSHE programme best reflects the needs and concerns of our pupils at Neston. By the end of this academic year, we will have a *bespoke* PSHE programme to support our families. Lesson drop-ins, book looks and pupil voice meetings are all now used to monitor PSHE and we are considering pupil booklets as a means to maximise student engagement.

Student Leadership – Ms Vining

Having initially considered the SSAT student leadership programme as a tool for developing our young leaders, the decision has been made to, in the first instance, develop an in-house model. This is to be led by Ms Vining who is auditing all of the current leadership opportunities, from Y7 to Y13. Students will have an opportunity to understand these 'leadership pathways', plotting and tracking their personal leadership 'journeys'. In addition, students will have an opportunity to attend a leadership conference and other leadership learning events in order to prepare themselves for future leadership opportunities, at school and beyond.

Careers – Mr Lewis

We have enjoyed two years of strong growth of careers provision under the leadership of Mr Luck, followed by Ms Burgess. This year, Mr Lewis has made a strong start in building on this work to deliver a positive outcome against each of the Gatsby Benchmarks. All of the regular routines and plans are established – careers advisor appointments, work experience planning, Careers Fair planning. However, through our 'outreach' INSET Day, we

have also established a strong link with Wirral Grammar School for Boys whose work around Personal Development and Careers is highly regarded. We expect this will be a Catalyst for further development in this vital aspect of the PD Curriculum, starting with establishing a new vision for careers at Neston High School.

ANTI BULLYING

JOHN MILLINGTON

Guided by the Anti-Bullying Alliance, we are developing our Anti Bullying work using four key strands:

1. Peer led action:

- Anthony Walker Foundation work on Anti-Racism
- Y11 leaders' visits to tutor groups to promote the ways of reporting bullying
- Anti—Bullying 'advocates' (high profile students who are willing to be seen to support the anti-bullying message) actively promoting a positive message
- Y11 leaders staffing a 'bullying reporting room' at break
- Re-establishing our LGBTQ+ working group

2. Clear and Consistent Messaging

- Powerful assemblies
- Peer to peer video messages
- Anti-Bullying Poster House Competition
- Tutor group visits
- Strong PSHE Content

3. Strengthened Infrastructure for Recording and Responding

- New Arbor Categories for capturing unkind behaviour (often a pre-cursor to bullying)
- Updated processes for Pastoral Teams, clearly expressed
- Investigations and Preventative Work underpinned by the Anti Bullying Alliance model:



Summer examination outcomes have been analysed carefully with all curriculum leaders and key priorities set for the academic year ahead. Detailed examination board feedback has been utilised to identify areas of strength and areas for development. The assessment calendar has been strategically designed to ensure data analysis can take place at key check points to allow for intervention and action plans to be designed with Curriculum leaders to review progress throughout the year.

This term Curriculum Leaders have had individual quality assurance meetings to review their assessments and department data entry into Go4Schools for Years 7-13. All assessments were scrutinized by HWA/JVO/KCU and further developments implemented. The whole school assessment policy, which is now in its third year, is embedded and consistent across all departments. Our newly developed practical area assessment is now in line with the whole school percentage system and is working well this term for staff and students. This will be reviewed with all practical subjects at the end of the Autumn term to share best practice and further develop for the spring term.

New Key Stage 3 data analysis processes begin this term. Curriculum leaders are trained in the new KS3 tracking system and are using Go4Schools to track underachievement in Years 7/8 & 9, creating action plans for specific student sub-groups. Students in all year groups are being targeted for intervention in subject areas, with a focus on Year 11 and Year 13 after the most recent predicted grade data catches. A particular focus has been placed on Disadvantaged, SEND and our Higher Prior Attainment students to continue raising attainment in these key student groups.

The Year 11 Internal Centre Assessed Exams are about to begin. Our new Exams officer has had full training and is ready to lead this series with the support of H. Waites. The invigilator team has completed updated on-site training, we have recruited more invigilators and now have a strong team of thirty which is positive for the year ahead. Results from CAEs will be analysed, data review meetings will take place with all curriculum areas and action plans created for each department.

Our Year 13 and Year 11 successful SLT Mentoring programmes has taken place this term with all students being set personal targets to support their progress. This programme will continue in the Spring term where students will review exam outcomes.

All students, in all year groups have received a report home to parents this term keeping parents firmly involved in their child's learning journey. We have held two successful parents' evenings on site (Year 13 and Year 7) receiving positive feedback from families who have appreciated the opportunity to talk face to face with teachers.

The January External Examination series begins on Tuesday 7th January. This is planned and processes/revision sessions are in place to support all students sitting these important unit exams. The Year 13 Centre Assessed Exams that begin Monday 20th January are scheduled and students have received all key information to prepare early.

It has been a pleasure working at Neston High School for the past four and half years. I am proud of the improvements made in assessment, exams and student outcomes in my time here and the impact I have made in my role. I would like to thank all the trustees for their support and guidance throughout my time at Neston.

Suspensions

Number of suspension occasions

	Totals 2018- 2019	Totals 2019- 2020*	Totals 2020 - 2021 ♦	Totals 2021 - 2022	Totals 2022 - 2023	Totals 2023 - 2024	Autumn 1 2024	Autumn 2023	Difference
Year 7	7	1	20	3	11	5	1	0	-1
Year 8	3	9	8	28	13	24	0	6	-6
Year 9	18	11	17	31	64	46	6	16	-10
Year 10	13	22	27	37	31	62	10	17	-7
Year 11	19	16	39	7	19	35	17	14	+3
Year 12	0	0	0	4	1	3	0	2	-2
Year 13	0	0	0	1	1	0	0	0	0
Totals	60	59	111	111	140	175	34	55	-21
Total Number of Days	73	152	206	310.5	243.5	255.5	58	81	-23
Total Number of students	46	43	66	96	87	82	25	33	-8

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

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

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
 1 permanent exclusion in October 2024

STAFF ABSENCE

Autumn Term 2024

In January 2024, all school staff had training on the absence management process. School leaders were specifically trained on leading effective back-to-work interviews and received training from Hill Dickinson on the formal escalation of absence concerns. Since this training, all staff now receive a first-day absence call from either Deputy Headteacher Stuart Nuttall (for teaching staff) or Business Manager Tina Phillips (for support staff). This call is made as both a welfare / well-being check and also to ascertain the member of staff's likely return date. A formal structure of "trigger points" is now embedded as standard practice, meaning that staff are invited to attend formal absence management review meetings if their absence meets one of these trigger thresholds as a cause for concern.

Absence days 1st Sep – 15th Nov 2024

Teaching staff days absence	242	This includes 4 long term which total 147 days
Support staff absence	282	This includes 4 long term which total 135 days

If long-term absence is excluded, the number of absences is as follows:

Teaching staff days absence	95
Support staff absence	147

Comparison to National and Local Authority Average – latest figures available are for academic year 2022/2022

The DfE have recorded the following for teacher absence for 2022/23. This has been compared to Neston High School for the same period of time and 2023/24.

	National 22/23	CWAC 22/23	NHS 22/23	NHS 23/24
Average number of days taken by each teacher who took sickness absence	8.0	8.1	6.2	11.22
Average number of days taken in sickness absence by all teachers	5.3	5.1	3.8	8.1
Percentage of teacher who took sickness absence	66.2	62.8	63.9	72.4

STAFFING CHANGES SUMMARY (AUTUMN 2024)

NAME	ROLE IN SCHOOL	DETAIL
New starters		
Colin Caven	Teacher of Maths	Replacement for leaving colleague
Kathryn Cleverly Dodd	Teacher of Art	Replacement for internal promotion
Jordan Conway	Teacher of DT and Engineering	Replacement for internal promotion
Melissa Jones	Teacher of Humanities	Replacement for leaving colleague
Steven McArdle	Teacher of IT	Replacement for leaving colleague
Laura Sanchez	Teacher of Languages	Maternity cover
Stephen Tynan	Teacher of English	Replacement for leaving colleague
Robert Williams	Teacher of English	Maternity cover
Rosie Williams	Teacher of RE	Maternity cover
James Wise	Teacher of English	Maternity cover
Rachel Woodward	Teacher of English	Maternity cover
Samuel Barnes	Learning Support Assistant	Replacement for leaving colleague
Katie Bojang	Learning Support Assistant	Previous vacancy unfilled
Jovanna Dulic	Learning Support Assistant	Previous vacancy unfilled
Matthew Hill	Learning Support Assistant	Previous vacancy unfilled
Angela Irmack	Learning Support Assistant	Replacement for internal promotion
Deborah Rodney	Learning Support Assistant	Previous vacancy unfilled
Amanda Wirth	Learning Support Assistant	Replacement for temp contract
Elle Fraser	Pastoral Learning Mentor	Replacement for leaving colleague
Sharon Masser	Pastoral Learning Mentor	Replacement for internal promotion
Dee Connelly	Administration Assistant	Replacement for leaving colleague
Donna Lusted	Kitchen Assistant	Replacement for leaving colleague
Kayleigh Rogan	Kitchen Assistant	Replacement for leaving colleague

STAFFING CHANGES SUMMARY (AUTUMN 2024)

NAME	ROLE IN SCHOOL	DETAIL
Leavers		
Rachel Brace	Teacher of Art	Retirement
Onli Cheung	Teacher of DT	End of temporary contract
Karen Irwin	Teacher of Humanities	Retirement
Janet King	Teacher of Maths	Retirement
James Kong	Teacher of Maths	Promotion at another school
Martin Ormond	Teacher of Humanities	To move abroad
Hannah Proctor	Teacher of English	To move abroad
Claire Quatermass	Teacher of English	End of temporary contract
Deborah Roberts	Teacher of English	New role
Andrea Steeples	Teacher of IT	End of temporary contract
Hayley Reynolds	Learning Support Assistant	New career
Janet McCabe	Pastoral Learning Mentor	Family reasons
Claire Norbury	Administration Assistant	New role

To ensure Quality First Teaching is delivered across the school we have put in place a programme of lesson observations for all teaching staff. This has been supported by robust training to ensure that staff are clear about the purposes of observations and that the focus is development of staff with a meaningful feedback meeting following observation to clearly identify strengths and areas for development. This is proving successful in terms of informing us where good practice is taking place and in which subject areas to share across the school as well as identifying training needs both for individual teachers and whole school.

The feedback from lesson observations is being used to inform next steps for professional development and we are in the process of trialing Steplab, a responsive instructional coaching platform, in order to support us in developing a coaching culture across school and to also ensure professional development needs are effectively met. In addition, we hope to use this platform to share good practice by highlighting this when seen during drop-ins and lesson observations for those staff with positive affirmations, celebrating success across the school.

Following the success of the SSAT Embedding Formative Assessment programme, Teaching and Learning Communities (TLC) continue to be in place as a key focus for Teaching and Learning CPD. This ensures that formative assessment strategies are embedded and sustained, particularly in regard to checking for understanding, feedback and questioning. Teachers are working in cross curricular groups and are engaging in a Teaching and Learning Project to focus on a particular strategy to embed and work with peers to engage in peer observation to develop effective practice. We have also included a TLC which just focuses on KS5 strategies to further develop teaching and learning in the sixth form. Later in the year we will develop sharing of good practice further by having 'Open Door' days for staff to visit each other to observe effective formative assessment strategies. This work is proven to have a positive impact on student outcomes so is important to sustain and embed in school.

We have recently invested in the Walkthrus programme made up of evidence-based teaching strategies rooted in a deep understanding of how learning works so that all staff have access to high quality resources (books and online resources). These resources follow a coaching style format focusing on all aspects of teaching and learning which again can be used to meet the needs of individual staff and ensure Quality First Teaching.

WOW (Wonder on Wednesday) has returned on a fortnightly basis and a range of staff are now sharing good practice across the school in these breakfast CPD sessions. Sessions so far have included work on behaviour for learning, dual coding and whole class feedback.

This year we have 5 ECTs in Year 1 and 2 ECTs in Year 2. All ECTs have a mentor and are supported by the Best Practice Network as a training provider. In addition, we have a robust weekly staff induction programme in school to further develop their knowledge and understanding of key areas necessary to be successful

Trees

A tree safety survey was undertaken in April 2023 (by Tree Solutions). The recommendations were graded in priority for action of high (immediate), medium (6-12 months) and low (24 months). There were 15 high, 2 medium and 3 low ratings on either individual or groups of trees and these were evaluated using the HSE's guidance around tree risk management so that the works were prioritised and commissioned.

[HSE Education ebulletin: Safety of trees on school premises and playing fields](#)

Several tree specialist contractor visits followed during school holiday periods of low occupation to undertake felling, dead wooding and pruning works to the value of around £10k. Whilst all these things will not guarantee that we will never have an incident involving trees, they do demonstrate that we are pro-actively discharging our responsibilities in this aspect of managing the large estate of the school. This will have all helped to reduce the likelihood of a tree related incident, as will continuing to monitor the risks associated with the lovely trees we have.

Example below of a decayed heartwood section to a mature, heavily ivy clad Sycamore tree (approx. 15 metres in height) which was close to the school boundary with Raby Park Rd.



Accident/Incident/Near Miss reporting

These reports submitted by staff are monitored with the goal of identifying any trends or hot spots and if there is anything reasonable that can be done to reduce the likelihood of a recurrence, these things are then recommended for consideration by the relevant head of department and/or to SLT.

Some basic statistics from these are presented in the table to the right.

An area for development in our collective management of H&S is to encourage the reporting of 'near misses' so that we can include any learning from them by being pro-active to mitigate risks wherever possible, which will contribute to making things even safer for all our school community.

Number of accident forms completed on service desk				
Month	2023/4 Major	2023/4 Minor	2024/5 Major	2024/5 Minor
September	0	0	0	1
October	1#	4	0	3
November	0	1	0	1
December	1#	3		
January	0	4		
February	0	2		
March	2#	9		
April	1#	2		
May	1	9		
June	0	0		
July	1#	5		
August	0	1		
# includes an attendance at hospital				
Number of near miss forms completed on service desk				
2023/4	0			
2024/5	0			

Emergency procedures

Our first fire evacuation drill of the school year took place on the 18th September 2024 and our consistent cycle of 'plan, do and review' is establishing consistency and a better understanding of our procedures by all. It is also prompts identifying scope for further improvements in our preparedness for different emergency scenarios, such as the potential for use of our evac chairs. We also had an unplanned (accidental activation) fire evacuation 23rd October 2024 which due to being unknown by all in advance and deputies to several roles needing to be deployed based on who was on site at the time, was an even more valuable test than a 'known' drill at a convenient time for evaluating how everyone might respond to an actual fire.



Evac Chairs

Training

The newly launched platform of e-learning via the TES will be an excellent resource to partly help with fulfilling our training responsibilities for all staff with H&S specific training and many other topics too. The course shown here was easy to understand and work through with 10 review questions at the end to confirm the learner's understanding of the content.



Kirsty Cunningham
November 2024