



HILBRE HIGH SCHOOL HUMANITIES COLLEGE

**HEADTEACHER'S REPORT TO TRUSTEES
EXECUTIVE SUMMARY
WINTER 2020**

**Establishment
as at 23rd November 2020**

	BOYS	GIRLS	TOTAL
YEAR 7	100	98	198
YEAR 8	116	84	200
YEAR 9	116	84	200
YEAR 10	114	87	201
YEAR 11	114	67	181
YEARS 12 - 14	119	60	179
TOTAL			1,159

Headteacher's Report to Trustees

RECOVERY CURRICULUM:

All subjects identified key concepts of the curriculum that they wanted to focus on students return to school. The preparation of 'learning journeys' during last academic year have enabled subjects to identify concepts and topics that will impact future learning most.

There have been positives to take away from the COVID curriculum - our transition in Year 7 and having them located primarily in one area, being taught in mixed ability and in most subjects in the same group has enabled them to settle in well. We have also created extra groups in English to allow us to support students who were identified to have weaker literacy skills in KS2. We have additional PSHE lessons in Year 7 to make sure we have covered anything missed in KS2 due to the lock down and we are also working on a mental health strand that has been specifically written to support students through the pandemic.

Some subjects have used this to look at their present curriculum offer and revamp it, eg. PE who have had the vast majority of lessons outside; students have enjoyed this and participation rates have been higher than ever. This has enabled the leadership team of PE to identify key aspects and plan their curriculum accordingly, focussing on the skills such as team work, agility, challenge and perseverance.

English is an example of a curriculum area that has used this experience to move curriculum content into different year groups. Year 8 are in the second year of the mastery programme and they have used these materials to help support the learners in Year 9. Interestingly, students in Year 8 have been much more confident with some challenging work than Year 9 who have had no experience of the mastery curriculum.

Year 9 did not take their GCSE options in Year 8 and this has enabled them to continue to have experience of a broad curriculum offer before they make their choices after Christmas. Staff have felt this has been beneficial to the recovery curriculum as they can ensure that they have a solid base at KS3 before they start on their KS4 programmes of study.

Year 11 students started their KS4 programmes in Year 9; staff are confident that students will have finished all of the content with plenty of time to prepare for their external assessments in whatever

the format they maybe. Some subjects have had some changes to the content that will be included in external assessments but the vast majority have not.

Year 13 teaching staff have focussed during the first half term on completing content from Year 12, revisiting key concepts and improving exam technique. Vocational courses have had more changes to their final assessment than A levels. Again, the vast majority of the content of A level courses has not changed.

Year 11 and Year 13 should be commended for the way that they have returned to school and the efforts that the vast majority of students have put in.

STUDENT OUTCOMES:

Knowledge and skills based teaching with group gap closure evident - With the pandemic, we were careful to ensure that the focus on student progress in the first half-term was to reacquaint our students with the learning process and to concentrate our focus upon knowledge building. Led by Emma Harrison and building on the work from last year on Teaching and Learning, teachers have been developing strategies to ensure knowledge is shared. Knowledge building strategies are said to be particularly pertinent to Pupil Premium students as a key method to close the gap through cognitive loading.

In October, we undertook a 'nominal' student current attainment capture, which indicated the following in relation to potential gap closure (although this data should be treated with caution as it is based on a five-week post-lockdown and summer holiday return to school.):

Y11 (Nov -0.7: Dec 19, -0.48) Y10 (Nov -0.27: Dec 19 -0.26) Y9 (Nov -0.04, Dec 19 -0.1) Y8 (Nov -0.09, Dec 19 -0.25). Data shows there is some widening of the gap from the previous data capture in December '19 to November '20 in Year 11, it remains static in Year 10 and appears to be closing in Years 9 and 8.

Bespoke interventions in place impacting positively on progress - As teachers entered their judgements upon student current attainment, they also considered intervention strategies in a newly introduced tiered intervention programme with Tier 1 interventions focusing on teacher delivery in the classroom. 1,247 interventions were 'put in place' in October by teachers, equating to over one per child on average across KS3 and KS4. The weighting of interventions is consistent across subjects. The efficacy and impact of these will be reviewed in December, where interventions will be reviewed.

In addition, some Tier 2 interventions have been launched (Tier 2 are those interventions that are delivered beyond the regular classroom teacher.) These include the Lexia Literacy programme set-up for 50 Year 7 and Year 8 students, The Girls Network programme for 18 'disadvantaged' students across Years 10 to 13, MyTutor for 6 CLA students (more to follow) and places have been booked on the National Tutoring Programme for Year 11 students to receive professional tutoring in either English or Mathematics (20 student places per discipline; 15 hours tutoring.)

In December, the Step-Up motivational programme is to be introduced by Sean Britton to inspire students to achieve. The initial cohort is 20 Pupil Premium students.

Parents of under-achieving + PP/HA students improve engagement with school - In November, we held a 'Student Needs Support Evening' in which 50 students and their parents/carers were targeted for guidance and advice from School Leaders. The 'virtual' evening was well attended and led to outcomes such as student selection for the national Tutoring Programme, careers support and more.

Attendance of PP students significantly improved - Post half-term, we are now seeing patterns in attendance emerge and actions are being put in place and strengthened around attendance strategies and interventions. At present, there is an unsatisfactory gap in attendance between Pupil Premium and Non-Pupil Premium students in Year 11.

Teams Virtual Learning effective for all users - Teams is now set-up for all teachers and is the main medium for work sharing with students who must learn remotely. The launch has been affected by some ICT 'issues' the school has encountered over this first term. However, ICT is becoming more stable and Teams will receive a boost/relaunch in the new year. The main aim is for students to be familiar and confident with Teams, regardless of whether they are learning from home or in school.

TEACHING AND LEARNING:

Literacy - the newly appointed Literacy Co-ordinator (Jordan McAllister) has delivered whole school training on Disciplinary Literacy. This forms part of our Literacy policy driven by the document 'Improving Literacy in Secondary Schools' published by the Education Endowment Foundation. He has formed a Literacy Focus group comprised approximately 10 members of staff who have met as a group and have discussed how their departments are embedding literacy within their Schemes of Work and lessons. Departments were also given time to revisit the literacy objectives they had set themselves and reflect on what the next steps were. There is further training on 'reading' scheduled for later this month. He has also more recently co-ordinated the launch of the literacy intervention programme, 'Lexia' with a cohort of Year 7 and Year 8 students.

Jordan has also launched two initiatives which take place during AFT. These are 'The Great Debate' and a remodelled DEAR (Drop Everything and Read) programme. The focus on The Great Debate is oracy, which is achieved through students discussing a news issue; some examples include Black Lives Matter, The Social Dilemma and the US election. DEAR is now tailored to Key Stage 3 and Key Stage 4. Currently Key Stage 3 are reading short stories (mainly based on fables) and afterwards hold a discussion about the morals and messages behind the story. Key Stage 4 students are reading short excerpts from novels which focus on diversity and promote critical thinking. In order to support staff, Jordan has co-delivered some sessions, to help Form Teachers model how to deliver a good Literacy AFT. He is also planning on recording some AFT sessions highlighting good practice and sharing it more widely.

Lastly, he has launched a Christmas writing competition to encourage creative writing and to raise the profile and celebrate literacy. The success of these new strategies need to be evaluated by Jordan within the spring and summer terms.

Early Careers (NQT, M1 and M2 staff) - Laura Critchley, T&L Leader (Early Careers), has been working closely with our three NQTs. All have been observed twice and are making good progress within their first term. Laura has delivered training to NQTs and other early careers teachers (M1 and M2) on 'What makes a great teacher' and 'transformational leadership'. Laura is also supporting the 5 PGCE students currently at Hilbre, who are based in the Science, ICT, MFL and Geography departments. She has also organised bespoke English CPD for the three new English teachers.

Teacher Coach and M4, M6, M6 staff - Jessica Garrett, our Teacher Coach has launched a 'Preparing for Threshold Group' that meet once per half term. This is comprised of all teachers who are M4, M5 and M6. The sessions are focussed around the Teachers' Standards and involve participants looking in detail at each Teachers' Standard and what they can do to make a 'substantial and sustained contribution' to school life. The Teacher Coach is also going to utilise video and traditional classroom observation with the group to investigate the benefits and impacts of both. She has designed new paperwork to guide this coaching, using some of the ideas from a training session with Ross McGill (Teacher Toolkit) and Emma Harrison. In addition, the Teacher Coach is working with three staff on a 1:1 basis. These are staff that we have identified as requiring some more support with their teaching. All three are engaging well. Two have been observed and have delivered good lessons; the third is due to be observed next week.

CPD, Professional Growth and Sharing Best Practice - Teaching staff have received three training sessions from Ross McGill (Teacher Toolkit). The first two focused on Professional Growth and action research within a classroom. Upon reflection, the first session was probably delivered at too high a level ie. degree level research. As this is the first year we are running this, and considering the current pandemic and the issues it brings, this year the research project will be much smaller, and at a level which is manageable for staff. The third session focussed on retrieval practice which is part of our Hilbre Way (Recall of Knowledge).

Professional Growth has been launched with an emphasis on classroom practice. Each teacher (aside from those on long term absence) have a Professional Growth goal which focussed on classroom practice. Staff have had the autonomy to choose an area they believe will help them to develop their own practice, as all staff have different strengths and areas of development. TLR postholders and SLT have two goals.

Recently, in order to share best practice, departments held a twilight on the Hilbre Way. All staff were required to present something they had done within the classroom to the rest of their department. SLT Links visited departments and the feedback was good. Emma Harrison will be collating some of the resources and sharing them more widely. We continue to send out a weekly e-mail focussing on T&L (T&L Tuesday) and several staff have contributed to this. Our three NQTs will be sending out it out for the next three weeks. This forms part of the culture we want to further develop, where we can all learn from each other, even our most inexperienced staff. We have also re-launched the T&L newsletter which is published on a half termly basis and shares T&L ideas from across the school. In addition, all teaching staff were given a toolkit of ideas for each part of the 'Hilbre Way' at the start of the year.

Other CPD has included bespoke behaviour management training with Steve Rooney and a Maths teacher. We are trying to arrange for our three new English teachers to have the same training. Several staff are also working towards their NPQSL/NPQML. All staff have access to The National College and have to complete mandatory training (Safeguarding/Prevent) but can opt to do additional training modules.

All new staff have been observed. This was especially important as we had not seen them teach as part of the recruitment process. All delivered good lessons. They also have completed a peer observation looking at good practice within the school.

STAFF WELLBEING:

Inevitably, staff morale is not at its highest currently. Some staff have great anxieties about COVID and some are struggling due to some of the procedures we have put in to keep staff and students safe. However, we recognise this and are addressing individual concerns, where necessary.

There are numerous strategies, as outlined below, which are having an impact on wellbeing:

- Welfare meetings for staff who are absent on a long term basis.
- Counselling.
- Meeting with union representatives (both teaching and support staff) on a half termly basis.
- Wellbeing Champions launched and met as a group twice with more initiatives to follow.
- Electronic birthday cards sent to staff on their birthdays/electronic Christmas card sent to all staff.
- Friday prize will launch again after Christmas - all staff rewarded on a random basis.
- HBPPA.
- Headteacher has met individually with all support staff and will meet with all teaching staff after Christmas.
- Virtual quizzes.
- Virtual Christmas night out.
- Free brunch once a month.
- Free Christmas sandwich.

SIXTH FORM:

Our Sixth Form recruitment strategy has been a large focus of this term, with time and effort spent on finding ways to not disadvantage our Year 11's ability to receive important and accurate guidance. This has been particularly important due to the disruption caused by the lockdown and further COVID restrictions.

All students in Year 11 have successfully engaged in a visit to the Sixth Form Centre, where they listened to speeches from the Head of Sixth Form, Careers Adviser and our Student Leadership Team. Furthermore, we have been able to secure the services of a digital marketing agency who have now produced a recruitment video, which will be combined with a live Q & A event in the New Year to replace the absence of Sixth Form Open Evening. Students from Year 11 are now in the process of attending fortnightly 'Subject Visits' where they are able to meet individual subject leaders to learn more of the subjects they're considering studying at Hilbre next year. This process has created much enthusiasm with Year 11 and will certainly help give them focus and drive for their upcoming examinations.

Parents and carers were able to meet their son or daughter's tutor earlier this year in the school's first Virtual Parents' Evening, with Form Tutors introducing themselves and assisting with any queries or issues raised. It was an opportunity for parents/carers and staff to be made aware of any concerns or praise and gave teaching staff further information about individual basis, where necessary.

Sixth Form applications to University via UCAS has risen significantly this year, and our UCAS Adviser has continued to work with each applicant to ensure all applicants are able to produce high quality Personal Statements. Part of this process has been collating subject specific references from tutors and collating individual references under challenging restrictions due to COVID.

Sandra Phelan, our new student Coach/Mentor, has met with students for support and guidance as part of a catch-up strategy. A number of students have formulated plans with Sandra enabling them to have a regular point of contact with help for revision, examination prep and independent study. Sandra has been able to target specific cohorts, namely disadvantaged, middle ability and those referred to her in-house.

Our careers and personal development agenda has been able to provide students with numerous webinars and live, interactive workshop such as 'The Girls Network' which provided our students an insight into careers for women in flight engineering, architecture and publishing. The PHSE has been successful in delivering lessons focusing on Mental Health and well-being as part of a post-COVID measure.

SAFEGUARDING:

With regard to the safeguarding aspects of the School Improvement Plan, the following can be reported.

The Single Central Record is compliant and secure protocols are in place to ensure that this live document is constantly updated, when appropriate.

Statutory guidance from the Department of Education is adhered to and reflected in our Safeguarding policy. All staff safeguarding training is up to date at the appropriate levels and this is displayed in the Safeguarding policy.

"My Concern" safeguarding software is constantly reviewed and audited leading to appropriate actions being implemented for both staff training and curriculum content development for students.

ATTENDANCE:

The table shows attendance at present compared with the previous year:

Year	Overall	Year 7	Year 8	Year 9	Year 10	Year 11	PP
2020-2021	93.82	95.8	92.68	93.29	93.92	92.06	90.23
2019-2020	92.12	92.46	92.67	92.99	91.01	91.73	88.83

The school attendance stands at **93.82%**. The national average for secondary schools is 82.9% at present. This reflects the confidence parents/carers have in the schools COVID secure environment and that they feel safe to send their children in. There have been some challenging

cases but with attendance panels and individualised return to school plans, we have been able to get them into school. The wearing of masks around school and regular hand cleaning may have helped fend off some of the illnesses present in the winter term, as well as COVID.

We have identified a growing gap between the PP and non PP students in Year 11 and this is something we are working on at present. The 'Attendance Recovery Centre' is addressing this as a priority.

The Harbour has now changed to The Attendance Recovery Centre and has moved to the girls changing room to increase capacity. Bev Jones and Lisa Ritchie will work with students who struggle to attend school. This will be a halfway house to support students and get them in school full time. The aim would be to increase attendance to mainstream lessons and overcome barriers too.

BEHAVIOUR:

The table shows the number of behaviour points students have accrued this year, compared to this time last year. The thing to remember is that each year is now a year older (Year 7 2019-2020 = now Year 8).

Year	Overall behaviour points	Year 7	Year 8	Year 9	Year 10	Year 11
2020-2021 autumn term (1)	5738	617	2173	1271	1008	643
2019-2020 autumn term (1)	5552	988	1373	881	1443	754

Exclusions:

Year	Internal	External
2020-2021	51	34
2019-2020	61	23

The 34 external exclusions this year were accrued by 24 students; 6 students had multiple external exclusions.

The external exclusions have increased. We are seeing an increase in serious offences that can be contributed to a lack of routine and boundaries at home over the prolonged time off school. We are working with all the students who have had an external exclusion on their return to school.

We expected an increase in negative behaviour post lockdown as students had so long off school. This can be seen in the data for Year 8, particularly. The outcome of changes to the school environment, daily routines, teaching practices and the new lockdown have all had an effect on the students and their behaviour. There is a push for positivity focusing on rewarding students more, especially the ones who do all that is expected of them, without fuss. Ged Grealis has created a spreadsheet meaning that we can randomly select 20 students who have not gained any negative behaviour points which will allow us to reward these students.

9 students are now on report to senior staff, including 6 students on report to SLT. A new behaviour unit has been created as an answer to poor behaviour of a number of identified Year 8 students. These students have made their way through all the usual interventions and sanctions with little or no improvement. The unit will be run by Rich Wall and overseen by Andy Evans, involving 4 of our most problematic Year 8 students.

One Year 8 student has gone on an 'Alternate Provision' and another on a Managed Move to Oldershaw and this has improved things to some degree. Another student is likely to attend 'WRAP' for a 12-week placement.

We are doing a lot of work around rewards, at present.

WHOLE SCHOOL RISK ASSESSMENT/COVID-19 ACTIONS:

The school went into lockdown in March 2020 and has, since that time, spent a great deal of time and effort in ensuring that all relevant Government COVID-19 related guidelines have been strictly followed by all staff and students within school.

The whole school return in September was backed up by a very extensive Risk Assessment that covered all the relevant elements, such as constant hand washing, hygiene, sanitising all surfaces regularly in the classrooms, PC work stations, catering areas and tables, social distancing, travel to schools and use of public transport, wearing of face coverings and creating year group bubbles.

All of these efforts have meant that Hilbre has suffered very few episodes of positive testing for both students and staff and, although we have been subject to staff and student absence due to the need to self-isolate for family related testing, we, as a school, have fared remarkably well in comparison to other schools in the region.

The most recent lockdown period (5th November to 2nd December) has resulted in a revised Risk Assessment being published on the website and this will again be updated to cover any new amendments resulting in the Tier 2 lockdown we will be under from 2nd December.

Trustees should be reassured that all the guidelines continue to be rigorously followed in order to keep our students and staff safe. We continue to closely monitor the mental health and well-being of our staff in these very difficult circumstances.

EXTERNAL EXCLUSIONS

Students are identified by colours, ie. 1 colour relates to 1 student and the number of exclusions they have received.

Gender	Year	Date from	Date to	Reason
M	8	05/10/2020	06/10/2020	Anti-sematic comment made towards a teacher
M	8	06/10/2020	06/10/2020	Physical aggression towards a student and offensive language towards a member of staff
F	11	09/10/2020	09/10/2020	Involved in a physical assault against a student from a neighbouring school
F	11	09/10/2020	09/10/2020	Involved in a physical assault against a student from a neighbouring school
F	11	09/10/2020	13/10/2020	Involved in a physical assault against a student from a neighbouring school
M	10	13/10/2020	13/10/2020	Defiant behaviour and offensive language used towards a member of staff
M	9	16/10/2020	16/10/2020	Persistent disruptive behaviour and physical aggression towards a fellow student
M	8	16/10/2020	19/10/2020	Disruptive and dangerous behaviour on the school site
F	10	19/10/2020	21/10/2020	Fighting on the school site resulting in a member of staff being knocked to the ground
M	8	19/10/2020	19/10/2020	Physical aggression towards a fellow student and defiance and rudeness towards staff
M	8	19/10/2020	19/10/2020	Physical aggression towards a fellow student involving a bladed weapon
M	8	19/10/2020	19/10/2020	Physical aggression towards a fellow student
M	8	19/10/2020	19/10/2020	Physical aggression towards a fellow student
M	7	20/10/2020	21/10/2020	Aggressive behaviour towards members of staff
M	8	04/11/2020	05/11/2020	Dangerous behaviour whilst on the school site
M	9	05/11/2020	06/11/2020	Appalling behaviour and attitude towards the Headteacher

F	10	11/11/2020	12/11/2020	Extremely disrespectful behaviour whilst in a classroom
M	8	12/11/2020	12/11/2020	Physical aggression towards a fellow student
M	9	13/11/2020	17/11/2020	Dangerous behaviour whilst in a classroom
M	9	13/11/2020	17/11/2020	Dangerous behaviour whilst in a classroom
M	9	18/11/2020	20/11/2020	Extreme use of offensive language and aggressive behaviour towards members of the Senior Leadership Team
M	10	18/11/2020	19/11/2020	Dangerous and reckless behaviour
M	8	19/11/2020	19/11/2020	Dangerous and reckless behaviour
M	8	17/11/2020	17/11/2020	Persistent refusal to follow instructions

Breakdown of permanent exclusions for the period 02.10.2020 - 23.11.2020 - None

Breakdown of external exclusions for the period 02.10.2020 - 23.11.2020 - 24 fixed term external exclusions involving 20 students.

Breakdown of internal exclusions for the period 02.10.2020 - 23.11.2020 - 36 fixed term internal exclusions involving 28 students.

RACIAL INCIDENT LOG - 1 incident reported (05.10.2020 - 06.10.2020)

