

CURRICULUM UPDATE: October 2025

SECTION 1 CURRICULUM

GCSE exams 2026

We already have a comprehensive package of support in place for our current year 11 students as they progress through their final year at school and prepare for their GCSEs.

- BOOST evening 18th September. Students and parents were invited to a Year 11 BOOST evening where it was made explicit that the countdown to the GCSE exams had started. Mr Pugh explained why GCSE results matter and that in order to succeed, students need to have good attendance (both to school and to revision sessions), commitment, resilience and to work hard. Mrs Pilkington shared strategies for revision and also focused on student well-being and how to cope with the inevitable stress that GCSE exams bring.
- Revision. The revision programme has been launched again; further details on page 14. Mr Pugh has advised the Heads of Department to maximise the effectiveness and impact of revision by careful planning, e.g. using a department wide approach to support students' preparations for the January mocks, and by planning fast paced, focused and relevant sessions to ensure that students buy in to the initiative. This buy-in is essential for student engagement and was evident last year when nightly attendance was over 70% without threat of sanction for non-attendance. Again, this is a massive commitment from staff and we are very grateful for this as planning and delivering high-quality revision sessions is very time consuming! Student attendance will be closely monitored by the year 11 Head of Year and Director of Year.

Alternative provision

Six students currently follow an alternative provision pathway to support them in either re-engaging with or accessing a meaningful curriculum.

	Yr7	Yr8	Yr9	Yr10	Yr11	Rationale
Larches High School					JC	Larches respite placement during year 11 as part of behaviour strategy to maintain positive engagement in education
Larches Sport & Education Centre			TL			Accessing and engaging fully with provision whilst a specialist setting is sourced (EHCP)
Refresh Education				KW		Named as provision in EHCP. Personalised curriculum being followed
Preston North End					GM TK	Subsidiary dual reg with Larches (Larches main reg). Accessing GCSEs in school and one day per week at PNE Two days pr week as part of EHCP provision
Work experience			FM			Undertaking work experience whilst awaiting updated placement in EHCP
EDClass		(HC)				Accessing ED Class only when unable to access provision in school due to an on-going medical condition.
total	0	(1)	2	1	3	

Staffing the curriculum

Workload & well-being hour – This initiative was introduced last year and was well-received by colleagues. On a rota basis, teaching staff will benefit from additional PPA during the year. The number of lessons covered varies proportionate to the number of hours that colleagues teach.

SECTION 2 SUBJECT UPDATES

Quality assurance: the monitoring and evaluation of the quality of education across the school?

The on-going monitoring of our provision is a key element of us being aware of our strengths and areas which need to be improved. At the last Heads of Department (HoD) meeting, colleagues were guided to use the criteria objectively and with an honestly critical evaluation of provision. In doing this, areas for development will be identified and can then be addressed. Subject reviews are planned in the school calendar and outlined below. As last year, these will be conducted by Miss Asquith and will comprise of the following:

- ☐ An initial discussion with the Head of Department/ Director of Year
- ☐ Visits to lessons/ book review to look at the implementation of the curriculum
- ☐ Discussions with students
- ☐ Discussion with the teachers within the department/ year group

Following the review, HoDs are given an evaluative summary and areas to address are identified.

wk	wk beg	exam dates	SLT Quality Assurance
1	01-Sep		
2	08-Sep		Science department subject review week 1
3	15-Sep		Science department subject review week 2
4	22-Sep		English department subject review week 1
5	29-Sep		English department subject review week 2
6	06-Oct		Year 7 (&BUD) review week 1
7	13-Oct		Year 7 (&BUD) review week 2
8	20-Oct	Yr11 in-class assessments wk1	Year 11 (&BUD) review week 1
Wb 27 October: half term			
9	03-Nov	Yr11 in-class assessments wk2	Year 11 (&BUD) review week 2
10	10-Nov	Yr11 in-class assessments wk3	Maths department subject review week 1
11	17-Nov		Maths department subject review week 2
12	24-Nov	Fri INSET	MFL department subject review week 1
13	01-Dec	Mon INSET	MFL department subject review week 2
14	08-Dec		History department subject review week 1
15	15-Dec		History department subject review week 2
Wb 22 & 29 December: Christmas holiday			
16	05-Jan		Personal development strand subject review week 1
17	12-Jan	Year 11 mocks	Personal development strand subject review week 2
18	19-Jan	Year 11 mocks	Music department subject review week 1
19	26-Jan		Music department subject review week 2
20	02-Feb		Sociology & child development subject review week 1
21	09-Feb		Sociology & child development subject review week 2
Wb 16 February: half term			
22	23-Feb		PE department subject review week 1
23	02-Mar		PE department subject review week 2
24	09-Mar		ADT department subject review week 1
25	16-Mar		ADT department subject review week 2
26	23-Mar		Year 9 (&BUD) review week 1
Wb 30 March & 6 April: Easter holidays			
27	13-Apr		Year 9 (&BUD) review week 2
28	20-Apr		Computing department subject review week 1
29	27-Apr		Computing department subject review week 2
30	04-May	Bank hol/ GCSEs start (prov)	Geography department subject review week 1
31	11-May		Geography department subject review week 2
32	18-May		Year 10 (&BUD) review week 1
Wb 25 May: half term			
33	01-Jun	end of year exams	Year 10 (&BUD) review week 2
34	08-Jun	end of year exams	RS department subject review week 1
35	15-Jun	end of year exams	RS department subject review week 2
36	22-Jun		Year 8 (&BUD) review week 1
37	29-Jun		Year 8 (&BUD) review week 2

wk	wk beg	exam dates	SLT Quality Assurance
38	06-Jul		
39	13-Jul		

Departmental quality assurance

Departmental quality assurance (QA) processes continue to be closely aligned with the OFSTED framework and require Heads of Department (HoD) to evaluate the quality of their provision using prompts from the framework under the following categories: quality of education, behaviour and attitudes, personal development and leadership and management.

Overall departmental gradings for the last academic year for the OFSTED sections are summarised below:

	En	Ma	Sc	Gg	Hi	MFL	RS	Cp	ADT	PE	Mu	Ps	BUD
Quality of Education													
outcomes													
Behaviour & Attitudes													
Personal Development													
Leadership & Management													

*B U D refers to our SEND provision in the Bridge class, SCLN Unit & SERF (deaf support) – see section 5

*OFSTED criteria used: blue (outstanding), green (good) and amber (requires improvement)

The introduction of the new OFSTED framework will be shared with colleagues over this school year and will inform QA from the next academic year. As leaders, however, we will use the two systems to ensure that our evaluation is aligned with the current expectations.

Department updates

Art, Design & Technology

Easter – Summer Term 2025

- Eggcellent Easter House Competition: A creative and fun competition where students showcased their imaginative egg-themed designs. Winners were awarded for their outstanding entries.
- Year 7 – 3D Clay Biscuits: Students explored texture and form through clay modelling. Their colourful and detailed biscuit sculptures were proudly displayed in the main reception.
- Year 8 – Landscape Photography: Pupils captured and edited landscape scenes, developing their photography and composition skills. The best pieces were exhibited in the new hall.
- Year 9 – Julian Opie Portraits: Inspired by the iconic style of Julian Opie, students created bold, graphic self-portraits. These were displayed in reception, drawing lots of positive attention.

Autumn Term 2025 (so far)

- Year 10 Food – Cupcake Creations: Students have been developing their baking and decorating skills, producing beautifully presented cupcakes as part of their coursework.
- KS3 Art Club with Mrs Bithell – Room 14: Held on the first Monday of every month, this club offers a fun and creative space for KS3 students to explore seasonal themes:

Monday 6th October – *Let's do Halloween*

Monday 3rd November – *Fireworks*

Monday 1st December – *Christmas is Coming*

English

In the summer term, all Year 9 students attended a powerful talk by a serving Lance Corporal in the Army Reserves. Sharing his experiences of military life and deployment to Afghanistan, he offered real-world insight into themes of fear, resilience, and camaraderie.

The session enriched students' understanding of conflict poetry, helping them connect the literature to lived experiences. The contrast between military discipline and the emotional depth of war poetry sparked thoughtful discussion and deeper engagement.

We are grateful to the Lance Corporal for his time and honesty. His visit added meaningful context to the English curriculum and broadened students' perspectives on conflict and sacrifice.

Geography

The geography department have changed the location of the physical fieldwork activity for the GCSE students, and will be using the Brockholes Nature Reserve. We have pre-visited the site, made new materials to support the students and will be utilising the expertise of the Brockholes site staff. We will be carrying out pond-dipping, vegetation sampling and looking at how the area has been impacted by human activity in negative and positive ways throughout the site's history, formerly as a quarry.

MFL

In MFL, we are never standing still. We are constantly looking for ways to improve teaching and learning, and to bring language and culture to life for our students.

In July, 40 students and 5 staff had a fantastic time in Boulogne, and we're already looking forward to our next adventure — a trip to Lille in November to explore the famous Christmas markets and practise our French in a festive setting.

Looking ahead to 2026, we're excited to be taking 40 students to the beautiful La Rochelle, where they'll experience two of France's top theme parks — Futuroscope and Puy du Fou — as well as enjoy a boat cruise and explore the historic town. These trips offer rich opportunities for students to speak French and engage with French culture in meaningful ways.

Back in school, we've been working hard to refine our curriculum. We've updated the schemes of work for Years 8 and 9 to further improve progress outcomes, and we've completed the new scheme of work for Years 10 and 11 in preparation for the updated exam, which students will sit for the first time in 2026. We're working closely with Edexcel and Pearson to ensure our students are fully supported and able to reach their full potential.

There's plenty happening closer to home too! European Languages Day is just around the corner on 26th September, with our usual competitions and quizzes to celebrate languages at Ashton. In January, we'll be marking Croissant Day, and in July, we'll be celebrating Bastille Day in style.

We're also launching a new Boost club this month — *Culture Club* — led by Miss Dawson, who has an exciting programme planned to celebrate all things French.

All in all, there's a lot going on in MFL — and we wouldn't have it any other way!

Music

Our summer concert was a fantastic evening, and we were so grateful for the support of Colin coming and helping us with his professional equipment – it made a real difference to our pupils and the quality of the concert. The summer trinity exam session was successful; we are awaiting the certificates at the moment. We are looking forward to getting settled into our new music block and continuing to make improvements to the music department

PE

We are delighted to report on the PE department's highly successful summer term, a period marked by outstanding achievements across all areas. Our students displayed remarkable talent and

determination, with the Y8, Y9 and Y10 boys' football team reaching the Preston schools finals held at Deepdale. The Y10 winning their game 3-0 vs Our Lady's to lift the trophy. The Y8 lost 3-4 to Fulwood and Y10 lost 0-2 to Broughton.

We had another successful Preston Town Sports event at UCLAN. Over 50 of our best athletes representing in all forms of athletics. There were lots of town champions in 800m, 1500m, 100m, Javelin and High Jump. The school placed 4th overall with the Y10 boys finishing in 1st place.

Academically, our sports science students achieved excellent results, reflecting the high quality of teaching and support within the department. This term also saw significant staff milestones, including our Early Career Teacher successfully passing their first year, and the welcome return of Emma Dunlop, whose experience and expertise are invaluable to our team. Overall, it has been a term of great progress and success, both on and off the field.

SECTION 3 TEACHING AND LEARNING

Mrs Pilkington (Assistant Headteacher: T&L)

Our vision statement for teaching and learning at ACSC

Teachers who strive to deliver high-quality education, daring to grow not just for themselves but for their students. With honest reflection and a relentless pursuit of excellence, they continually develop their pedagogical and content knowledge to deliver the very best lessons.

Core Principles of Teaching

Staff development this year is structured around six core principles that define effective teaching:

- (Pedagogical) Content Knowledge – Deep understanding of subject matter and how to teach it effectively.
- Quality of Instruction – Includes elements such as effective questioning and use of assessment by teachers. Specific practices, like reviewing previous learning, providing model responses for students, giving adequate time for practice to embed skills securely and progressively introducing new learning (scaffolding) are also elements of high-quality instruction.
- Classroom Climate – Creating a safe, inclusive, and motivating environment for all learners.
- Classroom Management – Establishing routines and expectations that maximise learning time.
- Teacher Beliefs – Fostering a growth mindset and high expectations for all pupils.
- Professional Behaviours – Commitment to continuous improvement, collaboration, and reflective practice.

Current Focus and Developments

We are continuing to develop a consistent approach to pedagogical techniques, ensuring that strategies shaped by academic research are applied in the most effective way across the school. This includes:

- Avoiding 'lethal mutations' – a term used to describe how evidence-based strategies can lose their effectiveness when adapted too far from their original intent. We are working to ensure that staff understand the research behind these techniques and apply them with fidelity.
- INSET and CPD – Our professional development sessions are focused on deepening understanding of educational research and encouraging reflective practice. Staff are given time and space to explore how theory translates into classroom impact.
- Developing Oracy – We are introducing new initiatives to enhance oracy in the classroom. This includes teaching students how to speak in a structured, articulate manner using accurate and sophisticated vocabulary. This work is designed to support both academic achievement and personal confidence.

We are using the walkthrus (Tom Sherrington) to support with the consistent approach to using some of key strategies. An example of this is below:

3,2,1 Show Me				
What? Whiteboards are an essential item within equipment packs and are expected to be used regularly in lessons. '3,2,1 show me' refers to the routine when they are used by students. Why? Whole class feedback can be gained quickly enabling lesson time to be maximised. Whiteboards can also be used in <u>pairwork</u> or individual work to draft work or note ideas.				
Ensure every student has a board and pen to hand Equipment packs should be placed on the desk at the start of the lesson to minimise interruptions to learning during lesson transitions	Set the question with a goal and a timeframe Pose and repeat the question to ensure success. Give a clear indication	Build in thinking time Give thinking time before students write answers and then provide a time frame for them to do this. Students 'hover' their boards and answers face down to show they are ready and do this until the next instruction.	Signal: 3, 2, 1 show me Ensure that all students are 'hovering' their boards and then signal '3 2 1 show me'. Students should hold their boards at chest height with two hands although they may be asked to raise them further so that the teacher can see.	Sample student responses and follow up When reviewing answers, look at all boards (be seen looking) and hold students accountable by providing feedback to some students. This may lead into further probing of understanding e.g. by cold calling, marking work against success criteria or addressing misconceptions

The INSET program for 25- 26 is as follows:

Statutory training		
<u>Statutory obligation covered by directed time (3hours 45)</u> - Annual safeguarding update (45 minutes). Completed by 26th Sept (CPN) - Annual GDPR update (1 hour). Completed by 26th Sept (ELN) - Health and safety awareness (60 minutes). Completion by 17th Oct (ATK) - Fire awareness (60 minutes). Completion by 17th Oct (ATK)		
Date	Focus	time
Online	- Attendance (6x30 minutes = 3 hours) - Module 1: Equity, Equality and inclusion by 17th Oct 2025 - Module 2: Understanding attendance barriers by 12th December 2025 - Module 3: A systems approach by 7th Feb 2026 - Module 4: Mental health resilience by 21st March 2026 - Module 5: Curriculum and teaching by 15th May 2026 - Module 6: Identifying specialist pathways by 10th June 2026	3 hours
Monday 1 September 8.25am-3pm	<u>8.25am – 9.55am</u> - Welcome back, the year ahead and SIP (10m) 2025 outcomes (10m) - Pedagogical content knowledge: a diagnostic approach to year 11 results and subject knowledge (15m) - Safeguarding (30m) - SEND (15m) <u>9.55 am- 10.15 am Break</u> - Teaching and learning updates - Classroom management and climate (1 hr) - Year 7 intake (15m) - Attendance (15m) - SEND (30m) - Educational visits <u>Lunch: 12.15 m – 1pm</u> <u>1pm-3pm Department time</u>	6 hours
Thurs 11 Sept	<u>Quality of instruction</u> Rationale behind selecting specific pedagogical and assessment approaches. Acknowledge that pedagogical choices may vary for the same curriculum content, as what is effective in one context may be inappropriate in another. Recognise the risk of 'lethal mutations' in pedagogy, where modifications to a teaching technique can undermine its original effectiveness. The focus of this session will be modelling, cold calling and show me boards.	1hr15
Thurs 18 Sept	<u>Pedagogical content knowledge</u> - Closing the gap, think about the content, be able to evaluate the thinking behind students' own methods, and identify students' common misconceptions and identifying misconceptions. Using AI as a teacher	1hr
Thurs 2 nd oct	<u>Quality of instruction</u> Rationale behind selecting specific pedagogical and assessment approaches. Acknowledge that pedagogical choices may vary for the same curriculum content, as what is effective in one context may be inappropriate in another. Recognise the risk of 'lethal mutations' in pedagogy, where modifications to a teaching technique can undermine its original effectiveness. The focus of this session will be oracy via say it again better and think, pair share.	1hr 15

Date	Focus	time
Thursday 5 th Feb	<u>Pedagogical content knowledge</u> - Closing the gaps, think about the content, be able to evaluate the thinking behind students' own methods, and identify students' common misconceptions. The focus of this session is upcoming assessments.	1 hr
Monday 9 th March	<u>Pedagogical content knowledge</u> - Closing the gaps, think about the content, be able to evaluate the thinking behind students' own methods, and identify students' common misconceptions and identifying misconceptions. The focus of this session is how to use assessment data to inform future planning.	1 hr
Friday 3 July	School priorities 2026-2027 Curriculum development time	6 hours
Dates to be decided by HoD in agreement with dept colleagues	Department time to address school and department priorities: ▪ QLA of GCSE papers, resulting actions for the curriculum and reflection on areas of pedagogy to develop ▪ The consistent and effective use of pedagogies (modelling, cold calling, show me boards) ▪ The development of oracy and students talking about their learning Time should also be spent on department priorities	9hr 30 mins

Next Steps

- Continued alignment of teaching practices with the six core principles.
- Monitoring and supporting the implementation of oracy strategies.
- Evaluating the impact of INSET on classroom practice through lesson observations and staff feedback.
- Ensuring that professional development remains responsive to staff needs and student outcomes.

ECTS

We currently have five Early Career Teachers (ECTs) across the school. Of these, three are in Year 2 of their induction and two are in Year 1. This report outlines how they are settling into their roles and the support structures in place to ensure their continued development and wellbeing.

Year 2 ECTs

The three Year 2 ECTs have returned with confidence and a clear sense of purpose. They have demonstrated strong classroom management and are building on the pedagogical foundations laid during their first year. Early observations and informal feedback suggest:

- They are more autonomous in their planning and delivery.
- They are engaging well with pupils and contributing positively to team discussions.
- One of the ECTs delivered an ECT to all staff about how she has developed behaviour management strategies in her classroom,
- They are making good use of mentoring sessions to reflect on practice and refine their teaching strategies.
- Each has set professional development targets aligned with their areas for growth, and they are actively working towards these with the support of their mentors.

Year 1 ECTs

The two Year 1 ECTs have made a promising start. They are enthusiastic, receptive to feedback, and keen to establish themselves within the school community. Initial support has focused on:

- Familiarisation with school policies, routines, and expectations.
- Weekly mentor meetings to provide guidance and reassurance.
- Opportunities to observe experienced colleagues and discuss best practice.
- Both have shown a willingness to learn and are beginning to build positive relationships with pupils and staff. Their induction programmes are being closely monitored to ensure they feel supported and confident in their roles.

Next Steps

- Continue regular mentor meetings and informal check-ins.
- Schedule peer observations and collaborative planning sessions.

- Monitor workload and wellbeing, particularly for Year 1 ECTs.
- Encourage reflective practice.

Reading

Reading continues to be a priority. Analysis of the results of the June reading tests has identified the following:

1 Widening Attainment Gap for Disadvantaged Students

- The gap is particularly pronounced in Year 9, indicating a need for targeted support and intervention.

2 Year 7 Reading Baseline Concerns

- Approximately 25% of Year 7 students are not reading at a functional level, which may impact their ability to access the curriculum.

3 Decline in Age-Expected Progress

- A noticeable drop in students achieving age-related expectations in reading across multiple year groups.

Proposed Actions

1 Curriculum Review

- Re-evaluate the Reading Scheme of Work to ensure it effectively addresses comprehension skills and promotes independent reading.

2 Diagnostic Assessment

- Conduct baseline reading assessments for all students in Years 7 and 8 to identify specific areas of difficulty (e.g., decoding, inference, vocabulary).
- Use the data to inform targeted interventions and further refine the curriculum.

3 Quality Assurance (QA) and Staff Development

- Strengthen QA processes to ensure consistent and effective delivery of reading lessons across all staff.
- Monitor whether reading strategies are being implemented as intended and whether staff are actively supporting reading development in lessons.

4 Lesson Observations and Support

- Investigate what is happening in classrooms:
- Are staff using agreed reading strategies?
- Are students being supported to develop their reading skills effectively?

SECTION 4 PERSONAL DEVELOPMENT: Careers and PSHE

Mr Murray (Associate Assistant Headteacher: personal Development)

Careers:

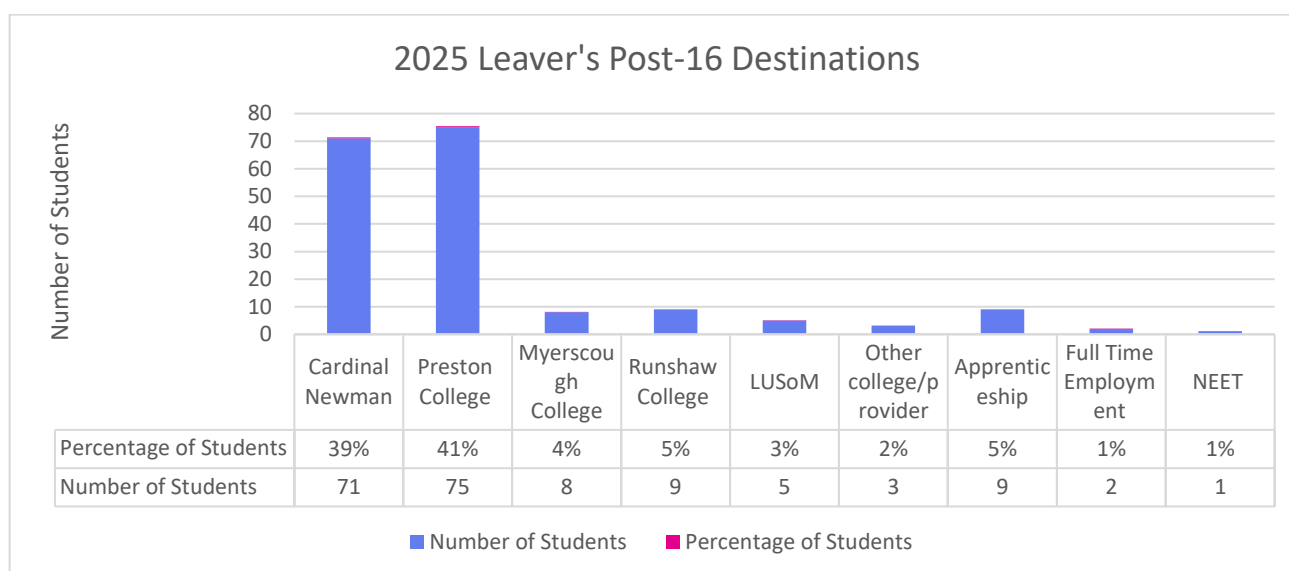
Year 11 1:1 careers guidance meetings have begun – carried out by Miss Christiana Pongourou our L6 Careers Adviser. It is a legal statutory requirement for all Yr 11 students to have a 30-minute session where a personal careers plan and pathway options are discussed. This can then be provided for parents and or used when students are applying to post 16 providers.

The first students to have their 1:1 were our Deaf students who also have SEND. This allows for them to get a head start and also have repeat meetings with Christiana if needed.

September Destination Data Snapshot

Last year's leavers (x183) have now begun their post 16 pathway. Our school target is that 0% of our students who leave are NEET (Not in education, employment or training). Nationally the average is approx. 5% of year 11 cohorts end up NEET.

This year (as of week beginning 8 September) 182/183 students are enrolled/ have started a positive destination suitable to their interests, ability and career prospects. The below chart shows the breakdown of 2025 leavers and where they have gone on to study. This indicates the increase in our students choosing Newman College, as in previous years Preston College was significantly above other providers. This will also be due to our students achieving the GCSE targets they need to study their first-choice courses.



The NEET figure is 0.54% but is rounded to 1%. This individual has moved to Newcastle due to family issues and safeguarding. Christiana has been in contact and is helping in enrolling her on a college course, either in Newcastle or back in Preston should she return.

Mr Murray will launch Work Experience with Yr 10 in assembly (WC 29th September) and begin to explain the importance of students successfully completing and self-placing where possible. Discussions are ongoing with SEND department about provision for some of our most vulnerable students and those with significant SEND needs. All students regardless of need will still be expected to complete work experience however, we will need to still support our SEND students throughout this period.

The new Head Boy, Head Girl and deputies are already making a positive impact around school. This can be seen on duty, leading Big Question meetings and offering training to younger students. They have also recorded their own welcome videos, which are now uploaded on our website.

PSHE/ SMSC (social, moral, spiritual, cultural):

PSHE has begun to deliver term 1a curriculum across all year groups.

Yr 7 – Life as an ACSC student

Yr 8 – Health Body, Mind and Relationships

Yr 9 - Politics
Yr 10 – Careers Management
Yr 11 – Application Process

The PSHE department now have Miss Kuerschner and Mrs McClelland delivering as non-specialists, however they are being supported weekly.

Mr Murray has begun to look at the recently released 2026 Relationships and Sex Education statutory require document. This contains all new updates for the curriculum that are to be taught from September 2026. This will require new mapping of the strands and creation of new documents. Mr Murray has asked for support from Heads of Department in mapping their curriculums to the content. This document will identify school wide areas of weakness and that are required to be embedded in the PSHE curriculum, as of September 2026.

Mr Murray will send out the 2025-2026 PSHE parental consultation survey during the w/c 22nd September. Parents' feedback will be analysed and will be used to adapt the curriculum if needed. Year 11 students will apply for at least two Post 16 providers before Christmas. This will be done in PSHE lessons. Local colleges and training 2000 are also visiting year 11 assemblies throughout the first term.

29th Sept 25	Preston College
6th Oct 25	Cardinal Newman College
13th Oct 25	Runshaw College
8th Dec 25	Myerscough College
16 th Mar 26	T2000 Apprenticeships

Yr 7 Streetwise performance – Tuesday 14th October

Students will watch a valuable performance in school about the dangers of road safety and how they remain safe. This is an annual event due to the weather getting darker and ensuring out students keep safe travelling to and from school.

Yr 10 Ella Richards from BAE – Ashton Alumni.

Students will receive a 1hr session with Ella who will provide them with an insight into not only her role and BAE but also that of many others. The purpose of the session is to indicate the vast number of roles available to students and that they are not all engineering. This should be a particular interesting session for our students.

SECTION 5 SEND

The SEND profile of the school is as follows:

- There are 154 students on the SEND register (18%) which is average (54 girl/ 100 boys).
- 53 students (6.2%) have EHC plans. The national average is 4.8%.
- 101 students (12%) are on SEN support. The national average is 13.6%

Year	EHCP	SEND support	female	male
7	13	18	11	20
8	5	33	14	24
9	13	18	11	20
10	14	16	9	21
11	8	16	9	15

This term we have seen an increase in EHC plans on entry. We also made 7 EHC plan requests last academic year for students already in school. All of these were declined by the LA and so many of these families are in the appeal process. We have some current year 7s who we know are in the EHCP system as well therefore, we expect the number of EHCPs to rise over the year.

We also expect the number of SEND support to go up in year 7 once we have analysed the CAT data

SEND need		Number of students
ASD	<i>Autistic spectrum disorder</i>	18
SLCN	<i>Social language communication need</i>	30
SpLD	<i>Specific learning difficulty</i>	53
MLD	<i>Moderate learning difficulty</i>	26
PD	<i>Physical disability</i>	2
HI	<i>Hearing impaired</i>	16
VI	<i>Visually impaired</i>	3
SEMH	<i>Social emotional mental health</i>	38

The number of needs is higher than the number on the register because some students have more than one need.

BUD provision

The acronym BUD refers to the different aspects of our SEND provision; the Bridge class, the SLCN unit and the SERF for our deaf students. BUD7 therefore refers to year 7 students within this provision.

Grouping students from these provisions has allowed staffing resources to be maximised and curriculum opportunities for our students to be enhanced. Detailed impact reports are produced termly for students within BUD provision and shared with the SENDCO and the Deputy Headteacher. Each student is reviewed against their own targets linked to their specific need and it is encouraging to see them making progress.

BUD	Year 7	Year 8	Year 9	Year 10	Year 11	total
SERF	1	2	3	4	5	15
SLCN unit	3	1	0	5 (+4*)	2	11 (+4*)
BUD group total	15	6	0	Pathway 2 BUD – 7 Pathway 3 - 3	Pathway 2 BUD – 3 Pathway 3 - 4	38

* 4 year 10 students are linked to the SLCN unit on non-commissioned places

As reported at the last meeting, this term has seen the introduction of BUD8 as these students are not yet able to access the full mainstream curriculum. They will continue to follow the mainstream curriculum but with a greater focus on literacy to support their wider access to learning. To enable the EHCP interventions to be implemented, these students are not studying MFL.

Key Stage 4 Curriculum Pathways 2025 – 2026

During the last academic year, curriculum pathways were introduced following discussion with the SENDCO which clarified the provision available for the high need SEND students specifically from the SERF and SLCN unit. This approach allowed their significant needs to be met and increased the ambition within their curriculum offer whilst retaining its accessibility. Some of our mainstream students have also been able to benefit from this approach.

Students follow one of the three pathways outlined below ensuring that they leave school with qualifications at an appropriate level to them; this may be GCSE, functional skills (FS) or entry level (EL)

PERSONALISED PATHWAY 1	PERSONALISED PATHWAY 2	PERSONALISED PATHWAY 3
<u>Appropriate for students</u> with KS2 data who have been in mainstream during KS3 for the majority of lessons and who are therefore able to access mainstream KS4 provision	<u>Appropriate for students</u> with KS2 data who have not attended mainstream lessons (or very few). <i>These will likely be low ability DS students, very high need mainstream EHCP students & the unit students who have not accessed mainstream.</i>	<u>Appropriate for students</u> without KS2 data and with significant learning needs or with KS2 data but substantial evidence indicating they are unable to access a GCSE course. evidence = EP report, screening data, specialist teacher report
<u>Provision is</u> in mainstream classes for core and option subjects following a full KS4 curriculum.	<u>Provision is</u> In mainstream where possible. Some adapted lessons delivered in the Hive to the group with core content delivered at a level appropriate to the students (GCSE grade 1-2). Students do not pick 3 options.	<u>Provision is</u> in the Hive. Students follow a combination of entry level courses and entry level/ functional skills English and maths. Students do not follow any GCSE courses
<u>Curriculum offer</u> KS4 core curriculum and options as outlined in the GCSE options booklet	<u>Curriculum offer</u> GCSE/ FS English language GCSE/ FS maths GCSE science (trilogy) Life skills/ deaf studies PE & RP (with mainstream) <u>In addition</u> Students will choose one or two option subjects	<u>Curriculum offer</u> FS/ EL English FS/ EL Maths EL Science Life skills or deaf studies PE & RP (with mainstream) <u>In addition</u> EL history EL art
	<u>Year 10</u> BUD – 7 m/s - 1	<u>Year 11</u> BUD – 3 m/s - 2
	<u>Year 10</u> BUD - 3	<u>Year 11</u> BUD - 4

SECTION 6 ASSESSMENT, INTERVENTIONS AND IMPACT

Miss Chelton (Assistant Headteacher: Assessment and Intervention)

Introduction of Numeracy Intervention

This academic year sees the introduction of a new numeracy intervention programme, delivered during form time. Maths staff will assess students across all year groups to identify gaps in basic numeracy skills. Based on these assessments, a list will be compiled from each year group of students that require further support. Identified students will then take part in a rolling intervention programme with one KS3 year group having intervention for the week with Miss. Hird and one KS4 year group having intervention for the week with Mr. Fern. The year groups will alternate on a weekly basis throughout the year, with additional focus being given to year 11 students who will receive more weekly sessions.

The intervention sessions will focus on developing a particular numeracy skill Monday through Thursday and then the students are re-assessed in the Friday session to check whether their numeracy skills have improved. To further monitor the impact of the intervention, the students will be re-tested at a later date to check whether they have retained the key numeracy skills that were delivered in the initial sessions.

Year 11 Revision Programme

Building on the success of the Year 11 revision programme last year and following consultation with heads of department and teaching staff, the initiative will continue throughout this academic year. The revision programme will run in two blocks. The first block will begin week beginning 13th October and run until Thursday 8th January with the aim of preparing year 11 students for their formal mock exams. The second block will begin week beginning 9th February and run until Thursday 7th May, which is just before the start of the written GCSE exams. The revision timetable is as follows:

	Week A	Week B
Monday	Science	Science
Tuesday	Option A	Maths
Wednesday	Option B	Option C
Thursday	English	English

New KS3 Assessment System

A banding system will be introduced in KS3 to monitor the progress of individual students in each subject area. FFT will be used to generate an estimated target band for students using their KS2 prior attainment data, or CAT scores when a student has no KS2 data. The target bands for each year group are as follows:

Year 7 and Year 8 Bands	
	Target
Band A	7-9
Band B	4-6
Band C	1-3

Year 9 Bands	
	Target
Band A	7-9
Band B	5-6
Band C	3-4
Band D	1-2

The introduction of the banding system will give staff an indication as to what level the students in their class should be working at. During the year, at each data capture point, teachers will be expected to use assessment data to make a judgement as to whether a student is working at a level that is below, meeting or exceeding their target band. Heads of Department are responsible for ensuring that students complete a robust assessment, prior to each data capture, that assesses the full ability range so that accurate judgements can be made as to whether students are working within their target bands. The introduction of this banding system will then allow underachievement to be identified early so that interventions and support can be put in place to address any concerns regarding student progress.

SECTION 7 EDUCATIONAL VISITS

Mr Fern (EVC co-ordinator)

September saw the launch of the new Educational Visits policy (adopted Lancashire County Council Policy), and I am delighted to inform governors that we are confidently meeting the requirements set out in this new framework.

As per the agreement at our last meeting, residential abroad visits will be submitted to governors before submission to the council. To confirm, the Battlefields visit and Lille Christmas Markets were approved under the old process.

During the summer term (2024/25), we successfully organised and delivered a wide range of visits, all of which proceeded smoothly and without incident. These included:

- Space Centre
- Pool Club
- Duke of Edinburgh Practice Groups
- Scholar's Club Graduation
- Fishing Club
- Preston Town Sports
- Preston College Taster Day
- LUSoM Challenge 2025
- Visit to Boulogne
- Duke of Edinburgh Expedition

Looking ahead to the autumn term, at the time of writing, we have a number of visits planned, including:

- Geography Fieldwork – 26/09/2025 (led by Mr Evans)
- Battlefields Trip – 23/10/2025 to 28/10/2025 (led by Mr Pugh)
- Blood Brothers Theatre Trip – 18/11/2025 (led by Mrs Szafranski)
- Lille Christmas Markets – 21/11/2025 to 23/11/2025 (led by Mrs Wilkins)
- Grand Theatre Blackpool – The Nativity! – 26/11/2025 (led by Mr Calvert)

We are proud to continue broadening the range of Educational Visits available to our pupils. I would like to express my gratitude to the dedicated staff who consistently go above and beyond to ensure that these visits are both enriching experiences for the children and managed with the utmost regard for safety.

SECTION 8 SCHOOL PROFILE (08.09.25)

Number of students

	male		Female		total
	number	%	number	%	
Year 7	98	57.65	72	42.35	170
Year 8	87	50.29	86	49.71	173
Year 9	85	53.46	74	46.54	159
Year 10	95	59.38	65	40.63	160
Year 11	109	58.92	76	41.08	185
total	474	55.96	373	44.04	847

Ability profile

	low		middle		high		No data	
Year 7	53	31.17%	73	42.94%	31	18.23%	13	7.64%
Year 8	45	26.01%	80	46.24%	38	21.96%	10	5.78%
Year 9	41	25.78%	87	54.71%	23	14.46%	8	5.03%
Year 10	40	25.00%	94	58.75%	12	7.5%	14	8.75%
Year 11	34	18.37%	114	61.62%	35	18.91%	2	1.08%
total	47		213		448		139	

<u>Year 7-10: KS2 scores</u>	<u>Year 11: CAT scores</u>
Low: 99 and below	Low: 88 and below (below average)
Middle: 100-109	Middle: 89-111 (average scores)
High: 110 and above	High: 112 and above (above average)

Disadvantaged

	FSM6		FSM		CLA		SERVICE		TOTAL	
Year 7	69	40.59%	69	40.59%	3	1.76%	0	0%	72	43.35%
Year 8	59	34.10%	59	34.10%	3	1.73%	2	1.16%	64	36.99%
Year 9	60	37.74%	60	37.74%	1	0.63%	2	1.26%	63	39.6%
Year 10	59	36.88%	59	36.88%	2	1.25%	2	1.25%	63	39.3%
Year 11	66	35.68%	66	35.68%	2	1.08%	2	1.08%	70	37.83%
total	313	36.95%	313	36.95%	11	1.30%	8	0.94%	332	39.28%

Free School Meal protection for pupils eligible after 1st April 2025 has now ended. Over the next six years we will see the effects as FSM6, and FSM data will start to differ.

SEND

Data in section 5

IDACI

The IDACI deprivation 'deciles' are calculated by ranking the 32,844 neighbourhoods in England from most deprived to least deprived and dividing them into 10 equal groups. These range from the most deprived 10% of neighbourhoods nationally to the least deprived 10% of neighbourhoods nationally, as shown in the table:	decile	Decile description
	1	10% most deprived
	2	10% - 20%
	3	20% - 30%
	4	30% - 40%
	5	40% - 50%
	6	50% - 60%
	7	60% - 70%
	8	70% - 80%
	9	80% - 90%
	10	90% - 100%

Whole school %

- 41% of our school cohort live in the 20% most deprived neighbourhoods. This is an increase of 2% since the last report.
- 3% live in the 20% least deprived neighbourhoods which is a decrease on last term's figure of 9%.

