

# **CURRICULUM UPDATE: January 2025**

## **SECTION 1 CURRICULUM**

### **Year 9 Options for September 2025**

The options process for year 9 students was launched with an assembly (15.1.25) closely followed by options' evening (16.1.25). Students now have until 7<sup>th</sup> February to submit their choices.

As in previous years, students have a free choice of options reflecting the ambitious curriculum which is available for all our students. They have been asked to choose at least one subject which belongs to the English Baccalaureate element (highlighted in bold in the table below) which ensures that they continue to follow a balanced curriculum. It also demonstrates that we support the government's ambition to see 90% of pupils studying an EBacc subject combination at GCSE by 2025. This target is because they believe that young people should be encouraged to take traditional, academic subjects to help fulfil their potential and increase social mobility.

OPTION BLOCK A	OPTION BLOCK B	OPTION BLOCK C
<b>history</b> <b>French</b> <b>computer science</b> religious studies child development music	<b>history</b> <b>French</b> <b>geography</b> creative imedia triple science A&D: 3D food and nutrition	<b>history</b> <b>computer science</b> <b>geography</b> sport science A&D: art A&D: textile design

This year, the options offer has seen the re-introduction of GCSE Food and Nutrition following the appointment of Mrs Hodgkinson who will take up post in September 2025. GCSE Music has also been added to the options as a result of its raised profile since Miss Robinson joined us in January 2024. Since there is a significant overlap in content, students will only be able to choose one of the art and design (A&D) courses. There is also a H&S limit on these courses, and GCSE food and nutrition, given their practical nature and therefore should the number of applications exceed the number of places available, places will be allocated to students based on their current approach to learning and commitment to the KS3 art and DT courses. This is clearly stated in the options booklet and will be made explicit to students in assembly and to parents and students at the options' evening.

### **Alternative provision**

Eight students currently follow alternative provision to support them in either re-engaging with or accessing a meaningful curriculum. Mrs Julie Evans oversees alternative provision, monitors student attendance and progress and ensures that safeguarding procedures are in place.

	Yr7	Yr8	Yr9	Yr10	Yr11	Rationale
Larches High School					RR	Re-integration at the start of yr11 following a long period of EHE. The flexibility Larches offers will lead to better outcomes than an ACSC offer
Lancashire Medical Service (RPH)					GJ	Following diagnosis of illness which severely impacts ability to attend school
Preston Vocational Centre (PVC)				TK		EHCP: full time provision complemented by English and maths provision delivered by Hawthorn.
Larches Sport & Education Centre		TL				Accessing and engaging fully with provision whilst a specialist setting is sourced (EHCP)
Hawthorn Education				TK*	GK	TK: As mentioned above. GK: to re-engage with school (EHCP)
EDClass			MG AB		IHG	MG: to re-engage after EBSA combined with school input. Planned increase AB: Awaiting specialist placement. Parents have given LCC 3 choices and are waiting for one to be allocated. IHG: using EdClass alongside GCSE work set by teachers whilst on maternity leave. Re-integration has started as far as childcare permits
<b>total</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>4</b>	

## SECTION 2 SUBJECT UPDATES

### **MUSIC**

#### Progress with the music development plan

- Curriculum time allocation is in-line with recommendations
- Coaching is having a positive impact on the implementation of the curriculum
- A curriculum has been written for the 1:1 instrumental and vocal lessons has been written and is being implemented as intended
- Students have been entered for graded tests
- The musical profile in the school is being raised as a result of school events, students playing in assembly.

#### Trinity graded exams

Student engagement with music has increased, clearly evidenced by the number of students who are keen to engage in the 1:1 music lesson provision which has been introduced. In November, 26 students sat Trinity Graded Music exams in either classical or rock and pop. Four students sat exams for two different instruments and one student even sat exams in four, achieving three distinctions and one merit!

This success is a key element of the Music Development Plan. We are delighted with the results and students are now motivated to continue their musical development. The entries and achievements are summarised below.

#### Classical exams

Instrument	Number of students and grade entered	Grade achieved			
		fail	pass	merit	Distinction
piano	6 x initial	1	2	2	1
	1 x grade 1			1	
	1 x grade 2			1	
flute	2 x initial				2
violin	6 x initial		2	1	3
euphonium	1 grade 1				1
cornet	1 x initial				1
	1 x grade 2				1

#### Rock and pop exams

Instrument	Number of students and grade entered	Grade achieved			
		fail	pass	merit	Distinction
Bass	2 x initial		2		
Drums	1 x initial			1	
guitar	4 x initial			3	1
	2 x grade 3		1	1	
vocals	5 x grade 2		1	3	1
	1 x grade 2				1

### **Maths**

Following the disappointing GCSE outcomes, we have bought in a consultant to support the maths department as they focus on accelerating the progress of students. Support to date has included professional dialogue, lesson observations and professional development (CPD). Feedback from the department has been extremely positive and they are keen to try the strategies suggested.

On 14 January, Mr Fern spent a day at another local school which had received strong outcomes in maths in 2024. Several potential actions have been identified and discussions about this are now taking place with the department.

### **RAP meetings**

The second RAP meeting this academic year took place during the first two weeks of the spring term. As in the September RAP meetings, the attendance and the challenge offered by subject link governors as well as the Chair was very much appreciated. The meetings were structured to include:

- reflections on the quality of education based on quality assurance
- student progress
- impact of actions taken during the first term to address priorities set out in the DIP (dept improvement plan)
- initial thoughts about budget spending

A brief summary of the discussion in these meetings has been circulated as an appendix to this agenda item.

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

On-going monitoring of our provision is a key element of us being aware of our strengths and areas which need to be improved. As mentioned in the previous report, a new system of departmental QA has been introduced which is more closely aligned with the OFSTED framework and requires Heads of Department (HoD) to evaluate the quality of their provision using prompts from the OFSTED framework.

### **Departmental quality assurance**

Discussion in the RAP meeting focused on the identification of specific strengths and areas for development. Line Management meetings, which take place weekly between a HoD and their SLT line manager, will also focus on their findings and actions. Overall gradings for the four sections of the OFSTED framework are summarised below:

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

\*B U D refers to our SEND provision in the Bridge class, SCLN Unit and SERF (deaf support)

\*blue (outstanding), green (good) and amber (requires improvement)

## SECTION 3 PERSONAL DEVELOPMENT

### Careers:

Yr 11 students successfully applied for at least one college / post 16 course before Christmas. Difficulties with predicted grades due to timings of data capture release. Mr Murray had timetabled all Yr 11 PSHE classes to have access to IT rooms from the beginning of the year. This has sped up the process of college applications and save on staff workload. Miss Pongourou has also been attempting to offer support and guidance to our students who are disengaged and currently not attending school in Yr 11.

We continue to meet the Gatsby Benchmarks which will be updated from September 2025. Benchmark 4, Careers in the curriculum, is an area with additional plans in place to strengthen this benchmark. Resources have been updated to assist in meeting Gatsby Benchmark 4 to include reference to jobs that specific subjects may lead to. Form tutors have been given more autonomy to prioritise careers information/job roles that suit their students' needs although over time, all students will receive the same input.

Positive destination data regarding our students who left in 2022 was received in December 2024. Going forward there is the intention to look in more detail at the qualifications and courses students are applying for and completing, and to provide this feedback to Heads of Departments. This will help departments understand progression data for their own subjects.

Careers Week Plans 2025 are in place. Curriculum areas will deliver subject specific content linked to careers within their areas. Miss Pongourou will track and record this. The Careers Fayre 2025 will take place on Friday 31st January. We have over 20 local business and providers attending. Following feedback from last year, this year there will be a more bespoke offering for our SEND students to help them maximise the impact of this event.

### 1:1 Career Meetings

Students should have access to a L6 Careers Adviser and so we are very fortunate to have a full time adviser in school, Miss Pongourou. As a result, we are able to plan to support our students via 1:1 meetings. Below is a summary of the meetings which have taken place from the beginning of September.

Year 11: 184 IAG (Information advice and guidance) and additional support meetings. These are 30-minute scheduled meetings. In addition, there have also been several 'drop-ins' for application support

Year 10: 7 students have been referred for careers' advice. Such referrals are often carried out due to poor behaviour or attendance with the aim of supporting students to increase their positive engagement with school. There have been further 'drop-ins' for work experience support.

Year 9: 2 referrals as a result of poor behaviour/ attendance and to assist in increasing engagement with school. Further 'drop-ins' have focused on support for choosing options.

### Compass+ additional logs – year 11

7 lessons were supported with the college application process in PSHE

3 support sessions were held to support with CV writing in class

22 1:1 application support sessions (drop in/chase-ups)

Further events are also planned during this school year to support the careers education of our students.

- Year 10 Work Experience is a 60/40 split of self-placing and EBP placements. This takes place in the summer term.
- Scholars Club 25 is starting again this half term. This programme is aimed at Yr 9 high ability students who get to work with university PHD students.

- Every year Mr Murray and Miss Pongourou plan an overnight stay at a prestigious university. The past two years has been to Oxford University. We are currently waiting to hear back from Oxford University again. If not, Miss Pongourou has approached Glasgow University a backup option.
- Year 8 1:1 interviews starts after February half term. This gives KS3 students the chance to have a personal conversation with our career's advisor about their potential careers.

### **Duke of Edinburgh:**

Miss Woodhouse is continuing to run DofE Bronze Award. This academic year has seen more students than ever apply and secure a place. Currently 27 year 9 students have signed up to complete the Bronze award. Of these students, 33% are PP students which is an increase on previous years. The year 10 students who successfully completed their Bronze awards during the last academic year will be awarded their badges and certificates in an assembly before February half term.

### **Enrichment:**

Following the departure of Mr Thomas, Mrs Szafranski has now taken up her role of leading this provision. Despite being on maternity leave until after February half term, she has made it clear that her priority is to continue to build on BOOST success from the last academic year and has outlined her key priorities moving forward following the analysis of the data overview from last half term. The data indicated a decrease in engagement in comparison to last year but this has been felt to be due to Mr Thomas leaving and not having a leader in school to maintain its profile. Mrs Szafranski knows the data expectations and how to use Synergy to record, analyse and set up new clubs each half term. Plans are in place to target the lowest represented student groups in each year. The remaining budget is to be used to arrange outside companies or specialists to run clubs or activities.

### **Student Leadership:**

This year has seen a change in the student leadership programme. To ensure year 11 are fully focused on their studies and other extracurricular activities e.g. revision, Year 10 now do the daily duties throughout the lunch break and year 11s role is now to monitor the year 10 students' attendance each day. First aid training has been provided to the year 10 student leaders who are on duty each day on yards. Miss Pongourou has started to reward those on duty, which has a positive impact on attendance. The term 1 record of student leaders' attendance on duty are as follows:

- Monday – 85%
- Tuesday – 84%
- Wednesday – 86%
- Thursday – 79%
- Friday – 94%

The first 'Big Question' has been completed, and we launched our new 'Celebrating Successes' programme week beginning 6th January to all stakeholders. This allows us to celebrate student successes on a wider scale, including for events which take place out of school.

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

The parental consultation 2024-2025 was carried out for this academic year in October 2024. This is completed annually to inform parents/carers about the PSHE curriculum and the content covered. This also provides an opportunity for parents and carers to provide input.

Term 1 student voice feedback has seen positive responses from students which indicates the engagement student have for PSHE lessons. Assessments within PSHE continue to be completed but in a multiple-choice format. Discussion about written answers are continuing with the department specifically with regard to students' end of year assessments. Reflection sheets after assessments are completed in line with other departments as are whole school tracking sheets. Lesson resources continue to be updated, a specific area highlighted is the Extremism/Terrorism unit for Yr 9.

This year we have some non-specialist staff delivering PSHE. They have been offered support and are delivering content in line with curriculum expectations. Since September, Mr Murray has sent a weekly email to all PSHE staff to improve communication due to the difficulties of meeting regularly. This is due to other staff commitments in other departments and/ or whole school roles.

Statutory requirements for PSHE/RSE have been mapped with Heads of Department. This gives them an insight into what needs to be covered not only within PSHE but could be discussed in their curriculums. Discussions have improved this year due to having personal development linked to line management documentation. Social, Moral, Spiritual and Cultural (SMSC) requirements have also been mapped out with Heads of Department. This again has been linked to line management documentation.

## SECTION 4 SEND

The SEND profile of the school is as follows:

- There are 176 students on the SEND register (20.1%) which is above average (61 girl/ 115 boys).
- 46 students (5.2%) have EHC plans. The national average is 4.8%.
- 130 students (14.9%) are on SEN support. The national average is 13.6%

Year	EHCP	SEND support	female	male
7	6	42	22	26
8	11	42	20	33
9	15	17	8	24
10	8	16	9	15
11	6	13	4	15

SEND need		Number of students
ASD	<i>Autistic spectrum disorder</i>	23
SLCN	<i>Social language communication need</i>	25
SpLD	<i>Specific learning difficulty</i>	82
MLD	<i>Moderate learning difficulty</i>	30
PD	<i>Physical disability</i>	3
HI	<i>Hearing impaired</i>	15
VI	<i>Visually impaired</i>	2
SEMH	<i>Social emotional mental health</i>	32

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

### BUD provision

We have started to use the acronym BUD to refer to the different aspects of our SEND provision.

B	Bridge class	support with year 7 transition to ensure students are secondary ready
U	SLCN unit	a 16-place unit for students with speech, language & communication need
D	SERF	1 20-place special educational resource facility for deaf students

As we start to plan the timetable and curriculum for 2025-2026, we are considering ways in which our staffing resources can be maximised and curriculum opportunities for our students within these provisions to be enhanced.

Detailed impact reports are produced termly for this provision in school. Each student is reviewed against their own targets linked to their specific need and it is encouraging to see them making progress.

### Key Stage 4 Curriculum Pathway for Specialist Units/ High Need EHCP students 2025 – 2026

During the last academic year, pathways were introduced following discussion with the SENDCO. These pathways clarified the provision available for our high need SEND students which increased the ambition within their curriculum offer whilst retaining its accessibility. The students within the specialist units have significant needs and need adapted curriculum pathways. This curriculum offer is working well this year and so plans are now being developed for 2025-2026.

Students follow one of the three pathways outlined below ensuring that they leave school with qualifications at an appropriate level to them. The provisional number of students has been included.

PERSONALISED PATHWAY 1	PERSONALISED PATHWAY 2	PERSONALISED PATHWAY 3
<b><u>Appropriate for students</u></b> with KS2 data who have been in mainstream over KS3 for the majority of lessons and who are therefore able to access mainstream provision	<b><u>Appropriate for students</u></b> 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 &amp; the unit students who have not accessed mainstream.</i>	<b><u>Appropriate for students</u></b> 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
<b><u>Provision is</u></b> in mainstream classes for core and option subjects	<b><u>Provision is</u></b> In mainstream where possible with some lessons in the Hive. Core content delivered at a level appropriate to the students (GCSE grade 1-2)	<b><u>Provision is</u></b> in the Hive
All other students	Yr 11 – 3 students Yr 10 – provisionally 9 students	Yr 11 – 4 students Yr 10 – provisionally 4 students

Year 11 curriculum offer (from September 2025): This is a continuation from their current curriculum.

<b><u>Curriculum offer</u></b> KS4 core curriculum and options as outlined in the GCSE options booklet	<b><u>Curriculum offer</u></b> GCSE English language GCSE maths GCSE science (trilogy) GCSE history GCSE A&D Life skills/ deaf studies PE & RP (mainstream)	<b><u>Curriculum offer</u></b> Functional skills English Functional skills Maths Entry level Science Entry level History Entry level art Life skills or deaf studies PE & RP (mainstream)
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Year 10 curriculum offer (from September 2025)

Discussions are on-going, the provisional offer is outlined below.

<b><u>Curriculum offer</u></b> KS4 core curriculum and options as outlined in the GCSE options booklet	<b><u>Curriculum offer</u></b> GCSE English language GCSE English literature GCSE maths GCSE science (trilogy) GCSE history GCSE A&D Life skills/ deaf studies PE & RP (mainstream)	<b><u>Curriculum offer</u></b> Functional skills English Functional skills Maths Entry level Science Entry level art Life skills or deaf studies PE & RP (mainstream)
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## SECTION 5 INTERVENTIONS

### Year 11 After School Revision Programme (w/b 30<sup>th</sup> September to w/b 6 January (12 weeks))

The revision programme for year 11 began at the end of September, earlier than in previous years, under the leadership of Mr Pugh and as part of his role of raising KS4 outcomes. He has prepared the following summary about the programme to date. Whilst we do not yet have the 2025 outcomes, it is very clear that staff have worked incredibly hard to offer so many sessions and student engagement is to be commended.

#### Headline Figures: Number of revision sessions delivered

Week A – 150 sessions

Week B - 153 sessions

Total – **303 sessions**

#### Headline Figures: Attendance

Total number of individual student attendances at revision session – **6,035**

Average Percentage of all Year 11 pupils attending each night – **71% (131 pupils)**

Average Percentage of pupils attending excluding authorised circumstances – **95%** (*authorised circumstances includes absence from school, appointments after school, revision session not running etc.*)

#### Sessions by Subject

There will be some variation in the number of sessions delivered due to the following:

- The number of students following the course
- The number of teachers able to deliver the sessions
- The number of classes within the curriculum

Trilogy/Triple Science – 79 sessions

English – 65 sessions

Maths – 33 sessions

History – 22 sessions

Computing - 22 sessions

French – 12 sessions

Geography – 11 sessions

Creative Media – 11 sessions

Child Development – 10 sessions

Sport – 8 sessions

Art – 6 sessions

3D Art – 6 sessions

Food – 6 sessions

Textiles – 6 sessions

RS – 5 sessions

<b>Week 1</b>	Mon	Tues	Weds	Thurs	Total
Number of pupils attending	164	104	106	163	<b>537</b>
% of all pupils who attended	88%	55%	56%	87%	<b>71%</b>
% of pupils excluding authorised absences	99%	98%	90%	96%	<b>97%</b>
<b>Week 2</b>					
Number of pupils attending	136	157	152	159	<b>604</b>
% of all pupils who attended	72%	83%	81%	84%	<b>80%</b>
% of pupils excluding authorised absences	94%	97%	95%	95%	<b>95%</b>
<b>Week 3</b>					
Number of pupils attending	157	156	109	162	<b>584</b>
% of all pupils who attended	83%	83%	58%	86%	<b>77%</b>
% of pupils excluding authorised absences	96%	96%	98%	96%	<b>96%</b>

<b>Week 4</b>					
Number of pupils attending	156	132	148	150	<b>586</b>
% of all pupils who attended	83%	70%	78%	79%	<b>78%</b>
% of pupils excluding authorised absences	93%	95%	93%	91%	<b>93%</b>
<b>Week 5</b>					
Number of pupils attending	117	144	90	N/A	<b>351</b>
% of all pupils who attended	62%	77%	48%	N/A	<b>62%</b>
% of pupils excluding authorised absences	97%	92%	100%	N/A	<b>96%</b>
<b>Week 6</b>					
Number of pupils attending	145	123	117	140	<b>525</b>
% of all pupils who attended	77%	65%	62%	74%	<b>69%</b>
% of pupils excluding authorised absences	91%	93%	92%	88%	<b>91%</b>
<b>Week 7</b>					
Number of pupils attending	145	118	101	143	<b>507</b>
% of all pupils who attended	77%	62%	53%	76%	<b>67%</b>
% of pupils excluding authorised absences	98%	88%	92%	97%	<b>94%</b>
<b>Week 8</b>					
Number of pupils attending	137	121	144	146	<b>548</b>
% of all pupils who attended	72%	64%	76%	77%	<b>72%</b>
% of pupils excluding authorised absences	88%	97%	97%	91%	<b>93%</b>
<b>Week 9</b>					
Number of pupils attending	N/A	122	103	139	<b>368</b>
% of all pupils who attended	N/A	65%	56%	74%	<b>65%</b>
% of pupils excluding authorised absences	N/A	93%	96%	88%	<b>94%</b>
<b>Week 10</b>					
Number of pupils attending	143	120	125	N/A	<b>388</b>
% of all pupils who attended	76%	63%	66%	N/A	<b>68%</b>
% of pupils excluding authorised absences	93%	96%	93%	N/A	<b>94%</b>
<b>Week 11</b>					
Number of pupils attending	155	140	88	116	<b>499</b>
% of all pupils who attended	82%	74%	47%	61%	<b>81%</b>
% of pupils excluding authorised absences	98%	93%	95%	94%	<b>95%</b>
<b>Week 12</b>					
Number of pupils attending	140	134	134	134	<b>542</b>
% of all pupils who attended	74%	71%	71%	71%	<b>76%</b>
% of pupils excluding authorised absences	93%	95%	96%	91%	<b>94%</b>
<b>Totals</b>					
Number of pupils attending	1,595	1,571	1,417	1,452	<b>6,035</b>
% of all pupils who attended	77%	69%	62%	77%	<b>71%</b>
% of pupils excluding authorised absences	95%	95%	96%	93%	<b>95%</b>

## **SEND Intervention data for term 1 2024-25**

### Commentary:

- The cyber-attack had an impact on progress with the interventions that were computer based
- EAL and unit interventions are going well and are having a positive impact
- Interventions based on social skills are a strength
- Attendance to intervention continues to be a major concern
- Volume of students needing intervention following assessments has increased but our TA numbers have decreased so we are struggling to fit everyone in for intervention

### Next steps:

- Review the current interventions being used as some are not having the desired impact. We need to look for alternatives
- Continue to work with pastoral team to try and improve student attendance to interventions
- Streamline the referral process for interventions

<b>Name of intervention</b>	<b>Number of students</b>	<b>Number of boys</b>	<b>Number of girls</b>	<b>Number of PP</b>	<b>% making progress</b>	<b>Additional notes</b>
Reading comprehension	13	4	9	6	NGRT tests Jan 2025	TA observation: progress will be limited due to lack of attendance
Maths key skills – times tables and basic operations	10	7	3	5	40%	Those who attended showed some improvement, but poor attendance impacted
Working memory	9	6	3	4	67%	Those who attended regularly improved their score
IDL literacy – reading intervention	4	2	2	1		Unable to test as not enough lessons had taken place due to cyber-attack
Lego therapy – social skills	10	10	0	4	100%	TA reported all students improved communication skills & were able to maintain a conversation with peers in the group
Social use of language	3	2	1	1	100%	All students improved their communication skills
Numeracy	7	4	3	5	57%	Low results due to poor attendance
Touch typing – improve speed of typing	5	5	0	1	60%	Attendance and the cyber-attack had an impact on results
Mentor check in	5	2	3	2	80%	Mostly year 7 students: all improved and demonstrated positive results on their assessment. One year 11 student struggled to engage
IDL literacy – reading intervention	9	8	1	6	77.78%	Mostly year 7 students who all responded well. The cyber-attack impacted results
Doddle Maths – general maths intervention	9	8	1	6	33.3%	Attendance and the cyber-attack had an impact on progress with this intervention

Name of intervention	Number of students	Number of boys	Number of girls	Number of PP	% making progress	Additional notes
EAL literacy	2	2	0	0	100%	
EAL comprehension	4	2	2	2	75%	Good progress made by students with significant language barriers
Emotional literacy	16	13	3	9	50%	Attendance of students caused the low results
Unit life skills	9	9	0	5	100%	
Unit emotional literacy	9	9	0	5	100%	
Unit Social skills	9	9	0	5	100%	
Unit speech and language	9	9	0	5	100%	
Unit well being	9	9	0	5	100%	

## Diggery Intervention data for term 1 2024-25

During Term 1, 41 students have accessed Diggery Intervention from the following year groups:

- year 7= 5
- year 8=14
- year 9= 18
- year 10 =1
- year 11= 3

The reasons for the referrals vary but can be categorised into the following areas:

- Low Self-esteem = 13
- Behavioural issues (not following the Ashton Way) = 9
- Anxiety= 6
- Transition = 4
- Anger Management= 3
- School engagement = 3
- Social skills= 2
- Organisation =1

### Impact of the interventions

2 students have received support every week since September: For one student the school attendance team use the Diggery as an incentive to encourage the students to attend that day. Student attendance is 70% on Diggery days, compared to 58% overall. For the other student, with ADHD, the opportunity to spend time in the Diggery environment has been requested by the Director of Learning (DoL) due to the student finding PE lessons difficult to manage. (i.e. being part of a large group outside)

Low Self Esteem: Of the 13 students who have completed the Diggery sessions 68% reported feeling more confident and being able to identify some of their personal strengths which they can transfer to other parts of their school and home lives. Students have given the following feedback:

- *It was amazing. I loved the orienteering, climbing and archery*
- *I feel like it has helped me to be more confident.*
- *I struggle in lessons in school, I liked it because I learnt something new*
- *Teaches you more patience and perseverance*
- *Helping me stay calm.*
- *Better at learning from my mistakes.*
- *I can control myself.*

The following parental feedback was also received. *"Thank you, Mr Darbyshire, it's brilliant to see him doing something he really enjoys and excels at. Thank you for giving him this experience. I am hopeful we will be able to do more sport climbing and bouldering. He was absolutely beaming when we were chatting on the way home. Really appreciate you and I must say, he has really enjoyed Diggery."*

Behavioural Issues: Of the 9 students referred as a result of concerns regarding their lack of engagement with school and The Ashton Way. 8 students remain on roll, with one moving to another school through choice. Of the 8 other students

- 2 Yr 11 students: One student remains on Amber monitoring card. Lateness is a concern and failure to attend detention. However, this is an improvement since this time last year when he frequently was removed from lessons. This student has ambitions to join the military, so Diggery staff are discussing the need to follow rules.
- One student has remained on Green card since Term 1, compared to last year when he was on Amber.
- 2 Yr 9 students are reporting on Red card. These 2 students are part way through Diggery intervention.
- 2 other Yr 9 students have significantly improved their behaviour since the start of Diggery interventions, with the Head of Year (HoY) feeding back that there have been noticeable

improvements, including increased number of positive house points, fewer detentions and a more responsible attitude.

Anxiety: All 6 students find the Diggery a 'calming environment' which gives them chance to complete the rest of the day. Sessions focus on resilience and mindfulness strategies.

School Engagement: 3 students have started Diggery sessions but have not yet completed the course.