



# Headteacher's report to Trustees

Summer 2024

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## KEY OF ACRONYMS

DIR	Department Improvement Review
EAL	English as an Additional Language
EHCP	Education Health Care Plan
FAP	Fair Access Panel
FFT	Fisher Family Trust (Educational analysis tool)
FSM	Free School Meal
IDSR	Inspection Data Summary Report
KS	Key Stage
LAC	Looked After Child
LOtC	Learning Outside the Classroom
PAN	Published Admission Number
PP	Pupil Premium
SEN	Special Education Need
SPI	School Performance Indicator
TE	Teacher Estimates
WRAP	Wirral Respite Alternative Provision



## TEACHING AND LEARNING

FIONA MANNIX

### Staff training

We are now coming near to the end of our two year Embedding Formative Assessment CPD programme for all teaching staff. Embedding Formative Assessment is crucial for fostering a culture of continuous improvement in education. By incorporating formative assessment practices, teachers can gain valuable insights into student learning, identify areas for improvement, and adapt teaching strategies to meet individual needs, enhancing student achievement and engagement. This has been the focus for our Teaching and Learning CPD having been identified as a priority. Teachers have been working in cross-curricular Teaching and Learning Community groups to achieve this. A key element this year has been to involve our students in these sessions so that teachers can learn from them with student voice at the heart of these sessions. This includes student voice work on areas such as 'success criteria' and 'questioning.' These sessions have been extremely informative for teachers who have found this insight and feedback from students invaluable.



### A day in the life of Year 8

As a follow up to the learning walk last year when Year 8 students were in Year 7, Fiona Mannix visited students in Year 8 to carry out research to support the school in developing teaching and learning strategies in order to raise attainment. The aim was to look at the learning experience of our students from their point of view. Jo Vosseveld, Chris Scutter and Fiona Mannix all visited lessons tracking a range of students. This involved lesson drop ins, student voice and book looks.

Our main findings were:

- There was an improvement in the range of topics covered across the course of a day.
- Teachers demonstrated strong subject knowledge.
- Clear evidence of formative assessment strategies being embedded which work well when used effectively e.g. mini whiteboards.
- Students were well engaged with material.
- Students like Maths and practical lessons.
- Improvements in standards in books since last year and literacy activities.

The following action points have been identified as a focus for CPD:

- Strong start for every lesson ('Do Now' 5 minutes followed by feedback)
- Effective questioning
- Embedding and sustaining formative assessment strategies
- Training on strategies to engage students (cooperative learning-Kagan structures)

- Further development of written feedback to support progress

In addition, more opportunities for student voice are essential as their perceptions of their school day are different to that of staff

#### ECT update

- This year two staff have now successfully completed their ECT 2-year training, Hannah Proctor (English/Drama) and Niamh McAleer (Music).
- Clara Maddocks (English) and Bethany Pyke (Business) are in the process of completing their final assessment for Year 2 and will then have completed the programme successfully.
- Patrick Hiscott (Maths) is in the process of completing his final assessment for Year 1 of the ECT training.

#### Exams

It has been an incredibly successful external exam season with 100% attendance and a high percentage of students attending revision sessions during the study leave period. Teachers have been running strategically placed revision sessions directly before exams, these have been well received by students and praised by parents for the positive impact they have had. Students have demonstrated a mature, focused and positive attitude towards the exams, with revision preparation embedded into their daily routines. The exams team have worked incredibly hard supporting the students every day and leading our invigilator team who have been exceptional. We look forward to celebrating all the students' hard work on results day.

#### Key Stage 3 Assessment & Tracking

- Actions identified from quality assurance meetings that took place in November with each department area have been reviewed this term. Areas of strength have been celebrated and best practice shared across departments, further areas for development have been identified and action plans have been created for summer term planning.
- Assessment design at key stage 3 has significantly improved with our summative end of year assessment window currently underway. The most recent quality assurance window gave an insight into the implementation of Year 7, 8 & 9 assessments in all subject areas. Student voice was gathered to review the consistency across departments.
- The launch of our new key stage 3 revision programme has been a real success. Form tutors have led the programme from a scheme of work produced by Hayley Waites which was accompanied by a series of four videos demonstrating revision techniques and teaching our younger students how to revise effectively. Students have been creating revision resources with their form tutors and preparing for their end of year assessments in a more focused way than ever before.
- Year 9 have experienced sitting their English and Science assessments in the examination halls. Invigilators reported they have been the best behaved Year 9 cohort they have ever worked with. This

will benefit the students by learning the exam routines early in preparation for key stage 4. We have been delighted with the engagement and maturity of this year group.

- Curriculum leaders have undergone data analysis training using Go4Schools. This training session taught curriculum leaders to analyse each year group using our live data ribbons and identify classes/subgroups and individual students that were underachieving. This training was taken back into departments and disseminated to all staff with departments completing several tasks drilling down into their department data.
- 'Steps to Success' is our key stage 3 intervention initiative where all departments have identified several strategies that will be employed to support underachievement. These have been collated for each department and shared with line managers at our SLT meeting.
- Our first year through the new assessment policy has been an extremely productive one, departments have refined their assessment points and assessment design. Data entry into Go4schools is consistent and live data is more accurate than ever. We are significantly well placed for next academic year to address student progress at key stage 3 in a more robust way than ever before, in order to make maximum impact earlier in the students' academic journey.

This term a number of steps have been taken to continue the development of Curriculum areas. QA window three has been undertaken, with a particular focus being placed on practice at Key Stage three to establish a consistency across all Curriculum levels. Quality of Education meetings have been undertaken with all Curriculum Leaders. In these meetings Leaders have been asked to reflect on advancements and priorities in the areas of departmental Curriculum, Teaching and Learning and Assessment. Leaders have then been asked to create action plans for development based on priorities established in meetings with SLT. A Middle Leader development programme has been launched to provide eight self-paced training sessions to help further ensure Curriculum intent, implementation and impact are developed on a consistently high level.

This leadership programme is based on the work of experts such as Mary Myatt and John Tomsett ensuring that the gold standard of educational practice is being implemented at Neston High School. Curriculum development work has also been undertaken with our School Improvement Partner, particularly focusing on developing the Curriculum development and Curriculum leadership of Middle Leaders.

The Sixth Form team have continued to work hard to ensure high levels of student recruitment. Each student who originally applied to join Neston Sixth Form were interviewed by a member of the senior leadership team. Students who had applied but indicated an intention to study elsewhere were also offered an interview. A number of students also came forward to request an interview stating that they had changed their mind and wished to stay on at Neston. Results are that numbers have risen slightly to 183 applicants. Students have since received letters to offer them a conditional place in the Sixth Form, these have been well received by parents. Both Internal and External applicants have been invited to attend a coffee morning on the 2nd July where they will receive additional information about results day processes and ease the transition from year

11 into 12 in September. The recruitment process has started with our year 10 students, with Sixth Form information being present in the year 10 parents' information evening.

Our year 12 students are currently working towards their end of Years Centre Assessed Examinations and have received guidance in assemblies which will be followed up by a letter home to parents and guidance on revision strategies in form time and PSHE. Year 12 students have also signed up for the UCAS programme with 82 students signed up and progressing through their UCAS forms so far. Each student receives a program of guidance in PHSE time in computer rooms, assemblies and a parents information evening scheduled to run on 3rd July. Twenty-two students have made a promising start to the EPQ and have attended all the taught sessions, currently running on Tuesday evenings after school. Attendance figure in year 12 remain high at 94%, well above Arbor national averages of 90%. Efforts are continuing to be made by the head of year and tutor team to raise the attendance figure above 95%.

Our year 13 students are well underway with their external exam series with 100% attendance to exams so far. Students applied for early study leave on a case-by-case basis and engaged well in lesson and revision sessions running until half term.

This term a number of developmental steps have been taken in regard to Alternative Curriculum and Alternative provision. A vocational course co-ordinator has been appointed to lead our Vocational studies teaching groups as well as linking with our external partners. Cohorts have been identified for, referrals undertaken, interviews arranged and places secured for students undertaking level one courses at Reaseheath and West Cheshire colleges. Resources have continued to be developed to ensure all Alternative provision is compliant and of a high quality. Students within Year ten have been identified to join the Vocational cohort for the upcoming academic year to ensure Curriculum offers are tailored individual needs of students.

## This Term:

- DSL a member of Wirral Safeguarding Children Partnership Task and Finish group “supervision of staff dealing with safeguarding”, contributing to reforming supervision models within the Wirral education sector bridging the neighbouring SCPs and supporting the priority area of Embedding Systemic Practice.
- DSL a member of a WSCP T&F group focussing on “the child’s voice in safeguarding” agreeing best practice to share across the sector.
- DSL a member of Wirral’s Safeguarding Education Committee in response to the Working Together 2023 review, Neston High School is the only CWAC school involved.
- Cheshire Police are now invited to every other Neston High School core safeguarding team meeting to discuss community concerns and issues within partner schools that may impact on safety and wellbeing of our students. Proven avenue to feedback concerns and strengthen relationship with Cheshire Police. An effective forum to receive updates on known police investigations which inform school responses.
- Via the safeguarding meetings above, escalation around effectiveness of Cheshire Constabulary’s use of Operation Encompass protocol was initiated (having previous escalated directly with the vulnerability hub and SCIE team). DSL shared their experiences with Merseyside Police as good/better practice, this has triggered Detective Inspector of Vulnerability Hub Cheshire Police to liaise with counterparts in Merseyside. We are waiting on the improvements expected.
- DSL has signed up to a study with Liverpool John Moores University, Multimodal Approach to Preventing Suicide in Schools (MAPSS). A regionally based feasibility trial of an integrated response to suicide risks among secondary school pupils. The programme includes a 3-hour workshops for year 10 students (current year 9), baseline and impact assessments over a 12-month period which would trigger online CBT sessions for high risk students identified through the assessments. Key pastoral staff will also receive suicide prevention training delivered by Papyrus.
- DDSL moving towards an attendance focussed role supporting vulnerable students in September and will be completing local authority commissioned Emotionally Based School Non-Attendance training in readiness. A new Student Manager role is being re-advertised to increase operational capacity within the core safeguarding team.
- A review of the team’s online presence took place with a newly designed safeguarding page on the school website. A key priority will be developing a ‘family toolbox’ signposting parents and carers to appropriate external agencies and partners.
- Safeguarding team, SENDCo and SMHL (MFA) developing Inclusion Framework further to explicitly reference mental health as a priority across school.
- An audit of our safeguarding system revealed underuse of CPOMs as a potential workflow programme, reinforcing agreed responsibilities and adequately triaging incidents. A consolidation of categories took place with a gradual introduction of assigning cases to the wider safeguarding team. This will be accelerated and firmed up next term.
- Other DSL training undertaken include far right extremism and perplexing presentations/fabricated or induced illness. With increased operational capacity, an increased focus on in-house whole school training to increase awareness of issues safeguarding team are responding to will be a focus next year.

Student Group	Attendance	National Average	Difference	Above/Below
All Students	92.4%	91.0%	1.40%	+
Year 7	94.9%	93.2%	1.70%	+
Year 8	93.2%	91.5%	1.70%	+
Year 9	92.0%	90.4%	1.60%	+
Year 10	91.2%	89.9%	1.30%	+
Year 11	91.0%	88.3%	2.70%	+
Year 12	94.2%	91.4%	2.80%	+
Year 13	90.6%	88.3%	2.30%	+
Female	91.7%	90.2%	1.50%	+
Male	93.0%	90.9%	2.10%	+
SEND	90.0%	85.4%	4.60%	+
Disadvantaged	87.4%	85.7%	1.70%	+
Pupil Premium	88.1%	85.9%	2.20%	+
Service Child	91.9%	92.6%	-0.70%	-
Young Carer	81.9%	Unavailable		
LAC	85.9%	85.4%	0.50%	+
EAL	94.1%	92.6%	1.50%	+

**Summary**

Our year-to-date attendance up to 6 May 2024 stands at 92.4%. This puts us above the national average overall and in most subcategories.

The overall performance for our SEND attendance is a testament to the hard work our staff has put in to support and nurture some of our most vulnerable of students.

The attendance of our Pupil Premium students, although well above the national picture, remains a cause for concern, and we are working actively on targeting this cohort as a priority.

**Actions**

1. Modification of the 'Tracker' process to allow for an immediate graduation of intervention through form tutors.
2. The letter system will change to ensure parents/carers are notified and challenged at every absence over Neston's thresholds.
3. Earlier intervention meetings with the pastoral teams will be placed to allow for a holistic understanding of an individual's reasons for absence and barriers to attendance. This allows a student-centre vision of education.

A clear and data-driven approach to every year group that is consistent throughout the school.

**Suspensions**

Number of suspension occasions

	<b>Totals 2018- 2019</b>	<b>Totals 2019- 2020*</b>	<b>Totals 2020 - 2021 ♦</b>	<b>Totals 2021 - 2022</b>	<b>Totals 2022 - 2023</b>	Autumn 2023	Spring 2024	Summer (1) 2024
Year 7	7	1	20	3	11	0	3	1
Year 8	3	9	8	28	13	6	4	7
Year 9	18	11	17	31	64	21	16	3
Year 10	13	22	27	37	31	20	22	9
Year 11	19	16	39	7	19	15	13	7
Year 12	0	0	0	4	1	2	0	0
Year 13	0	0	0	1	1	0	0	0
<b>Totals</b>	<b>60</b>	<b>59</b>	<b>111</b>	<b>111</b>	<b>140</b>	<b>64</b>	<b>58</b>	<b>27</b>
Total Number of Days	<b>73</b>	<b>152</b>	<b>206</b>	<b>310.5</b>	<b>243.5</b>	<b>92.5</b>	<b>86</b>	<b>58</b>
Total Number of students	<b>46</b>	<b>43</b>	<b>66</b>	<b>96</b>	<b>87</b>	<b>36</b>	<b>39</b>	<b>22</b>

\*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 February 2023  
 1 permanent exclusion December 2023  
 1 permanent exclusion in January 2024

A Pastoral Detention has been introduced daily, aiming at reducing truancy, lateness and any general poor corridor behaviours. This includes an instant on the day sanction and automated contact home.

The response from staff and parents has been positive and supportive. We are at the infancy of its implementation, however, there has been a notable drop in punctuality and truancy issues. In the fortnight since implementation, there has been a 43.3% reduction in logged incidents in comparison to the previous two weeks.

As numbers begin to reduce, the detention will expand to include all pastoral issues and will absorb SLT and Head of Year detentions, allowing for a streamlined and consistent approach for all years. Reducing workload for pastoral staff, allowing them to focus on their whole-year and cohort-specific interventions.



- This term has seen the introduction of trial of nudge text messages. The intent of these messages is to serve as a reminder on the vital role attendance plays in progress. The messaging approach is positive and supportive. Specifically, Year 10 Pupil Premium (PP) students with below 90% attendance have been targeted, and a weekly message is sent to Parents/ Carers. These messages are tailored to the student. The impact of these messages will be reviewed at the end of the summer term, which will lead to a cost review and a potential expansion to all year groups.
- All students received a second round of SLT mentoring post CAE 2 (centre assessment 2.) The students met with a member of SLT to review their progress from CAE1 and identify key targets for the student to continue their progress. The students responded positively, appreciating the individual attention from SLT members.
- We have conducted training sessions for Curriculum leaders on analysing live Go4Schools data. The intent, to identify PP students in their department that are below target in Key Stage 3. The actions from this led to curriculum leaders producing a targeted list of PP students with 'steps to success' (interventions) to address the underachievement and close the gap. A similar session was rolled out for Raising standard leads (RSLs) but aim at identifying gaps across the cohort.
- In the build up to the examination period, year 11 PP students have received bespoke revision sessions and materials. These sessions Included past papers, highlighters, revision guides and exam equipment. Sessions covered examination planning, revision strategies, metacognition and revision timetables. Student feedback indicated strong support during this critical period.
- Year 11 PP students that were identified from the data at highest risk of underachievement were targeted with additional mentoring sessions from SLT and PLM's. These ad hoc sessions aimed to fully prepare students for the examination period, building upon previous targeted interventions. Contact with home has been made throughout the study period to keep engagement high at revision sessions.
- Year 10 intervention groups have been established based upon the recent Centre assessment data. One of these subgroups is "Aspire" comprising students with low progress but a positive attitude towards learning. Teachers have tailored intervention materials to address individual weaknesses. In person parent/carers meetings are taking place to facilitate material sharing and collaborative planning to support each student reach their full potential. We plan to replicate this model for other targeted groups.
- Year 7 summer camp is running during activities week, featuring offerings from an external provider such as rock climbing, problem-solving, and outdoor cooking. Access to these activities has been targeted at PP students, underlining an intensified push for inclusive extracurricular experiences.
- The year 11 PGL revision trip was targeted at disadvantaged students. Additional contact with home was made for students not attending with a reduction in cost offered to encourage attendance.
- A comprehensive review of the experience of Year 8 disadvantaged students was conducted. Employing a triangulation approach involving book analysis, student feedback, and lesson observation, the outcomes revealed significant enhancements in identifying and providing targeted support for disadvantaged students compared to the previous year. The subsequent steps involve ensuring consistent targeted feedback during lessons and implementing evidence-based classroom strategies to further support these students, with plans for the rollout in the upcoming term.

Work continues to develop the profile of careers at Neston High School. The weekly tutor careers programme has been overhauled to provide each year group with a specific focus for their careers day during tutor time each week. The content has been aligned explicitly to the eight Gatsby Benchmarks. Additionally, we have met the Provider Access Legislation (PAL) for this academic year.

The careers section of the school website has been updated and named 'Stepping Stones' to reflect the progressive careers programme offered to pupils across the three Key Stages. Key events have been publicised on the school social media to update the wider school community.

There have been several school-wide initiatives to prompt interest in future planning and careers. In November 2023, each year group was invited to submit online pledges and participate in an online quiz for Green Careers Week. In February 2024, we hosted Construction simulator for a week and pupils in Y9 and above had the opportunity to access it during lesson time and several lunchtime workshops. Tutor time activities have also celebrated National Apprenticeships week in February 2024 and National Careers week in March 2024. In April, we held the annual careers fair with 28 exhibitors and families in attendance from Y9 and above.

This final half term is a busy time in the careers calendar. On 19th June, pupils in Y8,9,10 will attend an online Q&A session organised by Pledge (our local careers hub) to gain an insight into the range of post-16 opportunities available locally. This aligns with PAL.

A group of 60 Y10 pupils, who are looking to pursue a vocational post-16 pathway, will attend the Secondary College Programme at Cheshire College in Ellesmere Port on 5th July. 15% of the group are SEND and 22% are PP pupils.

Y10 and Y12 will complete work experience w/c 8th July. As it stands, 80% of Y10 and 70% of Y12 have self-placed. Remaining pupils will be offered a placement via Mploy.

Following this, Y10 and Y12 will participate in mock interviews with professionals from a variety of sectors. Currently, 32 professionals from the local community have volunteered to offer their time and expertise. There will also be an opportunity for selected pupils to attend a workshop offered by Ask Apprentices.

The final Compass+ review of this academic year takes place the first week of July. This termly meeting with our Enterprise Coordinator evaluates the application of the Gatsby Benchmarks. Advances were made between Term One and Term Two. We are on track to make further advances this term.

### Student Leadership 2023-2024

Student leadership is a vital component of a thriving school environment, and we welcomed it back to Neston in 2023/24. It has empowered students to take active roles in school governance, foster responsibility, and nurtured essential life skills such as teamwork, communication, and problem-solving. The following provides an overview of the student leadership structure and its impact on our school community this year.

### Student Leadership Structure

Our student leadership framework consists of various roles and bodies, including:

1. **Sixth Form Student Leadership Team:** A team of appointed leaders who have undergone a rigorous recruitment process. They lead events and fundraising in the sixth form, as well as liaising with senior staff and supporting whole school events. Fraser Young and Lily Eccleston have just been appointed Head Students, supported by Maisie Ratcliffe and Erin Favager as Deputy Head Students.
2. **Main School Student Leadership Team:** A team of appointed leaders who have undergone a rigorous recruitment process. They lead events and fundraising in the main school, as well as liaising with senior staff and supporting whole school events. Within the team there are 4 position, Head Boy/Girl, Senior Prefect, House Captains (all y11 only), and Prefect (y10 only). The recruitment process for the 2024 - 2025 Student Leadership Team began on 11/06/2024 and we hope to have the full team in place before the end of the academic year.
3. **Student Council:** A representative body comprising students from different year groups and student leader positions. The council discusses student concerns and liaises with senior staff.

### Roles and Responsibilities

- Student leaders undertake a range of responsibilities, including:  
Representation: Our leaders act as the voice of the student body in discussions with school staff. They have supported staff at parents evenings, guided parents at open evenings and options evenings.
- Event Organisation: Planning and executing school events such as charity bake sales and SMSC events with the support of LHA. The Y11 team have also supported and led on elements of the Prom and yearbook organisation.
- Peer Support: Providing guidance and support to fellow students, promoting a positive and inclusive school culture. The Sixth Form Leadership team read with lower school students with weak literacy skills every morning. The main school Student Leadership Team have acted as peer mentors throughout the year when Heads of Year have asked for their support.

### Impact on School Community

The presence of a robust student leadership system has several positive effects on the school community:

1. **Enhanced School Culture:** Student leaders contribute to a sense of ownership and pride in the school, promoting a collaborative and inclusive environment.
2. **Skill Development:** Leadership roles help students develop crucial skills such as leadership, organisation, public speaking, and conflict resolution. This is aided by the leadership training delivered by JKO in the fortnightly student leadership meetings.

3. Improved Communication: Effective student leadership ensures that student voices are heard, leading to better communication between students and staff.

Matt Fairhead has become Senior Mental Health Lead, using the DfE funding to complete two days of training (in January and May). Early work following this training has focused around auditing the significant amount of work in the school relating to wellbeing and aiming to draw this all together into a whole school approach. Stuart Nuttall, Tom Cairney, Fran Nisbet and Matt Fairhead have worked together to create an Inclusion Framework with the aim of having one clear overview of all interventions available to any staff member when considering a student's wellbeing. Coming from this work, pastoral concern levels have been defined and currently the group are finalising the presentation of this framework to ensure simplicity and clarity across the whole staff team. Alongside this, training for staff has been booked through the Charlie Waller trust, focusing on anxiety and low mood in students and Stuart Nuttall has set up a new staff wellbeing group. Following the first meeting, clear actions were taken before a second meeting scheduled to take place in June.

Our Literacy Coordinator (Stuart Smith) continues to promote a reading culture across the school and develop literacy in line with whole school priorities. Literacy remains at the forefront of our daily business.

### Literacy & CPD

To further support the professional development of staff at Neston, Stuart now creates and shares an interactive CPD document twice a half term. This is called: 'Literacy Links' and provides staff with a range of opportunities to engage in the latest education research. This document provides staff with articles to read, links to watch, podcasts to listen to and opportunities to apply these strategies to our own classrooms. To date, these documents have covered:

- Reading and the power of subtitles
- Oracy
- Explicitly teaching vocabulary

Literacy Links	
Literacy CPD straight to your inbox!	
Here is a selection of materials to support our whole school priority of embedding and developing literacy.	
Focus: Reading and the power of subtitles	
<p><b>Read</b></p> <p><b>Michael Morpurgo: 'Reading is not a medicine. You don't just have to take it'</b></p> <p>Establishing a 'reading culture' is vital for pupils' development, but schools face barriers to making this a reality, says the children's author, Michael Morpurgo:</p> <p><a href="#">Click here to read this TES article by Michael Morpurgo</a></p>	<p><b>Listen</b></p> <p><b>The Power of Literacy: Helping You Tell Your Story</b></p> <p>Listen to this literacy podcast from 'Beyond Words' to learn more about how turning the subtitles on is revolutionizing children's literacy skills:</p> <p><a href="#">Click here to listen to this podcast: The Power of Literacy</a></p>
<p><b>Watch</b></p> <p>The following celebrities have recorded videos about the importance of turning on the subtitles and what a difference it can make to children's literacy:</p> <p><a href="#">Jack Black asks parents to Turn On The Subtitles to improve child literacy (youtube.com)</a></p> <p><a href="#">Stephen Fry talks about turning on the subtitles (youtube.com)</a></p> <p><a href="#">Rachel Riley asks everyone to Turn On The Subtitles to help children's literacy (youtube.com)</a></p>	<p><b>Apply</b></p> <p><b>A simple and free way to dramatically improve literacy for students:</b></p> <p>When children watch TV with quality subtitles on, it massively improves their literacy. It can double the chance of them leaving school as a proficient reader!</p> <p>Simply turning the subtitles on for documentaries, films and YouTube revision videos in our classrooms will make a considerable difference.</p> <p><b>From now on, could you consider turning the subtitles on in your classrooms?</b> This will support all students from all backgrounds across key stage 3, 4 and 5.</p>

Literacy Links	
Literacy CPD direct to your inbox!	
Here is a selection of materials to support our whole school priority of embedding and developing literacy.	
Focus: Explicitly teaching vocabulary	
<p><b>Read</b></p> <p>There are three key points to consider when teaching vocabulary:</p> <ol style="list-style-type: none"> <li>1. It is most effective when taught on a regular basis. Vocabulary should be explained and enhanced in every lesson.</li> <li>2. Practice makes perfect. Reinforce new learning by giving students the opportunity to practice, make mistakes and learn from them before the subject vocabulary is secured.</li> <li>3. Teachers should not be afraid to extend their own vocabulary – we are always learning!</li> </ol> <p>Read this blog for more information: <a href="#">Three Pillars of Vocabulary Teaching (alrequisley.co.uk)</a></p>	<p><b>Listen</b></p> <p><b>The Vocabulary Detectives - Lexonik: Teaching and Learning Vocabulary</b></p> <p>Listen to this literacy podcast from Lexonik. This episode focuses on teaching and learning vocabulary whilst considering the perspectives of the teacher and learner in the world of words:</p> <p><a href="#">Teaching and Learning Vocabulary - Lexonik</a></p>
<p><b>Watch</b></p> <p>This video explains a range of strategies and activities for teaching vocabulary: <a href="#">Vocabulary Teaching Strategies (youtube.com)</a></p> <p><b>Strategies &amp; Activities for Teaching Vocabulary</b></p> <p>Word Wall, Flash Cards, Sentence Strips, Appropriate Word Selection, Semantic Mapping, Word Games, Multiple Meanings, Task Cards, Quality Learning, Graphic Maps, Instruction, Exposure, Checklists, Guiding, Doubtful</p>	<p><b>Apply</b></p> <p>This half term is the ideal opportunity to ensure key vocabulary is identified in all schemes of learning for all key stages across all subjects ready for September.</p> <p>Consider these 4 easy steps in your own teaching of vocabulary:</p> <ol style="list-style-type: none"> <li><b>STEP 1</b> Train teachers to become more knowledgeable and confident in explicit vocabulary teaching</li> <li><b>STEP 2</b> Teach academic vocabulary explicitly and clearly with relevant planning throughout the curriculum</li> <li><b>STEP 3</b> Foster structured reading opportunities in a model that supports students with vocabulary deficits</li> <li><b>STEP 4</b> Promote and scaffold high quality academic talk in the classroom</li> </ol>

### 6th Form Reading initiative.

Thirty of our year 7 students with the lowest literacy levels have been receiving 1:1 reading support with 6<sup>th</sup> form students since October. This intervention has been designed to build literacy and reading confidence.

Stuart has effectively designed and implemented the highly successful reading intervention with year 7 and 6<sup>th</sup> form students. This has taken place twice a week during tutor time from October to June. The feedback and engagement from students has been very positive and we will plan to embed this again next academic year. This form of intervention has not been done at Neston before and it has been an ideal opportunity to showcase the resilience and kindness of our students; it has been wonderful to see the relationship between older and younger students develop whilst their literacy proficiency has improved. Due to the success of this initiative, the Maths department are now planning to implant a similar form of intervention next year.



Mr Smith has organised a surprise celebratory coffee morning on Friday 21st June for parents and trustees. This will be a fantastic opportunity to celebrate the literacy achievements of the students involved.

### Library updates

The Library continues to promote and build a culture of reading across the school and in the wider community. The Library has recently invested in a brand new collection of well-being books for students which have already proven popular in supporting mental health. Our Librarian, Mrs Roberts, has liaised with the Pastoral team to ensure students are aware of this whole school resource. We have also created a new LGBTQ+ collection of books, as requested by student voice. The book collection continues to grow and inspire the students with a focus on diversity, student requests and award winning authors. The Library receives donations from parents which are used to 'top up' the collection when suitable, and preserve the budget for key areas of development. Our Library remains a safe space for all students throughout the day with mindfulness at the heart of the room. We welcome all students who may need to take a break, change a book or just chat for a while. Colouring activities, animal webcams, occasional crafts and other similar activities are on offer to relax with.



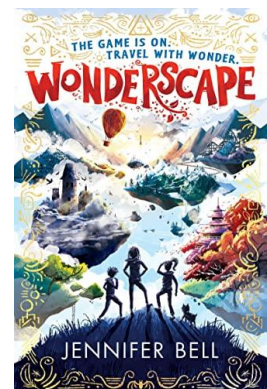
We were delighted to play two rounds of Battle of the Books against the American International School in Riyadh, Saudi Arabia. This was a fun event involving eight students from Year Seven and Eight who enjoying meeting each other online as well as trying to see who knew the books the best. Neston won round one, with AIS taking round two. We are looking forward to round three in September!



We hosted an author visit with Bea Fitzgerald in April. Bea is a best-selling Young Adult author and she talked to our older students about her books and the journey to becoming an author.

### Transition: Promoting a Reading Culture

Mr Smith has recently secured funding from the former Parents & Friends of Neston PTA to purchase a book for all new year 7s joining us in September. This will be given to students on induction day in July to promote summer reading and reading for pleasure. Students will be completing activities as they read and sharing their work in September. An event with the author of the book 'Wonderscape' is also confirmed for September. Lingham of Heswall are supporting this initiative and have been able to provide 320 copies of this book at cost. We are also planning on taking our Student Librarians to Lingham to spend the remaining funds on new books for the Library.





Premises and Estates update

- The DfE have adjusted their position to now permit the school to directly procure the proposed modular building element of the **3G changing facility** and for us to maintain this as our own asset. The services connections would still need to be via a PFI change as would the permission to procure the modular building ourselves. It is hoped this will improve the financial viability of both the initial and ongoing affordability of the project with the funds allocated to it, by mitigating the anticipated high PFI lifecycle and maintenance costs that would not have had the part DfE contribution that we have for the main school maintenance contract.
- The **ground conditions to grassed areas** of the school have been considerably affected by heavy rainfall and poor drainage, limiting both grass cutting by heavy equipment and use of these areas for PE activity due to being waterlogged. There are grants available to improve drainage of football pitches via the Football Foundation and works are in progress in partnership with Neston Nomads FC to begin the process of applying for this financial support to do so. We are also looking at options to increase our equipment capability to undertake larger areas of grass cutting by our own staff – Similarly, grants are also available for this.

Health and Safety update

- **CWAC H&S Review** took place 18.04.24 by Eric Burt – the Radiation inspection part of the audit is due to be undertaken 09.07.24 by Sharon Burt (CWAC H&S), after which the complete report will be issued.
- The next scheduled termly fire drill is due to take place during the remaining weeks of the Summer Term.
- **Accidents and Incidents** - The reporting, investigation and follow up processes are under review to ensure their effectiveness in identifying accident trends and reducing the likelihood of recurrences wherever possible. A piece of plastic trunking capping 'Tee' piece (approx. 30cm long) fell from a ceiling in a Science lab onto a member of staff, causing a minor injury and subsequent one day absence. This prompted a check of the whole building by Integral and Morgan Sindall and some physical additional fixings have been put in place to prevent a recurrence.

## COMMUNITY EVENTS

### Neston Annual Ladies Day 2024

Neston High School were delighted to support the annual ladies day walk this year. School chef Shaun McDonnell and his team catered the event with a fantastic afternoon tea and Kirsty Cunningham along with three female staff Julie Woolley, Emma Bennett and Zoe Bentley represented school by joining the walk. Kirsty intends to support the Ladies day procession further by promoting the event in school and encouraging Neston girls to attend.



### Team Emma

Staff and Sixth Form students joined forces again as Team Emma, to raise valuable funds for Blood Cancer UK. Over 40 staff and students ran either 5k, 10k or 15k in the Port Sunlight Run in June. There was a fantastic supportive atmosphere amongst students and staff and brought the total raised by Neston High School this year to in excess of £6,000.



### D-Day celebrations

Neston High School students took part in the D-Day celebrations at St Mary's and St Helen's Church.



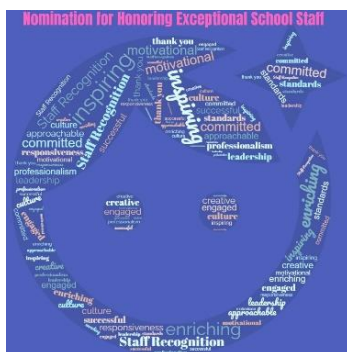


Stuart Nuttall re-launched the Staff Well-Being Group last term. Staff from all roles in school were invited to join, and the group have met twice so far. A wide range of ideas to support staff well-being have been discussed, and the following have been actioned so far:

- Plasma screens around school to display thank you messages from the Headteacher to staff who have led on events or initiatives in the previous week
- Cards added to Y11 and Y13 exam result envelopes for students to thank staff who have made an impact on them. Messages to be collated delivered to staff pigeon-holes so that they receive on their return to school in September for a positive start to the year.
- Re-launch of publicity around the staff recognition link for students and parents to thank staff - 14 nominations received within the first hours of re-launch on social media with some messages of sincere and heartfelt thanks to specific staff members which will be hand-delivered.
- Template email signature on all emails sent from @nestonhigh accounts, stating that the school respects the work-life balance of its staff, who are not expected to read or respond to emails outside working hours.
- Indoor and outdoor seating areas explored, reserved for staff to take time to enjoy lunch together when not on duty
- On Friday 5 July, we will be running a pop-up cafe for staff in Bushell Hall for staff to enjoy some social time together.
- On Wednesday 17 July, we will be running a staff BBQ at the end of the school day.

#### Staff Recognition from students and families

Eight responses were received within the first 15 minutes of an Instagram post advertising the staff recognition scheme! And we have been delighted that they kept coming. Staff receive a letter of thanks with the detail of their nomination along with a voucher for the coffee bar or a chocolate treat!



#### **As an example, some of the comments received:**

*Mrs Tyson has been the best support for me through my A levels, especially Fine Art. I cannot recommend her enough, and I really couldn't have finished any of my courses, not just Art, without her motivational chats and last minute lazer cutting skills, that often included helping me find large pieces of wood for my final pieces*

*Mrs Masser is quite possibly the most lovely, caring woman on earth. In my transition meeting in 2021, Mrs Masser promised to look after me and that she has. She always sticks to what she says and will always do what is best for you. She always greets you with a smile and will always listen to what you have to say. The woman is a saint.*

*Mrs Nisbet has gone above and beyond for me since I arrived at Neston in Y9. Year 11 is a tricky year for most but has been quite tricky for me, Mrs Nisbet saw I was struggling and arranged a meeting to help*

*me immediately, she arranged for me to drop a subject so i could cope easier with the workload and stress of GCSE subjects.*

*Miss Harris is an amazing teacher who without her help and support my child would have struggled to complete her Year 11 studies. Kind, compassionate, always willing to listen and support. I know she will be the teacher for my child who made the difference. I cannot thank her enough.*

*Mr Mulvaney has gone above and beyond for any issues we have mentioned, high credit to the school.*

*Mrs Batty, always cleaning, promoting recycling and being kind. Both my boys in year 7 and 10 have said they like the way she does her job and makes time to talk to them, asking if they are having a good day.*

*Even though my son doesn't always find maths easy, he always says how approachable Mrs Griffiths is and will ask for help. Thank you so much for being such a great teacher!*

*I would like to nominate Mrs Jones, because my child was going through a tough time with bullying and she went out of her way to support her and do everything she could to help and encourage. She gave my child reassurance. She is a lovely person. She even gave me phone calls on how she was and kept me informed of what she was doing to support her. Really can't thank her enough.*

### Staff trip

On Thursday 23<sup>rd</sup> May, Assistant Headteacher Hayley Waites, took twenty four staff on a wellbeing trip to The Chill Factor Centre in Manchester. The staff signed up for a ski session and a Nandos tea after! Twelve staff took part in a beginner lesson and passed their ski level 1 whilst the other twelve staff had a recreational two hours on the main ski slope. All staff enjoyed the challenge and the well deserved Nandos tea after where they swopped ski stories! The staff enjoyed the trip so much they want to go back and complete their level 2! Plans are in the pipeline for the next staff ski trip!



### Staff football

The staff football team were delighted with a 3 – 2 win against local rivals Mosslands High School.

